

TEACHERS' ADAPTATION AND PRACTICES AMIDST PANDEMIC

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Abstract

With the COVID 19 pandemic, teachers face all kinds of new challenges. Numerous adaptations and strategies have been implemented in the teaching system to continue providing effective and efficient services to learners. Amid a pandemic, teachers' adaptation and teaching practices are deemed necessary to assess. The study centered on the adaptation and teaching practices of the teachers amidst the endemic. It sought to find answers to (a) the extent of the teachers' Adaptation to learning modalities, resources, and delivery; (b) the extent of the teaching practices of teachers when analyzed into distribution and retrieval of modules and monitoring and learning assessment; and (c) the relationship between the Adaptation and practices of the teaches. A descriptive- correlational research method was adopted, and the respondents of this study were the 71 teachers of selected public elementary schools. Mean and Pearson Product Moment was used in analyzing the data. It was concluded that Despite rapid changes in teaching practices, teachers adapt and acclimate to the new learning delivery of the printed modular modality implementation. In the event of a pandemic, teachers can motivate students. Learning assessments are an important part of the educational process. Hearing other people's perspectives and feedback on the assessment results is extremely beneficial to parents and students. Assessments benefit both students and parents because they provide motivation. Teachers can also observe and provide specific interventions based on the needs of the students.

Keywords: Teachers Adaptation, Learning Modalities, Learning Resources, Learning Delivery, Teaching Practices, Covid 19 Pandemic

1 INTRODUCTION

Globally, education has transitioned to COVID-19 distance learning, which refers to teachers physically separated from students during the learning process. As a result of the pandemic, educators have faced new challenges. Many teaching strategies and adaptations have been made in the educational system to continue providing effective and efficient services to learners. An adaptation is a change in behavior in response to new circumstances or a new purpose. UNESCO calls on nations to use strategies and measures to reduce the impact of school closures on students with disabilities, as S. Lestari, W. Hamsia, and R. Setiyawan (2021) cite in their study. The reasons for this are that COVID-19 Pandemic disproportionately affects students with disabilities as they face a lack of specialized public health information, obstacles to implementing necessary hygiene measures, and inaccessible health facilities. They may even be more vulnerable to domestic violence.

In the same way, Japanese teachers adapt quickly to online learning. Teachers and specialists have agreed to implement online teaching in most schools. Adapting to teaching and students' learning is crucial for improving teaching and students' learning experiences (Barry, D., M. Kanematsu, H., 2020). Republic Act 11480 requires the secretary of education to recommend to the president any changes to the schedule during times of national emergency. The act states that the quality of health and education cannot be compromised for reopening schools. The Philippines' educational system is adjusting to abrupt changes in distance learning. It is difficult to resolve issues with online learning, particularly since the country is an archipelago. To combat this, the Department of Education (DepEd) has created self-study modules that students may use at home. Other forms of distant learning include television, radio, web-based modules, and radio.

The purpose of education is to shape children's behavior and potential. At its best, it prepares children for life. There has been a variety of roles played by teachers during the pandemic. As change agents, they actively achieve the intended outcome at school. Education that allows for the development of strong, competent citizens with an empowered future can be achieved through qualified teachers. Guiamalon, T. S., Alon, S. A. S., & Camsa, S. U. (2021) believe that all public schools in the Philippines currently use the Modular Learning modality to consider learners in rural areas where the internet is inaccessible for online learning. Modular learning is a type of distance learning that employs Self-Learning Modules (SLM) and is extremely convenient for most typical Filipino students. It was also the most preferred learning system for children by most parents/guardians. Even though most students in Datu Odin Sinsuat South District live in remote rural areas, the teachers are more concerned with adapting to their students' contexts. This led to the design of the study.

