



Readiness of English Teachers in Modular Instructional Delivery

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Abstract

This study assessed the level of readiness of English teachers in the Modular Instructional Delivery amidst this Covid-19 pandemic. Specifically, it described the levels of readiness of the respondents in the modular instructional delivery when grouped according to their profile variables based on the four domains: psycho-emotional readiness, intellectual readiness, financial readiness, and motivational readiness. The study utilized the quantitative-descriptive survey method. A total of 164 English teacher respondents in the ten identified elementary central schools of Siargao Division were chosen to answer the researcher-made questionnaire to assess their level of readiness in the modular instructional delivery. The statistical tools used in the study were Frequency count and percentage distribution, Mean and Standard Deviation, Point Biserial Correlation, Spearman Rank Correlation, Pearson Product Moment Correlation, and One-Way Analysis of Variance (ANOVA) for Repeated Measures with Bonferroni Post Hoc Test. This study revealed that the respondents were mostly married females who are 50-59 years old and have been teaching for at least 21 years with master's units and with intermediate computer competence. Results showed that there was a significant relationship between the respondent's profile and their level of readiness in modular instructional delivery. Also, there was a significant difference in the respondents' level of readiness in the modular instructional delivery among the four readiness factors. Based on the findings, this study concluded that the English teachers in Siargao Division were experienced but with intermediate computer competence; The respondents were not psycho- emotionally and financially; however, they were intellectually and motivationally ready; and among the four factors, the motivational factor was the strength and psycho-emotional was the weakest.

Keywords: Modular Instructional Delivery, English Teachers, Level of Readiness

Introduction

The Covid-19 global pandemic that was declared by the World Health Organization is a virus that dominates and stacks up cases and brings a considerable number of deaths worldwide. Leading away from "normal living", establishments and institutions are practicing social distancing and other health protocols that can help reduce the transmission of the said pandemic. Educational systems are likewise preparing for the post-COVID-19 era characterized by a "new normal." The scale of the COVID-19 pandemic's impact on education systems is unprecedented. This pandemic undeniably caught education systems and teachers off guard. However, amidst the threat of the COVID-19 pandemic in the Philippines, the educators, students, and the school are still adjusting to distance learning education (Lapada, 2020).

With the pandemic on the corner, the Department of Education pursued the "new normal" set-up that will continue the teaching and learning process using alternative methods of teaching such as online classes, blended and modular distant learning. Several scholarly works have been recently published to tackle the multidimensional implications of the COVID-19

crisis to the expected new normal period. Some several formidable challenges and factors need to be addressed and overcome for distance education to be efficiently and effectively delivered.

According to Phan and Dang (2017), there are several factors involved in the readiness of our educators in this time of the pandemic, these are training, attitude, technical competence, time constraints, pedagogy, and methodology.

Thus, as this pandemic is censured to exist until the preventive vaccine is discovered, it is essential to know the readiness of educators, who are the key facilitators in delivering the Alternative Mode of Delivery of education. This study then focused on assessing the readiness of English teachers in Modular Instructional Delivery amidst this Covid-19 pandemic.

Methodology

The study utilized the quantitative-descriptive survey method a descriptive survey design was selected for fulfilling the aim of this study since there is an online survey determining the readiness of English Teachers in Modular Instructional Delivery. A total of 164 English teacher respondents in the ten identified

elementary central schools of Siargao Division were chosen to answer the researcher-made questionnaire based on the four domains: psycho-emotional readiness, intellectual readiness, financial readiness, and motivational readiness to assess their level of readiness in the modular instructional delivery. The statistical tools used in the study were Frequency count and percentage distribution, Mean and Standard Deviation, Point Biserial Correlation, Spearman Rank Correlation, Pearson Product Moment Correlation, and One-Way Analysis of Variance (ANOVA) for Repeated Measures with Bonferroni Post Hoc Test.

Results and Discussion

Based on the results of the survey questionnaire through Google Forms in assessing the level of readiness among English Teachers in modular instructional Delivery administered by the researcher, the following results were obtained and presented.

Presented in Table 1 is the profile of the respondents in terms of their age, gender, civil status, length of teaching experience, highest educational attainment, computer competence, and modular making training.

