

RELATIONSHIP OF TEACHERS' ESSENTIAL TASK TO STUDENTS' BEHAVIOR AND PERFORMANCE: A BASIS FOR AN INTERVENTION PLAN

Reylyn May Manlulu Codera, MAT

reylynmae.codera@deped.gov.ph

Social Science Teacher, Pag-asa National High School – Junior High School 4114, Cavite, Philippines

Abstract

This study on the relationship of teachers' essential task to the students' behavior and performance: a basis for an intervention plan was conducted utilizing the descriptive method. It aimed to determine the status of the teachers' essential task and the behavior and performance of the three hundred five students towards modular distance learning during the second grading period of the School Year 2021-2022.

Specifically, it determined the following 1) the status of the teacher's essential task in Modular Distance Learning in terms of: communicator, demonstrator, evaluator, educator, and motivator, 2) the level of students' behavior in Modular Distance Learning in terms of: adaptable, communicative, independent, self-regulative, and persevering, 3) the level of students' performance in Modular Distance Learning 4) the significant relationship between the teacher's essential task in students' behavior in Modular Distance Learning and 5) the significant relationship between the teacher's essential task in students' performance in Modular Distance Learning.

The learners' perception of the status of teachers' essential task as communicators, demonstrators, evaluators, and motivators of the modular distance learning indicates as "Always Observed".

As regards to the level of students' behavior in modular distance learning with regards to being adaptable, communicative, independent, self-regulative and persevere which signifies as "Always Observed".

However, the level of students' performance in second grading period with the modular distance learning, shows that there is Low Satisfactory.

The study shows that there is a relationship between the teachers' essential task and the student's behavior with a significant remark while the relationship between teachers' essential task and the student's performance is not significant.

Based on the findings, it is concluded that the relationship between the teachers' essential task to students' behavior are significant and the null hypothesis is rejected while the relationship of teachers' essential task to students' performance in Modular Distance Learning is not significant because of the different factors such as parent involvement, incomplete modules submitted, incompetent answers, lack of interest of students in subject matter and study habits, therefore, the null hypothesis is accepted.

Keywords: Modular Distance Learning, Students' Behavior, Students' Performance, Teachers' Essential Task

1. Main Text

Introduction

Everybody has a distinct recollection of learning experiences with their teachers. Teachers in the Philippines have contributed significantly to the lives of every Filipino. Many did not realize the teachers' essential and significant roles, especially those who were professionals and already successful in the society. Teachers have a crucial role in the lives and communities of their students. It may not be seen, but teachers truly offer their hearts and souls to make sure that students learn the appropriate values, acquire their abilities, deepen their knowledge, and enhance their aims.

Students have a meaningful and active part in education as learners. They engage, participate in class, and behave responsively with students and professors. They must follow behavioral norms and demonstrate civility, kindness, compassion, and respect. Also, academic performance is fulfilled by fostering a collaborative learning environment and demonstrating cooperation and unity ideals.

A student's school serves as a second home. They spend a significant portion of their lives in schools, apart from what their parents teach them at home. Unfortunately, schools are not open at this moment. Many educational institutions in the Philippines have started to implement distance learning. Distance learning, also called distance education, e-learning, and online learning, is a form of education. The main elements include the physical separation of teachers and students during instruction and various technologies (Simon, Michael, and Berg, Gary A., 2016). Traditionally, distance learning is concentrated on students who cannot attend classroom lectures, such as full-time workers, students with their own families, and others. In addition to that, the Department of Education introduced different learning modalities, but one of the delivery modalities used by Pag-asa National High School is the Modular Distance Learning. Thus, researchers aimed to determine the relationship of the teacher's role to the students' behavior and performance, a basis for an intervention plan.

Background of the Study

In the Philippines, education transformed from a traditional Face-to-Face to distance learning. The Department of Education ensures the continuity of learning through Modular Distance Learning (MDL). Currently, all public schools are using this learning approach because 8.8 million children prefer MDL, according to a poll by DepEd. The study of parents with children registered this academic year asserted that the most popular method of remote learning is through printed modules. The students in remote locations where the internet cannot be accessed for online learning are also considered.

Learners use self-learning modules based on the Most Essential Learning Competencies provided by the DepEd. SLM comprises the learning competencies that learners should require. According to the Division of Dasmariñas Learner's Pocket, the module is a comprehensive teaching and learning tool that logically depicts certain activities. This is done in response to the students' demands, particularly during the pandemic. It encompasses activities based on MELC (Most Essential Learning Competencies), which serve as the foundation for what students must learn. It is self-paced, so students may devote time to their studies or return to the exercises or tasks once they have learned the material.

