

Teachers' Assessment of the Modular Worktext for Grade One Learners in the New Normal of Education

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Abstract:

During the 2020–2021 school year, three primary schools in the Lapu–Lapu City Division and the Minglanilla District, Cebu Province Division, had their modular worktexts reviewed for quality. According to analysis, most teacher respondents were married, female, between the ages of 27 and 34, had one to four years of teacher experience, and had either a bachelor's or master's degree. The modular worktexts' content obtained the highest weighted mean score of all the quality measures. Teachers' assessments of the worktexts' quality across schools did not differ significantly. Reading interventions, providing various learning activities, and upholding the Most Essential Learning Competencies (MELCs) were among the critical best practices found. Overall, these results point to a standard way for teachers in different schools to evaluate the quality of modular worktexts, which can help improve the teaching resources used with first-graders.

Keywords: early childhood education, modular worktext, descriptive method, cebu, philippines

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Introduction

Online learning has become more popular in the Philippines due to the pandemic-related closure of schools. At the same time, there are questions over its efficacy compared to traditional classroom training. The Secretary of Education has unveiled the Learning Continuity Plan (LCP), which aims to provide K to 12 pupils with uninterrupted learning in response to these issues. The Learning and Community Partnership (LCP) seeks to lessen the effects of unforeseen events like pandemics and natural catastrophes by utilizing creative teaching techniques.

The usage of modular worktexts, which are made to meet the various learning needs of students and offer an exciting learning environment, is essential to effective teaching under the LCP. These worktexts are regularly assessed and updated to ensure they are current and helpful in assisting students with their learning. Teachers can improve learning results and student engagement by implementing various instructional strategies.

This study, carried out at three elementary schools in the Philippines, attempts to determine how teachers feel about giving Grade I pupils modular worktexts and how much they impact the student's academic achievement. This study aims to pinpoint areas where the use of modular worktexts has to be improved upon and to ascertain the best practices for assisting students' learning in the new normal of education.

Review of Literature

Education was drastically altered by the COVID-19 epidemic, which led to the widespread use of modules as the primary teaching instrument, especially in Grade 1 schools. Several aspects of module-based learning have been studied recently in this historic time. Anderson et al. (2021) emphasized the difficulties that educators and students encounter and the necessity of continuing education and assistance. While Ramirez and Patel (2020) stress the significance of parental involvement in promoting successful at-home learning experiences, Smith and Garcia (2020) emphasize the significance of well-designed modules with clear instructions and interactive features. To accurately measure student learning, Chen and Kim (2021) recommended assessment methodologies that were designed for both online and offline use.

In their 2020 study, Jenkins and Singh discussed the socioeconomic differences in access to modules and recommended actions to close the digital gap. Positive results from professional development programs for Grade 1 teachers that concentrated on module design and remote teaching techniques were reported by Nguyen et al. (2021). Furthermore, the research examined the modules' quality regarding their goals, structure, content, organization, and usability. Johnson et al. (2021) underlined the influence of aesthetically appealing formats on student engagement and comprehension. Williams and Lee (2022) stressed the significance of precise, quantifiable objectives in line with curriculum requirements.

Chen and Patel (2022) underlined the value of well-structured modules with guided practice, whereas Smith and Garcia (2021) emphasized the need for culturally relevant information. Nguyen and Kim's (2022) usability research strongly emphasized adaptive design and intuitive navigation to accommodate a variety of learning situations. Collectively, these results highlight how complex module quality is and how essential it is to facilitating successful student learning in the face of disturbances in the educational system.

Methodology

Design, Environment, and Respondents

Using a modified standardized questionnaire akin to Simone Arnold's 2019 research on Emotional Intelligence and Workplace Diversity, this study used a descriptive comparative methodology. The study concentrated on Grade I teachers at three public schools in Lapu-Lapu City Division and Cebu Province Division that use modular worktext learning modalities: Babag

I Elementary School, Bacay Elementary School, and Cadulawan Elementary School. Teachers who met the inclusion requirements had to be from the targeted districts, have been teaching for more than a year, and be willing to participate in the study. Respondents were chosen by universal sampling.

Instruments

Three portions of a questionnaire were used in the study. The first part collected demographic information on the teachers, such as their age, gender, marital status, education level, and service length. An identical questionnaire from Tupaz's (2020) study, "The Effectiveness of Contextualized Instructional Materials on Math Performance of Grade IX Learners," was modified for the second section. Its purpose was to evaluate the development and validation of a Grade I modular worktext concerning its goals, organization, content, structure, and usability in the context of the pandemic. A 4-point Likert scale was used to score the responses. The best practices used by teacher respondents while utilizing modular worktext for Grade I students were summarized in the concluding section.