Table 1. *Profile of the Respondents*

	<i>Profile</i>	<i>f(n=164)</i>	<i>Percent</i>
Age	21-29 years old	31	18.90
	30-39 years old	40	24.39
	40-49 years old	38	23.17
	50-59 years old	47	28.66
	60-64 years old	8	4.88
Gender	Male	20	12.20
	Female	144	87.80
Civil Status	Single	34	20.73
	Married	122	74.39
	Separated/Annulled/Widow(er)	8	4.88
Length of Teaching Experience	1-5 years	34	20.73
	6-10 years	30	18.29
	11-15 years	29	17.68
	16-20 years	32	19.51
	21 and above	39	23.78
Highest Educational Attainment	Bachelor's Degree	67	40.85
	Master's Units	80	48.78
	Master's Degree	17	10.37
Computer Competence	Beginner	40	24.39
	Intermediate	113	68.90
	Expert	11	6.71
	Mean		SD
	Modular Making Training	3.18	1.98

Table 1 showed that the respondents were mostly married females who are 50-59 years old and have

been teaching for at least 21 years with master's units and with intermediate computer competence.

Level of Psycho-Emotional Readiness of the Respondents

Table 2 presents the level of Psycho-Emotional Readiness of the respondents with the five statements indicators.

Table 2. *Level of Psycho-Emotional Readiness of the Respondents*

<i>Statement</i>	<i>Mean</i>	<i>SD</i>
I am confident that I have the skills necessary to use a computer and other educational tools for instruction in my class in Modular Distance learning.	3.31	0.54
I trust my safety measures whenever I go out distributing modules for my learners.	1.55	0.74
I am confident that I can successfully teach my learners in Modular Distance Learning because it is easy to make Learning Activity Sheets for my learners.	2.26	1.01
I am emotionally alert doing schoolwork such as printing and delivering modules for my learners as well as balancing my time for my family and as a mother for my children.	2.27	0.86
I look forward to effectively assessing my learner's progress individually without risking my health.	2.09	0.72
Average	2.30	0.55

Based on the Five Statements indicator, the average results revealed that the Psycho-Emotional Readiness of English Teachers in modular instructional delivery was Low ($M=2.30$, $SD=0.55$) with verbal interpretation as "Disagree". The result further implied that the respondents have a low level of psycho-emotional readiness that comprised of their emotional history, reactions to stimuli, and arousal states. In a study conducted in Spain at the beginning of the pandemic, teachers also reported having workloads, psychosomatic problems, and exhaustion (Prado-Gascó et al., 2020). Philippine-based study viewed the pandemic through education lenses, which revealed that teachers are not psychologically prepared for the sudden shift of learning models in the county (Tria, 2020).

Level of Intellectual Readiness of the Respondents

Table 3 presents the level of intellectual readiness of the respondents.

Table 3. *Level of Intellectual Readiness of the Respondents*

Statement	Mean	SD
I can incorporate effective strategies into my lessons appropriate to my learner's needs for Modular Distance learning.	3.21	0.55
I am well equipped with knowledge and skills in delivering effective lessons for my learners in Modular Distance Learning.	3.12	0.54
I am pro-active with tasks and always ready to complete works effectively, such as making, printing, and delivering Learning activity sheets and a module for my learners even in this time of the pandemic.	3.28	0.50
I am flexible and knowledgeable enough in crafting effective Self-learning modules, worksheets, and learning activity sheets for my pupils in this Modular Distance Learning.	3.25	0.57
I am intellectually confident in making self-learning modules and worksheets and learning activities that best suit my learner's educational needs with the help of online training, webinars, and LAC sessions.	3.16	0.54
Average	3.20	0.42

The table presented that the level of readiness of the respondents when it comes to intellectual indicators is High ($M=3.20$, $SD=0.42$) with verbal interpretation as "Agree". This only means that based on the Five statements indicators, most of the respondents are intellectually ready with the modular instructional delivery amidst this pandemic. It can be supported with the study conducted by Ventayin (2018) on the readiness of DepEd Teachers, which showed that despite the limited experience in distance education such as technical skills, time management, and knowledge, they were still able to cope with the trends in distance learning.

Level of Financial Readiness of the Respondents

Table 4 presented the level of readiness of the respondents in terms of financial aspects in coping with the Modular Instructional Delivery amidst this pandemic.