Teachers are responsible for monitoring the development of the students in modular distance learning. Students can contact the teacher through email, phone, text message/instant messaging, or text message/instant messaging. The teacher will provide remedial tasks for students who are struggling.

Parents have an important role as facilitators since education takes place at home. Their crucial role in modular learning is to develop a relationship with their child and act as a guide (Flip Science, 2020).

In line with this, the Department of Education, Division of Dasmariñas, and Pag-asa National High School launched several online training and seminar for teachers to be equipped with the new normal of education. Nevertheless, the training and forum are not enough to find out the role of teachers in Modular Distance Learning. Students' behavior and performance are insufficient to demonstrate the learners' ability. As a result, the researcher wants to figure out the relationship of the teacher's role to the students' behavior and performance, a basis for an intervention plan.

Theoretical Framework

The study is anchored on the theoretical support of Bruner's Learning Theory. According to Bruner, the objective of Learning Theory is to facilitate the learning process in the optimum and descriptive learning approach. The link between variables that impact learning outcomes or how a person learns are the focus of the learning theory. On the other hand, learning theory examines how one person impacts the learning of others or attempts to manage the factors in learning theory to enhance learning. Teachers' roles in the educational process are educators, communicators, and organizers of information (Wibowo, 2018).

The function of the teacher cannot be omitted from the notion of teaching and learning in general or from the teaching process itself. Because in this scenario, learning is defined as the interaction between teachers that leads to behavioral changes. Teachers are one of the most critical components in improving school education quality. As a result, the process must be constructed to achieve the required learning outcomes (Setyanto, Sulhan, Miranti, Kemal, 2020).

Also, this research is also anchored on the metacognitive theory by John Flavell (2017). This theory focuses on ways to assist students in understanding their preferred learning method. It is also known as the metacognitive self-awareness theory, and learners are given techniques that allow them to reconsider their thoughts. If learners can identify their knowledge gaps, it becomes simpler to realize their full potential and become more productive.

The metacognitive theory works as follows: while learners engage with adaptive course content, the system takes and stores their data, including confidence level, time, accuracy, knowledge level, and much more.

The system then adjusts the material with the aid of the collected data so that learners may access content that is relevant to their requirements. According to Garrison (2012), Wedemeyer's emphasis on the pedagogical assumptions of independent study represented a move from the correspondence study, which was dominated by organizational and administrative concerns, to an emphasis on educational issues involving remote learning.

Wedemeyer acknowledged the student's freedom and proposed that such independence would be provided through some means and tactics, such as anytime and anyplace learning and learner control over the pace of the learning process (Moore & Anderson, 2013).

Greater student accountability, widely available education, a compelling mix of media and techniques, flexibility to individual variances, and a range of start, stop and learn periods are crucial parts of autonomous learning (Wedemeyer, 2016).

Based on the study by Moore (2014), he distinguished the three types of interaction in distant education: interaction between students and professors, interaction among students, and interaction between students and material. Garrison's (2014) model suggests six categories of interaction, building on Moore's (2014) three types of interaction. Garrison adds teacher-content, teacher-teacher, and content-content interactions to the learner-content, learner-instructor, and learner-learner interactions. According to Bandura's theory, people do not just react to external elements in the learning environment; they also make choices, selections, and transformations of what they encounter.

Piaget distinguished three forms of self-regulation: autonomous, active, and conscious. Vygotsky argues that self-regulation develops due to cognitive control development (Hsu, 2017). Because of the instructor's lack of highly active engagement and the demand for significant autonomy, self-regulation is crucial, particularly in distant education (Hsu, Ching, Mathews & Carr-Chellman, 2019).

Learners in remote education should be accountable for their learning by determining the time, pace, and tactics that work best (Puzziferro, 2018). Individuals' decisions regarding their motivation, the process of thought, emotional states, and behaviors are examples of self-regulation.

Self-regulated learners are aware of their metacognition, emotions, and actions (Hsu, 2017). When discussing self-regulatory learning in distant education settings, we should discuss goal-setting, self-monitoring, self-evaluation, task strategy utilization, assistance seeking, and time planning and management (Dabbagh & Kitsantas, 2014).

It emphasizes that the teacher facilitates all learning theories in the classroom or virtual settings; teachers' essential task in distance learning is to educate, motivate, demonstrate, communicate, and evaluate students even at home. Distance learning teaches students to be autonomous, perseverant, self-regulated, and capable of making their own decisions.

Research Methodology

This research work was descriptive method since it determines the relationship of teachers' essential task to students' behavior and performance: A basis for an Intervention Plan. At the same time, the study investigates the perceived level of the students' behavior and level of performance among the selected Junior High School students of Pag-asa National High School.