1.1 The Problem

This study aimed to describe the teachers' Adaptation to Learning Modalities, Learning Resources, Learning Delivery, and Teaching Practices when analyzed into Module Distribution and Retrieval, Monitoring, and Learning Assessment of Datu Odin Sinsuat South District amidst Pandemic. It also established the correlation between teachers' Adaptation to teaching practices/

1.2 Hypothesis

There is no link between teacher adaptation and teaching practices.

2. LITERATURE REVIEW

In times of national emergencies, the president signed Republic Act 11480, which requires the Secretary of Education to recommend to the president changes to the school. A comparison between distance learning and face-to-face learning in Australia demonstrated that distance learning could increase students' enrollments compared to traditional learning (Bookallil and Rolfe, 2016). Students believe that distance learning is flexible and convenient, allows them to balance studying with family and work commitments, and allows them to develop their ICT skills and share their knowledge and experiences with others (Keles and Özel, 2016; Fincham, 2017).

As the pandemic spreads, educators are devising an increasing number of materials to assist students in learning and staying healthy during school closures. As a result of COVID19, states will face significant increases in k12 education costs, including those associated with providing distance learning, expanded learning, and additional food services to low-income families. Barry, D., Kanematsu, H. (2020) proposed improving one's teaching and students learning experiences during the pandemic. Regardless of the online teaching technique used, the teacher must be adaptable and communicate concerns. Teachers should notify their students via email that they can assist them and encourage them to ask questions as needed. Instead of rigorous education, teach with a positive attitude and a focus on student support because some students and/or their parents may be infected with the virus or have lost their jobs. Maintain a course curriculum that is too complicated for students to learn online, computers and the internet, etc. As a result, they may require special accommodations to improve their learning. In addition, obtain appropriate permission (for example, from a college dean) to substitute a required topic. Efforts were made during the COVID 19 pandemic to develop a new teaching culture, and efforts to adjust to the new normal and the learning process to avoid all of the pressures that come with technology, mastery, and psychological equilibrium are required as a result of the pandemic. There is a need for worry, and efforts to improve mental, spiritual, and physical endurance are especially important to carry out all new forms of action.

During a pandemic, data-driven research frames student expressions, which are revealed using a Google form. Dana M. Whatever online teaching method the teacher chooses, he or she must be adaptable and considerate. Instead of rigorous education, focus on student support and an enthusiastic, positive attitude.

Be adaptable because some students and/or parents may have been infected with the virus or lost their jobs, finances, or other sources of support. Keep in mind that some children may not have access to computers, the internet, or other forms of technology. Guiamalon, T., David, S., and Camsa, S. (2021) stated that parental interventions for mental health needs and counseling play an important role in their children's mental health because it prevents symptoms such as anxiety, and depression, school closures, and a decrease in social connection. Meanwhile, the COVID-19 quandary compelled the development of online learning in the educational sphere. According to previous research, distance learning can only be used as a supplement to traditional schooling.

Furthermore, Gonzales (2015) states that modular learning is one of the teaching approaches in which students are required to learn everything in the module through their effort and at their own pace. Furthermore, he stated that the method is distinct from the traditional one in which students simply listen to learn the concepts presented by the teachers. Furthermore, to overcome the difficulties that students face in traditional classroom settings, He suggested that the modular approach may be a good alternative because it is student-centered, self-paced, and does not require note-taking. In addition, using a module to teach the English language rather than a textbook in traditional methods was intended to increase active learning and improve critical thinking and problem-solving skills. It allows the lecturer to carry out formative assessments in the classroom. Guiamalon (2022) opined that teachers' efforts in the classroom, such as well-prepared lessons, verbal interaction, library use, and coursework assignments, have an enormous effect on graduates' social and economic development.

