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Uplifting the Performance of Selected Learners through the Use of Modular Approach and Online Teaching in the New Normal

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A B S T R A C T

This study aimed to find out if there was an uplift in the performance of selected learners using a modular approach and online teaching with intervention in the new normal. This study used the quantitative type of research and the descriptive-correlation method to collect the data pertinent to the issue of uplifting the performance of selected learners using a modular approach and online teaching in the new normal education system. The academic performance from the school record and a survey questionnaire as tools were used to gather the information needed for this study. Total enumeration of sampling technique, since they are a small group with a total of thirty (30) Grade 11 senior high school students from one section as participants in this study. The respondents of this study are the selected learners from Tañong High School in one section this school year 2021-2022 under the modular approach and online teaching in the new normal education system. The results revealed that the academic performance of the selected learners from Tañong High School was very good with an 85.2 weighted mean; the level effectiveness of the modular approach and online teaching is fairly effective, indicating that the modular approach and online teaching are to be uplifted the performance of learners; and there is a substantial or somehow effective connection between academic performance and effectiveness using the modular approach and online teaching as indicated by the Pearson Correlation

1. INTRODUCTION

1.1. Research Background

According to Ref. [**1**], blended learning is an approach that combines face-to-face interactions with technology-based learning. Within their article, the blended learning model approach structure is described in a classroom. Blended learning can also be referred to as hybrid learning and it's based upon face-to-face interactions 67% of the time and technology interactions 33% of the time. Many educators have implemented this model in their classrooms to enhance reading and math instruction. With that, project-based learning is also implemented with the new technology resource.

The classroom may also be set up in a variety of ways. While the idea is to have the technology portion less than 50% of the time, teachers want to use the technology-based pieces to enhance their instruction. Blended learning allows educators to build differentiated instruction based on individual student needs. Blended learning in a classroom incorporates daily instruction in small or whole group lessons, and then a technology portion where students are receiving interventions, practice, or enrichment time based on their specific needs. A survey was completed in 2010 and a third of the nation's schools offered some kind of online learning [2].

In Ref. [3] article, Using Technology in the Classroom, she encourages teachers to make the best of the technology they are given and use what works in their classroom with students. She states, "It would be a shame in this day and age to hand students those old, smelly mimeo pages" (p. 5). This is very similar to Barshay's ideas on implementing technology at a younger age to prepare them for the future. To add to the classroom, many teachers have also begun flipped learning. A flipped classroom blends in-class activities, with an online component that's based out of the home. This approach would be similar to Levin and Heibsch's ideas to engage students using blended learning. According to the article, A Half-Flipped Classroom or an Alternative Approach, a flipped classroom's online component typically consists of a video lesson sent home with students. The students would complete their assignments at home and bring them to class the following day to discuss [4].

The theoretical basis of modular teaching at high school was most fully developed in the works of Lithuanian researcher P. A.

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Juceviciene. She clarified the concept of "module", formulated principles of modular teaching, and developed modular programs. In the years that followed, the ideas of P. A. Juceviciene were extended by S. Ya. Batyshev, K. Ya. Vazina, V.M. Gareev, N. N. Surtaeva, T. N. Samova, and other researchers [5].

We understand the term "module" as a complete unit of a particular academic discipline, contributing to the formation of students' one or several universal and professional competencies stated in the basic education program [6]. Each module always includes sequential testing of students' knowledge and skills. A teaching module as a unit of the discipline content has relative independence and integrity at the level of the education plan or curriculum and it determines the logic of the learning process organization. The module is both a data bank and the guidelines for learning these data. The contents of a module must meet the requirements of integrity, compactness, independence, and clarity [6].

Instructional materials can serve as learning materials for both students and teachers. They can serve as a primary source of scientific content, and present specific views about the nature of scientific practices, and how scientific knowledge is developed. Materials can also serve as a primary influence on how teachers should teach science. For the proper implementation of any school curriculum, textbooks become part and parcel of the education system. Especially, in developing countries, it has been a regular practice to consider textbooks as the major source of the teaching-learning process to be undertaken in schools [7].

The researcher observed that grade 11 students of Tañong High School have poor turnover modular activities and are not complete after set schedules of completion, and eventually they get low performance. The researcher experienced in teaching, that most of these learners with poor performance for most of all subjects are hard up to motivate and participate during online learning. This turn of events encouraged the researcher to look more closely and assess the use of modular approach and online teaching with interventions to develop their performance as a proposed intervention strategy as well as a motivation strategy. Because the researcher, in this study, wants to tap into the thrust of DepEd New Normal Educational System to pursue institutionalized and systematized reforms to improve the efficiency and quality of the delivery of Basic education for all even in the situation of the new normal education system.