The study respondents come from the Pag-asa National High School City of Dasmariñas, Cavite with three hundred five (305) Junior High School students are the center of the study.

One set of questionnaires was issued to the actual respondents of this study. The items in the said questionnaires are based on the fundamental problems advanced in the study for objectivity, relevance, and suitability to the problem areas investigated and the probability of favorable reception and return from the said respondents.

The improved drafts are tried out on five (5) dry-run subjects not included as actual respondents of this study using Spearman's (Rho) formula to ensure the validity and reliability of the questionnaire.

The R-value of one (1) showed that the junior high school students, teachers, and parents' questionnaire is valid and reliable. Random interviews of the five (5) Junior High School students and teachers were made to enrich further the information and data gathered through the reliable instrument.

The respondents' responses are tallied and tabulated to determine the frequencies and equivalent percentages as a basis for applying the formulas.

The weighted mean formula is designed as a basis for the weight of the responses for sub-problems 1 and 2.

The standard deviation formula was used to determine the variability or dispersion of data around the mean.

Pearson-R was used to determine the relationship of teacher's essential task to students' behavior, and performance of selected Junior High School students at Pag-asa National High School as the basis for acceptance or rejection of the null hypothesis at five (5) percent level of significance.

Results and Discussion

The relationship of teachers' essential task to students' behavior and performance: A basis for an intervention plan shows the findings of this study.

The learners' perception on the teachers' essential task as communicators registered an overall mean of 4.59 with a supported standard deviation of 0.73; whereas teachers as demonstrators recorded an overall mean of 4.37 and a standard deviation of 0.89; however, teachers as evaluators has an overall mean of 4.64 with a standard deviation of 0.64; while teachers as educators recorded an overall mean of 4.62 and a standard deviation of 0.69 and lastly teachers as motivators modular distance learning as got an overall mean of 4.53 and a standard deviation of 0.81 were all hereby interpreted as "Always Observed."

Sng Bee (2012) did research that validated the current study by suggesting that practical communication skills are vital for teachers' and students' academic achievement. Effective communication skills are really important for a teacher in transmitting of education and interaction. According to Sweeder and Jeffery (2013), demonstrations can play an essential task in students' obtaining a deep and comprehensive grasp of chemical ideas. Evaluation becomes a valuable tool for teacher improvement when the principal and teacher collaborate. Also, teacher assessment is often used to ensure pupils' academic advancement (Arar & Oplatka, 2012). According to Bugge and Wikan (2013), motivation significantly impacts students' learning outcomes.

The level of students' behavior in modular distance learning with regards to being adaptable obtained an overall mean of 4.41 and a standard deviation of 0.83; while students regard as to being communicative had an overall mean of 4.45 with a supported standard deviation of 0.80; however, as students to being independent had an overall mean of 4.45 with a standard deviation of 0.77; whereas with regards to being self-regulative by students, it has an overall mean of 4.47 and a standard deviation of 0.75. Their level of behavior as to being persevere got an overall mean of 4.28 and a standard deviation of 0.98 were all hereby interpreted as "Always Observed."

Martin et al. (2013) also discovered that flexibility was linked to both. On the other hand, it was also stated by Panen (2013) that students who can learn independently are students who can control themselves, have high learning motivation, and believe that they have broad and flexible insights. Apart from having the ability to control themselves well, students must also have a high motivation to learn to have a good independence. Motivation plays a very important influence in the distance learning. academic and non-academic outcomes. As a result, it is expected that adaptability would be positively with life satisfaction among university freshmen.

In the Second Grading period, the students received grades (Gen.Ave=84.56, SD=5.195). The figures mean that the level of the students' performance in modular distance learning was "Less Satisfactory." According to Aksan (2021), students' attitudes on adopting the modular distance learning approach (MDLA) were found to be in agreement, indicating that students had favorable views on MDLA.

It was found that there is small to moderate and positive relationships exist between the teachers' essential task as Communicator to students' behavior in terms of being Adaptable ($r=0.551$, $p=0.000$), Communicative ($r=0.514$, $p=0.000$), Independent ($r=0.396$, $p=0.000$), Self-regulative ($r=0.448$, $p=0.000$), and Persevere ($r=0.444$, $p=0.000$). The correlation is significant.

The relationship of teachers' essential task as Demonstrator to students' behavior in terms of Adaptable ($r=0.547$, $p=0.000$), Communicative ($r=0.516$, $p=0.000$), Independent ($r=0.407$, $p=0.000$), Self-regulative ($r=0.497$, $p=0.000$), and Persevere ($r=0.419$, $p=0.000$), got moderate and positive relationship.