Cheng and Bakar (2017) also pointed out that standardized textbooks have the style and organization of their content, as well as the depth of coverage of the materials, which can also affect the teaching and learning environment. As a result, they believe that using a module provides a more flexible learning environment for both instructors and learners. Modular learning has been used for many decades, but there is now an incredible opportunity to combine the power of exploding technological innovation with the remarkable learning process. Educators at a leading online university are poised to contribute to the next "Gutenberg" or "printing press" moment in education, which captures the dramatic way human thinking produces a revolutionary movement—the original "Gutenberg moment," which lasted hundreds of years, resulted in mass production of books, lower unit cost, the democratization of knowledge ownership, and assurance of consistency and quality in knowledge transfer. Today, the impact of change and innovation is growing exponentially.

3 METHODOLOGY

This study used a descriptive correlation design and was conducted in selected public elementary schools in Datu Odin Sinsuat South District in Maguindanao II Division. Specifically, Dalican Pilot Elementary School, located at Datu Odin Sinsuat Maguindanao, Datu Butocan Elementary School, located at Barangay Makir, Datu Pinguaman Elementary School, located at Barangay Datu Pinguaman, and Bugawas Elementary School, located at Barangay Bugawas. The respondents of the study were 71 regular teachers. During this pandemic, these identified Four (4) schools are implementing Modular Distance Learning at the same time during the conduct of the survey. Teachers have to report to school during their skeletal schedule. They rendered their services thrice a week accordingly to their work arrangement.

4 RESULTS AND DISCUSSIONS

4.1 Teachers Adaptation

Learning Modalities. Table 1 presents the result of the Extent of the teachers' adaptations amidst the Pandemic on Learning Modalities. The table shows that the highest mean among indicators are rated highly adaptive with a mean of 3.69. The statement "Implies the approaches, strategy, and mode of learning being utilized by the teacher amidst endemic. This means that the respondents can adjust to new situations and are highly adaptable to change. Learning, according to Cabual (2021), is a continuous process, and a process is defined as actions that contribute to a result. In this case, learning barriers can cause the learning process to be delayed or even halted.

On the other hand, an effective learning strategy can overcome these barriers and create personalized learning for the learner. A misalignment in the teaching-learning approach is one of these barriers. This barrier may be caused by the learner's incorrect application of methods, techniques, and strategies. Recognizing the learner's preferred learning style can lead to more effective learning. Unlike Kolb's learning style theory, different people naturally prefer a single different learning style, implying that everyone has a distinct learning style. 2021 (Cabual).

On the other hand, The indicator with the lowest mean is rated as "adaptive," which implies that the

respondents participated in capacity building on distance learning education management for teachers. This suggests that respondents were able to build on distance learning education management for teachers despite the Pandemic. The overall mean of 3.58 of the Extent of Teachers Adaptation Amidst Pandemic on learning modalities was interpreted as "highly adaptive. This implied that teachers were completely adjusted in terms of learning mode. Multiple learning modalities are required to address differential access to technology, particularly those that are low or no tech – the top half of the Home Learning Modalities Matrix. For planning and prioritization, Understanding the extent of technology reach, including at sub-national levels, by rural/urban, gender, and, if possible, wealth, is critical (UNICEF, 2020).

Furthermore, such an evidence-based analysis is an important component of a national plan or strategy for education response and learning continuity during school closures. In Bangladesh, less than 6% of school-age children in the poorest wealth quintile have a television. Still, more than 92% of households have mobile phones. 4 Across countries, mobile phone penetration is consistently high, even in the poorest wealth quintile and rural areas. Section 4 of the guidelines focuses on learning with basic mobile phones. Self-learning modalities (e.g., radio, television, paper-based learning kits, and even online platforms and mobile apps) are unlikely to ensure learning continuity unless teacher-guided modalities supplement them. During school closures, teachers should remain involved in guiding their students and supporting parents/caregivers (see section 2.4). As a result, a combination of self-learning and teacher-guided methods is required (see section 3). When multiple learning modalities are implemented (ideal), it is critical to integrate them into an overarching education strategy anchored to the curriculum (UNICEF, 2020).