Data Gathering Procedure and Analysis

The research process started with a transmittal letter explaining the study's goals and asking Grade I teachers for permission to participate, as well as permits from the superintendent and principals of the school division. After that, a survey was conducted to collect information about the quality of the modular worktext. The survey asked questions about content, organization, and design, and respondents were asked to rate and make recommendations. Statistical treatment was applied during post-data analysis, such as basic percentage computations for demographic data and a weighted mean evaluation for worktext quality. To increase the efficacy of instructional materials, analysis of variance (ANOVA) was utilized to find any noteworthy variations in respondents' assessments of the worktext's value for Grade I students across different categories.

Findings

Respondents' Relevant Information

Younger teachers predominate; of the twenty instructors who participated, 45% were between the ages of 27 and 34. Experience still matters because it affects a teacher's ability to use technology effectively, manage a classroom, and adjust to new teaching techniques. When choosing and allocating instructors to various grade levels, considering both age and experience may provide valuable information (Marchant et al., 2019; Zamora-Antuñano et al., 2022). 95% of the instructors at the three research sites were female, highlighting gender disparities among responders that may impact instructional strategies and student relationships (Power & Sorby, 2021; McGrath et al., 2020; Walters et al., 2022). 85% of teachers are married or in partnerships, which has an impact on their teaching style and stress management skills (Fafunwa & Aisiku,

2022; Acar et al., 2021; Kong & Yasmin, 2022; Moe & Katz, 2021; Pace et al., 2020). In the meanwhile, marital status is crucial. Higher education is preferred, as evidenced by the 85% of graduates who pursue master's degrees to advance their teaching credentials and employment opportunities (Melnyk et al., 2021; Duraky & Hoxha, 2020; Sahito & Vaisanen, 2020). According to Sarabia and Collantes (2020) and Brutti and Torres (2022), most Grade 1 teachers have less than four years of experience, underscoring the need for more seasoned educators at this crucial grade level.

Level of Quality of Modular Worktext for Grade One Learners

Table 1 indicates the quality of modular worktext for Grade I in the new normal of education in terms of objectives, format, content, organization, and usability in the three participating schools.

Table: 1

Level of Quality of Modular Worktext for Grade I of the Three Participating Schools

Indicators	Babag I ES		Bacay ES		Cadulawan ES	
	<i>WM</i>	<i>Interpretation</i>	<i>WM</i>	<i>Interpretation</i>	<i>WM</i>	<i>Interpretation</i>
Objectives	3.56	Highly Evident	3.44	Highly Evident	3.44	Highly Evident
Format	3.62	Highly Evident	3.60	Highly Evident	3.56	Highly Evident
Content	3.72	Highly Evident	3.74	Highly Evident	3.62	Highly Evident
Organization	3.57	Highly Evident	3.68	Highly Evident	3.48	Highly Evident
Usability	3.67	Highly Evident	3.60	Highly Evident	3.54	Highly Evident
Grand Mean	3.63	Highly Evident	3.61	Highly Evident	3.53	Highly Evident

The study assessed the quality of modular worktexts in three elementary schools, and the results showed that the schools with the most outstanding overall grand mean scores were Babag I Elementary School (3.63), Bacay Elementary School (3.61), and Cadulawan Elementary School (3.53). Objectives typically scored the lowest, suggesting room for development in goal-setting, even while content consistently obtained the best ratings (Ambayon & Millenes, 2020; Barwick et al., 2023). The results show that worktext organization and usability need to be improved to increase their efficacy as teaching aids. These findings also provide insightful information for future work geared toward meeting the needs of instructors and students in Grade I (Calimlim et al., 2021; Rapada, 2023; Fitriningtias, 2023).

Table 2 indicates the summary of the quality of modular worktext for Grade I in the new normal of education in terms of objectives, format, content, organization, and usability.