The correlation is significant.

There is a small to moderate relationship between teachers' essential task as Evaluator to students' behavior as Adaptable ($r=0.524$, $p=0.000$), Communicative ($r=0.519$, $p=0.000$), Independent ($r=0.396$, $p=0.000$), Self-regulative ($r=0.483$, $p=0.000$), Persevere ($r=0.558$, $p=0.000$). The correlation is significant.

There is a moderate and positive relationship between teachers' essential task as Educator to students' behavior as Adaptable ($r=0.480$, $p=0.000$), Communicative ($r=0.497$, $p=0.000$), Independent ($r=0.436$, $p=0.000$), Self-regulative ($r=0.491$, $p=0.000$), and Persevere ($r=0.446$, $p=0.000$). The correlation is significant.

There is a moderate and positive relationship between teachers' essential task as Motivator to students' behavior as Adaptable ($r=0.593$, $p=0.000$), Communicative ($r=0.579$, $p=0.000$), Independent ($r=0.433$, $p=0.000$), Self-regulative ($r=0.485$, $p=0.000$), and Persevere ($r=0.571$, $p=0.000$). The correlation is significant.

It was found out that there is very small and negative correlation between students' performance in terms of the role of the teachers as Communicator ($r= -0.016$, $p= -0.780$), Demonstrator ($r= -0.036$, $p=0.534$), Evaluator ($r= -0.069$, $p=0.231$), Educator ($r= -0.045$, $p=0.434$), and Motivator ($r= -0.071$, $p=0.220$). The analysis of the data is not significant.

Based on the findings of Munna and Kalam (2021) they suggest that by providing positive and adequate formative and developmental feedback, the introduction role-play has a profound positive impact on the students' confidence and self-esteem. It was also revealed that an active learning environment promotes inclusivity and improve the faculty and students' academic performances. The research findings enable the educators to help create and implement an inclusive teaching and learning environment to improve the learner's expectations and their academic performance. Personal reflection and class observation reveal that diverse tactics, such as questioning, role-playing, rewards, punishment, discussions, paired/group work, observations, switching tasks, audio/visuals, and so on, may be required to manage the behavior of individuals or groups. Diverse learners' learning demands, techniques, or styles may exist. In this regard, teachers must understand the needs and preferences of the learners and construct the lesson plan appropriately to satisfy the learning objectives of all learners rather than specific people. Above all, instructors must detect learning impediments as soon as feasible (Munna & Kalam, 2021).

Conclusion

The relationship of teacher's essential task to students' behavior in Modular Distance Learning is significant and null hypothesis is rejected while the relationship between the teacher's essential task to students' performance in Modular Distance Learning is not significant, therefore, the null hypothesis is accepted.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are given:

1. The researcher recommends, intensifying the duties and responsibilities of the teacher and school to the learners. Also, the teacher's engagement may use another strategy on how they can personally involve on the learning of their students especially in this time of pandemic. It may be understood that in the situation of various modalities, the teachers may expand their learnings on how to deal with the present modalities to deliver the quality of education despite of hindrances.

2. The researcher recommends, that the obligations and duties of students and parents in modular distance learning should be strengthened. Students and parents should be aware of the policy that is written in the students' handbook, specifically their responsibilities in the modular distance learning. The teachers must utilize the learner's pocket provided by the Department of Education and Division of Dasmariñas which describe the responsibilities of students and parents in the distance learning.

3. The researcher recommends, that before the school year starts, teachers and guidance counselors should have a diagnostic assessment of the students to know their interests and needs. If the teacher and guidance counselors know well about their abilities and their competencies, the students may perform well.

4. The researcher recommends, that schools, teachers, parents, and students should escalate a harmonious relationship. Teachers should utilize a variety of teaching strategies and maintain communication to the parents and students such as text messages, phone calls, and other kinds of communication, home visits, and intervention. Also, school heads and department heads may consider the current situation in assigning loads and number of students per section so that teachers can concentrate on the teaching and learning process, as well as the additional tasks and work assigned to them and not be stressed to pay attention to the students' behavior.

5. The researcher recommends, that schools should reassess the modules/LAS used by the students for validity and reliability of the different activities or tasks that are simplified and aligned to the Most Essential Learning Competencies and the students' interests. Also, the principal or department head may also assist teachers by providing technical guidance on how to manage classes of modular learning so that teachers can easily adapt to the new normal. The principals and department heads may cater all the essential help for the teachers in this time of pandemic; these may work together to achieve the objective of delivering quality education.