Table 1. Mean Rating on the Extent of Teachers' Adaptations Amidst Pandemic on Learning Modalities

INDICATORS	MEAN	INTERPRETATION
Teachers were prepared to provide distance learning education during the pandemic.	3.49	Adaptive
Uses printed modules as a tool for at-home learning.	3.67	Highly Adaptive
Monitors and addresses the learner's achievement of the tasks outlined in the SLMs.	3.53	Highly Adaptive
Attends capacity building on distance learning education management for teachers.	3.37	Adaptive
Receives appropriate training in the use of technology required for learning dissemination	3.49	Adaptive
The school has established regulations and policies for the use of modular learning.	3.61	Highly Adaptive
The school has provided supplemental materials for modular learning.	3.65	Highly Adaptive
Teachers are well-organized when it comes to delivering modules.	3.69	Highly Adaptive
The school has designated a skeletal workforce for the COVID-19Pandemic.	3.69	Highly Adaptive
Virtual communication is used	3.63	Highly Adaptive
OVERALL MEAN	3.58	Highly Adaptive

Legend:

3.50 – 4.00 Highly Adaptive

2.50 - 3.49 Adaptive

1.50 - 2.49 Less Adaptive

1.00 - 1.49 Least Adaptive

Learning Resources. Table 2 presents the result of the Extent of the teachers' adaptations amidst endemic Learning Resources. As shown in the table, the highest mean rated as 3.67, interpreted as highly adaptive. The statement manifest modules are available in the Ministry of Basic, Higher, and Technical Education links for download. This proves that the Ministry of Basic, Higher, and Technical Education office is capable and ready for flexible learning. While the lowest mean is 3.27. The statement inferred that there are laptops or computers available for every teacher. This is proof that the teachers are ready for distant learning. The total mean on the Extent of teachers' adaptations amidst Pandemic on Learning Resources is 3.47, interpreted as "adaptive." This showed that the teachers' adaptations concerning Learning Resources were suitable for the new normal setting amidst the Pandemic. Proponents noted that inadequate learning resources are one of the problems and difficulties the schools and teachers encountered during this Pandemic (Rotas & Cahsapay, 2020). As a matter of fact, they recommended that these difficulties should be considered as inputs for the further development of the current educational process.

Table 2. Mean Rating on the Extent of Teachers' Adaptations Amidst Pandemic on Learning Resources

INDICATORS	MEAN	INTERPRETATION
The school is technologically prepared for a modular learning mode.	3.43	Adaptive
Every teacher has access to a laptop or computer.	3.27	Adaptive
Modules are provided by the Ministry of Basic, Higher, and Technical Education.	3.67	Highly Adaptive
Modules are available for download.	3.57	Highly Adaptive
Teachers understand how to use computers.	3.41	Adaptive
The school's geographic location is regarded as a hotspot for obtaining a strong internet connection.	3.41	Adaptive
Internet access is also available at school at all times.	3.33	Adaptive
All classrooms have electricity.	3.45	Adaptive
The school maintains a record of parents' contact information.	3.59	Highly Adaptive
Printers and photocopiers are available at school.	3.65	Highly Adaptive
Grand Total MEAN	3.478	Adaptive

Legend:

3.50 – 4.00 Highly Adaptive

2.50 - 3.49 Adaptive

1.50 - 2.49 Less Adaptive

1.00 - 1.49 Least Adaptive

Learning Delivery. Table 3 presents the result of the extent of the teachers' Adaptation amidst endemic Learning Delivery. The highest mean, rated 3.62, was interpreted as "highly adaptive." This means that teachers should encourage students to complete their schoolwork and responsibilities. The lowest mean was rated as 3.31, interpreted as "adaptive." There are no inaccuracies in the Self Learning Modules. This proves that teachers should always see to it that Self Learning Modules are effective and suitable to the needs of

the students. The overall mean was rated as 3.46, which means “adaptive.” This was evident that teachers encouraged the students to participate actively and work hard to complete assignments, lessons, and activities. According to the findings of Carreon's (2018) study, teachers who always prepare and use any available technology resources, create a tool for assessing learning, and make the environment more engaging will be an intervention for student outcomes. Since the current situation, it has been a difficult journey for all people, particularly those in the education sector. In some cases, the students can learn independently, but the most important factor is intervention.