The researcher plans to devise modified, contextualized, and localized materials of print to teach learning rocket and game-based strategy. Before implementation, there is no user intervention likeany print teach learning rocket and game-based strategy. Thenthe intervention will test the selected learners to determine if there is motivation and uplift the performance of students.**PrinTEACH** – this program applies to all learners. The teacher will provide reading materials.

Learning Rockets – this is similar to PrinTEACH but it is exclusively printed materials aiming to ENRICH and ENGAGE the learners.

Game-based Strategy – the teacher will think of a game that canbe used in the lesson. If the learners have internet access, the teacher will select from the internet and integrate this into the lessons. Just make sure that the games will help you to attain the learning competencies. If the students have no access to an internet connection, they can use games in a printed form.

Content-based Strategy – the strategy is not a game but any approach in teaching that can be integrated before the lesson, during the lesson, and after the lesson. These strategies willdepend on the subjects.

1.2. Research Objective

The following questions will be the mainstay of the research in uplifting the performance of selected learners through the use of a modular approach and online teaching in the new normal.

1. What is the level of academic performance of the selected learners using the modular approach and online teaching in the new normal?
2. What is the level of effectiveness of the modular approachand online teaching on selected learners in the new normal?
3. What is the significant relationship between the academic performance of selected learners and the level of effectiveness of the modular approach and online teaching on selected learners in the new normal?

2. MATERIALS AND METHOD

2.1. Research Design

This study used the quantitative type of research and descriptive-correlation method to collect the data pertinent to the issue of uplifting the performance of selected learners using a modular approach and online teaching in the new normal education system. The academic performance from the school record and asurvey questionnaire as tools were used to gather the informationneeded for this study.

2.2. Sampling

Total enumeration of sampling technique, since they are a small group with a total of thirty (30) grade 11 students fromone section as participants in this study. The respondents of this study are the selected learners from Tañong High School in one section under the modular approach and online teaching in the new normal education system.

2.3. Data Collection

The academic performances of Grade 11 students were requested from the school record and file SY 2021-2022. A survey questionnaire as a tool was administered to the respondents. Before administrating the questionnaire, it was modified to simplify the concept and suit the aims of the study. It was using the content Validity type of validation procedures. To content validate the instruments, the researcher checked for the relevant items to be assessed in each content that were all included in the instruments.

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3. RESULT AND DISCUSSION

3.1. The Academic Performance of Selected Learners

Table 1 indicated that the selected students are having good learning conditions that gave them a satisfactory level of academic performance under a modular approach and online teaching. Because some students rely on and are used to relying on mass media or learning materials for learning, guidance, and support are required to complete their tasks and activities within the module learning. In addition, they are more interested in doing their tasks because of the mass media and technological gadgets with their friends and family members to assist them. These good learning conditions contribute to the level of fairly satisfactory performance of a whole student participant. Therefore, using the intervention of device-modified, contextualized, and localized materials of print teach learning rocket and game-based strategy, they would do much for their modular activities.

3.2. The Level of Effectiveness of Modular Approach and Online Teaching

Table 2 indicated that the Modular approach and online teaching implemented by the teachers are very successful implementation on selected learners in the new normal education set up according to teachers. Because the learners thought as meaningful and salient to them, promoting learners' engagement in the learning process and greater learning occurs when the process is combined with different activities.

Table 1 The Level of the Academic Performance of selected Learners through the use of Modular Approach and Online Teaching

Academic Performance	Students (n=30)	Average (Performance)
Outstanding	4	90.3%
Very Satisfactory	12	88 %
Satisfactory	11	84.1 %
Fairly Satisfactory	3	78.5 %
Did not meet the expectation	0	0%
Overall Average		85.2 %

Legend:

Level of Performance

5	*Outstanding*	*90 -100%*
4	*Very Satisfactory*	*86 – 89%*
3	*Satisfactory*	*80 – 85%*
2	*Fairly Satisfactory*	*75 -79%*
1	*Did not meet expectations*	*below 74%*

Table 2. Level of uplifting the performance of selected learners through the use of modular approach and online teaching in the new normal