Table 4. *Level of Financial Readiness of the Respondents*

Statement	Mean	SD
I am financially ready to provide my own set of bond papers and ink for the printing of modules when our school MOOE is not quite sufficient to finance Modular distance learning.	2.39	0.88
I am financially ready to purchase essential learning tools for my learners just to ensure good quality of learning amidst this pandemic.	2.44	0.74
I am financially ready to procure my own set of educational tools such as printers, laptops, Wi-Fi, and computer, etc. to guarantee quality education in delivering my lessons.	2.52	0.76
I am financially ready to support my learner's educational needs in this Modular Distance Learning.	2.49	0.75
I am financially capable of paying my monthly internet bills for my schoolwork's such as online webinars, online submission of works, and online classes.	2.52	0.74
Average	2.47	0.64

It can be gleaned that an average mean of 2.47 with an $SD= 0.64$ denoting a verbal description "Disagree" was reflected on the table composed of five indicator

statements. The result in Table 4 only deduced that the Covid-19 pandemic has significantly affected the financial readiness of the respondents in coping with modular distance learning. That is why it can't be denied that the outcome of this study further signifies that the teacher respondents need ample financial support and assistance for them to continuously cope with the modular Instructional delivery as this pandemic continues to exist.

Level of Motivational Readiness of the Respondents

Table 5 presents the level of motivational readiness of the respondents.

Table 5. *Level of Motivational Readiness of the Respondents*

Statement	Mean	SD
I am dedicated to teaching and delivering modular distance learning to my pupils amidst this pandemic.	3.52	0.50
I am motivated to do my teaching work with the help and support of my colleagues and my family even at this time of the pandemic.	3.51	0.51
I am inspired to deliver modules and self-learning activity sheets to my learners to ensure that they are still learning even in this time of the pandemic.	3.52	0.52
I am determined to do my part as a teacher in delivering quality education to my pupils at this time of the pandemic.	3.57	0.50
I am encouraged to make and print self-learning modules for my learners to continue the teaching and learning process amidst this pandemic.	3.52	0.50
Average	3.53	0.43

Based on the table, the data entailed that the level of motivational readiness of the respondents resulted in a very high level of motivational readiness with an average mean (3.53 ; $SD=0.43$) that resulted in the verbal interpretation of "Strongly Agree". Gleaned on Table 5, it can be observed that all five statement indicators have resulted in the verbal interpretation of "Strongly Agree" this only means that the respondents were highly motivated in Modular Instructional Delivery even in this time of the pandemic.

Relationship Between the Profile and Level of Readiness of the Respondents

Table 6 shows the relationship between profile and the level of readiness of English teachers in modular instructional delivery.

Table 6. Relationship Between the Profile and Level of Readiness of the Respondents

Profile	Readiness	Corr. r	p	D	I
Gender	Psycho-Emotional	0.04	0.58	NR	NS
	Intellectual	0.12	0.13	NR	NS
	Financial	0.18	0.02	R	S
	Motivational	0.13	0.11	NR	NS
Age	Psycho-Emotional	-0.25	0.001	R	S
	Intellectual	-0.15	0.053	NR	NS
	Financial	-0.12	0.14	NR	NS
	Motivational	-0.13	0.10	NR	NS
Length of Teaching Experience	Psycho-Emotional	-0.21	0.01	R	S
	Intellectual	-0.10	0.21	NR	NS
	Financial	-0.14	0.08	NR	NS
	Motivational	-0.05	0.53	NR	NS
Highest Educational Attainment	Psycho-Emotional	0.04	0.64	NR	NS
	Intellectual	0.07	0.40	NR	NS
	Financial	0.21	0.01	R	S
	Motivational	0.08	0.32	NR	NS
Computer Competence	Psycho-Emotional	0.29	0.0002	R	S
	Intellectual	0.09	0.27	NR	NS
	Financial	0.06	0.46	NR	NS
	Motivational	0.10	0.18	NR	NS
Number of Module Making Training	Psycho-Emotional	-0.02	0.84	NR	NS
	Intellectual	0.15	0.06	NR	NS
	Financial	0.07	0.41	NR	NS
	Motivational	-0.05	0.50	NR	NS
Civil Status	Psycho-Emotional	0.02	0.36	NR	NS
	Intellectual	0.01	0.45	NR	NS
	Financial	0.01	0.56	NR	NS
	Motivational	0.0003	0.98	NR	NS

Legend: *D* - Decision on H_0 , *R* - Rejected, *NR* - Not Rejected, *I* - Interpretation, *S* - Significant and *NS* - Not Significant

The Table emphasized that there is no significant relationship between the level of readiness of English teachers in modular instructional delivery and the profile of the respondents in terms of some module-making training, and civil status. This is due to the obtained p-values which are greater than 0.05 level of significance leading to the nonrejection of the null hypotheses.