The term “learning outcome” refers to “statements of what a learner knows, understands, and is capable of doing after completing learning” (Cedefop, 2009, as cited in Harris & Clayton, 2019). It’s essentially what the students learned throughout the course of the subject. Students’ achievement and comprehension of educational material are predicted by their participation and engagement (Linnenbrink & Pintrich, 2003, as cited in Onge & Eitel, 2017). Teachers can increase student participation and engagement by paying close attention to classroom setup. However, for the time being, teachers are doing their best to engage learners and parents in the new normal amid a pandemic with the availability of a learning delivery modality. Finally, grading class participation demonstrates to students what type of learning and thinking is valued by teachers. Yu (2018) cites Bean and Peterson (1998). Because the Modular Approach is widely used in the Philippines, it can be monitored and evaluated through the learners’ output.

Table 3. Mean Rating on the Extent of Teachers’ Adaptations Amidst Pandemic on Learning Delivery

INDICATORS	MEAN	INTERPRETATION
All modules are available for distribution.	3.55	Highly Adaptive
The school has sufficient printing equipment to allow for the rapid reproduction of SLMs.	3.49	Adaptive
The school has sufficient supplies to release SLMs on time.	3.55	Highly Adaptive
The cost of reproduction is not a barrier because schools have sufficient funds.	3.47	Adaptive
There is no extra copy of SLMs because it is available to all parents.	3.37	Adaptive
There are no inconsistencies in the contents of Self-Learning Modules.	3.31	Adaptive
SLM key concepts are not limited and are being developed.	3.39	Adaptive
The use of language and the degree of difficulty for different types of learners were examined.	3.43	Adaptive
The activities and exercises are appropriate for learners’ various abilities.	3.49	Adaptive
SLM assessment tools are sensitive to abilities, interests, developmental readiness, and available resources at home.	3.61	Highly Adaptive
Grand Total MEAN	3.467	Adaptive

Legend:

3.50 – 4.00 Highly Adaptive

2.50 - 3.49 Adaptive

1.50 - 2.49 Less Adaptive

1.00 - 1.49 Least Adaptive

4.2 Teaching Practices

Distribution and Retrieval of Module. Table 4 presents the result of the extent of teachers' teaching practices amidst endemic when analyzed in the Distribution and Retrieval of Modules. The highest mean is rated "highly practice," with a mean of 3.65. The statement is Teacher emboldens parents to get and return SLM/LAS on time. This shows that teachers need to encourage the parents to participate actively despite their busy schedules to maximize their children's learning amidst the endemic. The lowest mean is 3.45, interpreted as "practice." This statement is, "The school provides station to every barangay, especially for the far-flung area. This proves that the school had good and enough preparation when it came to the distribution and retrieval of the module to students. Generally, the total mean rating of 3.55 was interpreted as "highly practice." This finding inferred that the school operations and teachers were being adjusted to provide and suit student needs during this pandemic. Teachers effectively adapted to the new trend amidst endemic. The Indonesian study assumed that learning at home still had the higher motivation and a better relationship with their family members. But, researchers still suggested that interesting materials and enjoyable teaching methodology and interaction should be applicable. (Hermanto; Rai, Ni Gusti Made; Fahmi, Arfan, 2020).