Level of Effectiveness	Weighted Mean	Descriptions
1) To provide an effective medium for the development of different learning styles and promote teachers' understanding and appreciation of the Modular approach and online teaching.	3.60	Highly Effective
2) To improve the quality of teaching thru the Modular approachand online teaching and to improve the learning and performance of the students.	3.40	Highly Effective
3) To encourage and motivatethelearning of students and develop performance of teachers.	2.80	Fairly Effective
4) To undertake a modular approach and online teaching activities that will develop creativity, analytical mind, and integrity.	2.60	Fairly Effective
5) To disseminate and applylearned from the modular approach and online teaching learning concepts and principles.	2.50	Fairly Effective
6) To be accessible to those who can afford a modular approachand online teaching learning especially students with distance from the school	2.80	Fairly Effective
7) To provide a venue for intellectual and social interactionamong teachers, administrators, and students thru different teaching styles.	3.00	Fairly Effective
8) To create an atmosphere ofcompetitiveness and excellence inundertaking a Modular approach and online teaching activities and toward achieving the goals.	3.10	Fairly Effective
9) To choose appropriate teaching strategies to the needs ofstudents of different statuses in life	3.00	Fairly Effective
Overall weighted Mean	2.98	Fairly Effective

3.3. Relationship between Academic Performance of Selected Learners and the level of Effectiveness of Modular Approach and Online Teaching

Table 3 presents the Mean score and Standard Deviation of academic performance and the effectiveness of the modular approach and online teaching. Results in table 3 showed that the level of academic performance has a greater standard deviation of 2.69088, while the level of effectiveness of using a modular approach and online teaching with a lesser standard deviation of 0.48051. This indicates that their variability is different, and they have less equal mean scores. This means the level of effectiveness of using modular approaches and online teaching and the level of

academic performance of selected learners have slightly different performances.

Table 3 Mean score and Standard Deviation of Academic Performance and Effectiveness

Descriptive Statistics			
Variables	**Mean**	**Std. Deviation**	**N**
Academic	85.2	2.69088	30
Effectiveness	2.98	0.48051	30

3.4. Relationship between the Academic Performance of Selected Learners and Level of Effectiveness of using Modular Approach and Online Teaching

Results in Table 4 revealed that the academic performance of selected learners and the level of effectiveness of using a modular approach and online teaching with a substantial relationship as the Pearson r is 0.254. This implies that the academic performance of students is merely dependent on the modular approach and online teaching. Therefore, the selected learners may somehow rely on the key to access the students based on their interests and how they work attentively. Thus, a successful modular approach and online teaching program offers a strong educational foundation for the student's participation in the learning and then provides learners with a good bridge for the new personality through which students will be able to accomplish their educational goals.

Table 4. Relationship between the Academic Performance of Selected Learners and Level of Effectiveness of using Modular Approach and Online Teaching using the Pearson Correlation

Correlations			
		Academic	**Interpersonal**
Academic	Pearson Correlation	1	-.499
	Sig. (2-tailed)		. 254[ns]
	N	30	30
Effectiveness	Pearson Correlation	-.499	1
	Sig. (2-tailed)	254[ns]	
	N	30	30

Legend:

Statistical Limit	Descriptive Equivalent
1.00	Perfect Relationship
0.80 to 0.99/ (-0.80 to- 0.99)	Very strong/Very High Relationship
0.60 to 0.79/ (-0.60 to -0.79)	Strong/High Relationship
0.40 to 0.59/ (-0.40 to -0.59)	Moderate/Substantial Relationship
0.20 to 0.39/ (-0.20 to -0.39)	Weak/Small Relationship
0.01 to 0.19/ (-0.01 to- 0.19)	Almost Negligible to Slight Relationship
0.0	No Relationship

4. CONCLUSION

The following conclusions were drawn based on the results of the study. The results revealed that the academic performance of the selected learners from Tañong High School was very good with an 87.18 weighted mean; the level effectiveness of the modular approach and online teaching is fairly effective, indicating that the modular approach and online teaching are to be uplifted the performance of learners; and there is a substantial or somehow effective connection between academic performance and effectiveness using the modular approach and online teaching as indicated by the Pearson Correlation. The following recommendations were drawn based on the conclusions. It is recommended to regularly implement the modular approach and online teaching since it is useful solutions to addressing the difficulties of teachers regarding what appropriate strategies for their students to motivate further learning using a modular approach and online learning. The teacher should be sourcing and providing effective learning materials for modular approach and online teaching to be more attentive to the learners do their activities. To further test the effectiveness of the modular approach and online teaching with the use in all grades and sections of the school to evaluate in a large population of students

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