Similar results are obtained between the extent of readiness of English teachers as to psycho-emotional, intellectual, and motivation factors and their profile in terms of gender and highest educational attainment. In the same manner, the null hypotheses are not rejected when the relationship between the extent of readiness of English teachers as to intellectual, financial, and motivational factors and their profile in terms of age, length of teaching service, and computer competence was measured.

However, $r=0.18$ with $p=0.02$ was obtained between gender and financial readiness, $r=-0.25$ with $p=0.001$ between age and psycho-emotional readiness, $r=-0.21$ with $p=0.01$ between the length of teaching service and psycho-emotional readiness, $r=0.21$ with $p=0.01$ between highest educational attainment and financial readiness, and $r=0.29$ with $p=0.0002$ between computer competence and psycho-emotional readiness. Since the p-values are less than 0.05, the

null hypotheses are rejected implying a significant relationship between the paired variables.

The positive r-values between financial readiness and profile in terms of gender and highest educational attainment suggest that female teachers and those who have higher educational attainment are more financially ready than their counterparts. The negative r-values between psycho-emotional readiness suggest that those who are longer in the service and older ones tend to have lower psycho-emotional readiness. However, those with higher computer competence tend to have higher readiness.

This can be supported by the study conducted by Lapada (2020) that explained teachers' gender, length of teaching experience, and geographic location had significant differences with their readiness to distance learning education.

The Difference in the Level of Readiness of the Respondents Among the Four Factors

Table 7 presents the difference in the level of readiness of the respondents among the four factors.

Table 7. The difference in the Level of Readiness of the Respondents Among the Four Factors

Readiness		Mean Difference	P	D	I
I	J	I-J			
Psycho-Emotional	Intellectual	-0.91	<0.001	R	S
Psycho-Emotional	Financial	-0.18	.013	R	S
Psycho-Emotional	Motivational	-1.23	<0.001	R	S
Intellectual	Financial	0.73	<0.001	R	S
Intellectual	Motivational	-0.32	<0.001	R	S
Financial	Motivational	-1.05	<0.001	R	S

$F=257.37, p<0.001$

Legend: *D* - Decision on H_0 , *R* - Rejected, *NR* - Not Rejected, *I* - Interpretation, *S* - Significant and *NS* - Not Significant

Upon comparison of the four factors, the obtained F-value is 257.37 with $p<0.001$. This means that there is a significant difference among the four factors. The post hoc test shows that all pairwise comparisons are significant since the p-values are less than 0.001 or 0.013 which are less than 0.05 level of significance.

Negative mean differences (I-J) imply that the factor in Column J has a greater mean value compared to the one in Column I. Otherwise, the mean of the factor in Column I is greater than the mean of the factor in Column J. Negative mean differences are obtained

between psycho-emotional and the other three factors.

This means that the psycho-emotional factor got the lowest mean of all. Motivational is also greater than intellectual and financial. While intellectual is greater than financial. If the readiness in four factors is ordered starting from the highest mean value, the mean readiness of motivational is the highest, then intellectual, third financial, lastly psycho-emotional.

To summarize the above-mentioned result, it is evident that the English Teacher respondents in Siargao Division were intellectually ready to continue the teaching-learning process and at the same time, they are highly motivated to do their works through Modular Instructional Delivery even in times of Covid-19 pandemic. However, they also stressed out that they are not financially stable to sustain and support modular distance learning as well, they are anxious and worried about their health because the cases of the Covid-19 pandemic are spreading rapidly.

Conclusion

This study concludes that the English teachers in Siargao Division were experienced but with intermediate computer competence; The respondents were not psycho-emotionally and financially; however, they were intellectually and motivationally ready; and among the four factors, the motivational factor was the strength and psycho-emotional was the weakest.

Based on the findings and conclusions, the following are recommended:

Schools and Administrators. They should provide ample financial assistance and fund to the teachers who are at the frontlines in continuing education despite this worldwide pandemic that we are currently facing. Giving significance to the welfare of the public school by considering stress management programs, mental health teleconferencing, or virtual medical counseling for teachers to care for their physical, mental, and emotional health.

English Teachers. They should undergo various pieces of training with regards to innovating themselves to learn and develop their computer competence. On this note, learning will be more accessible for teachers to conduct classes if they were well-trained and well-prepared.

Future Researchers. They can use these findings to support prospective studies, mainly in public school

teachers' live experiences during a pandemic. To have a better understanding of the current phenomena, a future researcher may conduct a study to determine the challenges the schools/institutions are facing as well as the opportunities they have in improving the school's service.

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