Table 4. Mean Rating on the Extent of Teachers' Adaptations and Teaching Practices when analyzed into Distribution and Retrieval of Module

INDICATOR	MEAN	INTERPRETATION
There is a defined process for the distribution and retrieval of SLM	3.49	Practice
There is a schedule for the distribution and retrieval of SLMs	3.55	Highly Practice
School provides enough time to get and return the SLMs.	3.63	Highly Practice
The school provides a station for every barangay, especially far-flung areas.	3.45	Practice
The school initiates easy access to the SLMs.	3.51	Highly Practice
The teachers call or message, when the schedule has been altered	3.61	Highly Practice
The school ensures the safety of the students implementation throughout distribution and retrieval of SLM.	3.63	Highly Practice
Teachers do home-visitation for those who skip the dissemination and retrieval of SLMs.	3.49	Practice
Teacher emboldens parent to get and return SLM/LAS on time	3.65	Highly Practice
Teachers have constant monitoring instrument for distribution and retrieval of SLMs	3.53	Highly Practice
Grand MEAN	3.55	Highly Practice

Legend:

3.50 – 4.00 Highly Practice

2.50 - 3.49 Practice

1.50 - 2.49 Less Practice

1.00 - 1.49 Least Practice

Monitoring. This table shows the extent to which the teacher's teaching practices are monitored. In addition, the highest mean of 3.65 with an interpretation of "highly practiced" was the statement on "learners can learn with their parents caring for them at home. This suggests that even though parents are busy working, they should focus on assisting and guiding their children in order for them to succeed in this new normal setting. Among the lowest mean scores, 3.39 was interpreted as "practiced" for the statement "learners develop a sense of responsibility when performing the task described in the module. In general, the total mean was 3.48, which has been interpreted as "practiced. That meant that teachers were accountable and committed to students' learning. In addition to teaching learners discipline and good learning habits, teachers should also instill appropriate values in them.

Table 5. Mean rating on the Extent of Teaching Practices when analyzed into monitoring

INDICATORS	MEAN	INTERPRETATION
Learners may focus on learning even if there are many temptations like gadgets.	3.45	Practiced
Learners can concentrate on learning even if there's much disturbance like household chores	3.47	Practiced
Highly interested because of the communication with the teachers.	3.39	Practiced
Learners develop a sense of responsibility in performing the task provided in the module	3.39	Practiced
Updates feedbacking due to communication.	3.45	Practiced
Learners listen to their parents since they always like learning	3.63	Highly Practiced
Learners can learn with their parents assisting them at home.	3.65	Highly Practiced
Deadlines of submission for SLMs are not a pressure on the learners	3.47	Practiced
Ensuring learners learn from the modules is easy.	3.47	Practiced
Learners are capable of learning independently from the modules.	3.47	Practiced
Grand MEAN	3.48	Practiced

Legend:

3.50 – 4.00 Highly Practiced

2.50 - 3.49 Practiced

1.50 - 2.49 Less Practiced

1.00 - 1.49 Least Practiced

Learning Assessment. Table 6 presents the result of the extent of teachers' teaching practices amidst endemic when analyzed into Learning assessment. The highest mean of 3.75 with the interpretation of "highly practice" was on the statement "clearly defined rubrics for assessing student performance. This means that the rubric indicates achievement criteria across all the components of any student's activities, from written to oral to visual. It can be used for marking assignments, class participation, or overall grades. The lowest mean is 3.31, interpreted as "Practiced." This statement is, "There is an appropriate mechanism to ensure effective learning. This proves that teachers used many more coping strategies to address the student's needs. In general, the total mean score of 3.60 was interpreted as "highly Practice," implying that teachers are capable and possess the skills or qualities of an effective teacher. As stipulated in DepEd Order No. 031, s. 2020, as DepEd pursues learning continuity, it is imperative for schools to observe assessment and grading practices that will most meaningfully support learner development and respond to varied contexts at this pandemic time. In addition, teachers must communicate to learners and their parents the design and standards for grading the assessment. Teachers should provide mechanisms to monitor and record progress remotely (Mateo, 2020). Same with the researchers' statement that Learning Assessment may take different modalities depending on its purpose. Before the COVID 19 crisis, all modalities of learning assessment had been strongly dependent on students' physical presence either for administration or for observing learners' daily progress. (Julia Liberman, Victoria Levin & Diego Luna-Bazaldua, 2020).