References:

- Aksan, J. A. (2021). Effect of Modular Distance Learning Approach to Academic Performance in Mathematics of Students in Mindanao State University-Sulu Senior High School Amidst COVID-19 Pandemic. *Open Access Indonesia Journal of Social Sciences*, 4(4), 445-467. <https://doi.org/10.37275/oaijss.v4i2.64>
- Arar, K., & Oplatka, I. (2012). Perceptions and applications of teachers' evaluation among elementary school principals in the Arab education system in Israel. *Studies in Educational Evaluation*, 37(2-3), 162-169. doi:<http://dx.doi.org/10.1016/j.stueduc.2011.03.006>
- Bugge, L. S., & Wikan, G. (2013). Student Level Factors Influencing Performance and Study Progress. *The Online Journal of New Horizons in Education*, 3(2), 30-38. Retrieved from <http://www.tojned.net/?pid=showissue&issueid=10>
- Dabbagh, N. & Kitsantas, A. (2014). Supporting Self-Regulation in Student-Centered Web-Based Learning Environments. *International Journal on E-Learning*, 3(1), 40-47. Norfolk, VA: Association for the Advancement of Computing in Education (AACE). Retrieved June 27, 2022 from <https://www.learntechlib.org/primary/p/4104/>.
- FlipScience. (2020, October 5). 'Tagapagdaloy': How Filipino parents can help ensure successful modular distance learning. FlipScience - Top Philippine Science News and Features for the Inquisitive Filipino. <https://www.flipsience.ph/news/features-news/tagapagdaloy-modular-distance-learning/>
- Garrison, R. (2012). Theoretical Challenges for Distance Education in the 21st Century: A Shift from Structural to Transactional Issues. *The International Review of Research in Open and Distributed Learning*, 1(1). <https://doi.org/10.19173/irrodl.v1i1.2>
- Garrison, D. R. (2014). *Understanding distance education: A framework for the future*. London: Routledge
- Hsu, Y., Ching, Y., Mathews, J. P., & Carr-Chellman, A. (2019). Undergraduate students' self-regulated learning experience in web-based learning environments. *Quarterly Review of Distance Education*, 10(2), 109-121.
- Martin A. J., Nejad H. G., Colmar S., Liem G. A. D. (2013). Adaptability: how students' responses to uncertainty and novelty predict their academic and non-academic outcomes. *J. Educ. Psychol.* 105, 728-746. 10.1037/a0032794
- Moore, M. (2014). Theory of transactional distance. In D. Keegan (Ed.), *Theoretical principles of distance education* (pp. 22-38). New York: Routledge.
- Moore, M. G. (2013) Editorial: Three types of interaction. *American Journal of Distance Education*, 3(2), 1-7. Retrieved from http://aris.teluq.quebec.ca/portals/598/t3_moore1989.pdf

Munna, Afzal Sayed; Kalam, Md Abul (2021). Online Submission, International Journal of Multidisciplinary and Current Educational Research (IJMCER) v3 n1 p147-153

P. P, Belajar Mandiri (Mengajar di Perguruan Tinggi). Jakarta: PAU-PPAI Dirjen Dikti Depdikbud., 2013.

Puzziffero, M. (2018). Online technologies self-efficacy and self-regulated learning as predictors of final grade and satisfaction in college-level online courses. *American Journal of Distance Education*, 22(2), 72-89.

Setyanto, Eddy; Sulhan, Muhammad; Miranti, Ira; Kemal, Isthifa. (2020). The Policy Based and The Strengthening of Character Education in Elementary Schools. *International Journal of Psychosocial Rehabilitation*. 24 () pp.13753-13763. 10.37200/IJPR/V24I8/PR281361

Simonson, Michael, and Berg, Gary (2016) "A Distance learning" *Encyclopedia Britannica*. Retrieved from <https://www.britannica.com/topic/distance-learning>.

Sng Bee (2012). The Impact of Teachers' Communication Skills on Teaching: Reflections of Pre-service Teachers on their Communication Strengths and Weaknesses. *Humanising language teaching*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1131770.pdf>

Sweeder, R. D., & Jeffery, K. A. (2013). A comprehensive general chemistry demonstration. *Journal of Chemical Education*, 90, 96-98. Stewart, C. (2014). Transforming professional development to professional learning. *Journal of Adult Education*, 43(1), 28-33.

Wedemeyer, C. A. (2016). Independent Study. In A. S. Knowles (Ed.), *The International Encyclopedia of Higher Education*. Boston, MA: Northeastern University.

Wibowo, I. S. (2018). Hubungan Peran Guru Dalam Proses Pembelajaran Terhadap Prestasi Belajar Siswa . *Jurnal Gentala Pendidikan Dasar* , 30-33