Table 6. Mean rating on the Extent of Teaching Practices when analyzed in Learning Assessment

INDICATOR	MEAN	INTERPRETATION
Appropriate mechanism is established to ensure effective learning.	3.31	Practiced
Teacher uses a formative/summative assessment.	3.51	Highly Practiced
Teacher uses the scores from activating to measure the strength and weaknesses.	3.63	Highly Practiced
Clearly defined rubrics for assessing student performance.	3.75	Highly Practiced
Provides activities, both written and performance, aside from the given SLMs or LAS.	3.61	Highly Practiced
Monitors performance toward achieving goals through the feedback of parents.	3.63	Highly Practiced
Analyzes feedback of parents to provide an assessment to the students	3.57	Highly Practiced
Provides report cards quarterly to encourage parents and students.	3.59	Highly Practiced
Provides reflections and feedback on the results of the assessment.	3.61	Highly Practiced
Utilizes the e-class record in determining achievement.	3.61	Highly Practiced
Grand MEAN	3.60	Highly Practiced

Legend:

3.50 – 4.00 Highly Practiced

2.50 - 3.49 Practiced

1.50 - 2.49 Less Practiced

1.00 - 1.49 Least Practiced

4.3 Correlational Analysis

Table 7 shows the correlation matrix between the teachers' Adaptation and the Teaching Practices. The result shows that all the sub-variables of the teachers' Adaptation were significantly related to teachers' teaching practices with Pearson Product moment coefficients of .551, .686, and .599 with a significant probability of .000, .000, and .000, respectively. This implies that the hypothesis there is no significant relationship between the teachers' adaptation and teachers' teaching practices. This means that the higher the teachers' Adaptation, the better their teaching practices.

Table 7. Correlation Matrix Between the Teachers' Adaptation and the Teaching Practices

Teachers' Adaptation	Teaching Practices	Interpretation
Learning Modalities	.551** .000	Highly Significant
Learning Resources	.686** .000	Highly Significant
Learning Delivery	.599** .000	Highly Significant

** correlation is significant at the 0.01 level (2-tailed)

5. CONCLUSION Teachers' teaching practices included module distribution and retrieval, monitoring, and learning assessment during the pandemic. Despite rapid changes in teaching practices, teachers adapt and acclimate to the new learning delivery of the printed modular modality implementation. In the event of a pandemic, teachers can motivate students. Learning assessments are an important part of the educational process. Hearing other people's perspectives and feedback on the assessment results is extremely beneficial to parents and students. Assessments benefit both students and parents because they provide motivation. Teachers can also observe and provide specific interventions based on the needs of the students.

6. RECOMMENDATIONS

The following are suggested based on the study's findings:

1. To implement printed modular distant learning, the Department of Education may need to continue developing the curriculum and other DepEd programs and policies. They should also make a comprehensive set of educational materials available so classes can be held.
2. Training and seminars for printed module distribution.
3. Small school categorization should be prioritized because it is one of the most important criteria for providing better and higher-quality education.
4. Participation of stakeholders in modular distance learning preparation to strengthen its implementation and achieve its goals more efficiently.
5. To improve their skills, teachers should be encouraged to attend various workshops and seminars.
6. Provision of technical assistance to increase the Adaptation of teaching practices regarding lesson planning and appropriate learning resources.
7. Teachers should conduct home visits to underperforming students who show little or no interest in modular learning.
8. Parents are responsible for their children's education. They must monitor the activities to ensure that no modules go unanswered.
9. Specific interventions based on the needs of the students

7. ACKNOWLEDGEMENT

Completing this study would not have been possible without the meticulous work and effort of the colleagues to whom the authors express their heartfelt appreciation and gratitude.

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