Table: 2

Summary of the Level of Quality of Modular Worktext for Grade I

Indicators	WM	Interpretation
Objectives	3.50	Highly Evident
Format	3.60	Highly Evident
Content	3.70	Highly Evident
Organization	3.58	Highly Evident
Usability	3.62	Highly Evident
Grand Mean	3.60	Highly Evident

According to teacher respondents (Baring et al., 2022; Limongco, 2022; Rapada, 2023), the Grade I modular worktext was highly rated. Content scored the highest at 3.70, followed by usability (3.62) and format (3.60). Organization and objectives scored slightly lower at 3.58 and 3.50, respectively. Although the work text did a great job of providing interesting information and easily navigable resources, there is still space for improvement in precisely identifying and accomplishing learning objectives (Francia, 2022; Lewis, 2021). Improving the fit between the goals and the content will help the worktext better fulfill the demands of Grade I students in the changing educational environment.

Respondents' Perception of the Objectives of the Modular Worktext, grouped by Schools

Table 3 uncovers the results of testing the difference between teachers' perception towards the quality of modular worktext for Grade I in terms of objectives when grouped by schools.

Table: 3

Difference in the Respondents' Perceptions of Modular Worktext Objectives, grouped by Schools

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Result
Between Groups	7.200	2	3.600	.224	.801	Not Significant at $\alpha=.05$
Within Groups	272.800	17	16.047			
Total	280.000	19				

The Grade I modular worktext's objectives were evaluated by teacher respondents with no discernible variation in quality across schools, supporting the null hypothesis (f -value = .224, p -value = .801, both > 0.05). The participants' similar teaching philosophies and the Grade I curriculum's standardization may be to blame for this uniformity (Jewkes et al., 2019; Bacio et al., 2022). The worktext's effectiveness in improving Grade I and consistently achieving expected objectives across all research sites demonstrates students' learning experiences. This finding emphasizes the significance of well-defined instructional objectives in generating positive learning outcomes (Gulnaz et al., 2020).

Respondents' Perception of the Format of the Modular Worktext, grouped by Schools

Table 4 discovers the results of testing the difference between teachers' perception towards the quality of modular worktext for Grade I in terms of format when grouped by schools.

Table: 4

Differences in the Respondents' Perceptions of Modular Worktext Format, grouped by Schools

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Result
Between Groups	1.200	2	.600	.035	.966	Not Significant at $\alpha=.05$
Within Groups	294.800	17	17.341			
Total	296.000	19				

The Grade I modular worktext format was perceived similarly by teacher responders in all schools, supporting the null hypothesis. This result indicates the possibility of uniform formatting or comparable teaching strategies causing consistent evaluation (Dieude & Proitz, 2022). The results suggest that teachers prioritize content and usability over format, which emphasizes the need for improvements to worktext organization (Rapada, 2023). Subsequent research endeavors may investigate how students engage with worktext forms, providing valuable perspectives on efficacious pedagogical approaches and educational resources (Arnilla, 2021; Francia, 2022).

Respondents' Perception of the Content of the Modular Worktext, grouped by Schools

Table 5 showcases the results of testing the difference between teachers' perception towards the quality of modular worktext for Grade I in terms of content when grouped by schools.

Table: 5

Differences in the Respondents' Perceptions of Modular Worktext Content, grouped by Schools

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Result
Between Groups	4.400	2	2.200	.169	.846	Not Significant at $\alpha=.05$
Within Groups	221.600	17	13.035			
Total	226.000	19				

The null hypothesis was supported by an f-value of 0.169 and a p-value of 0.846, which shows that teacher respondents from different schools had consistent opinions about the content of the Grade I modular worktext (Vale & Grave, 2023). The consistent evaluation of content quality indicates that instructors from various institutions have a similar understanding of the worktext's material (Costales, 2022), underscoring the worktext's dependability and suitability as a teaching tool for Grade I teachers in various contexts.

Respondents' Perception of the Organization of the Modular Worktext, grouped by Schools

Table 5 exposes the results of testing the difference between teachers' perception towards the quality of modular worktext for Grade I in terms of the organization when grouped by schools.

Table: 5

Difference in the Respondents' Perception of Modular Worktext Organization by Schools

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Result
Between Groups	10.050	2	5.025	.314	.734	Not Significant at $\alpha=.05$
Within Groups	271.700	17	15.982			
Total	281.750	19				

The null hypothesis was maintained with an f-value of 0.314 and a p-value of 0.734, suggesting that teacher respondents from different schools had similar opinions about how the Grade I modular worktext was organized (Garcia, 2020; Cadorna et al., 2022). This result shows that teachers, whether due to similar instructional approaches or standardized formatting, have similar perceptions of the worktext's organization. Additionally, it suggests that teachers value format or content more than organization, even though the latter may affect students' learning outcomes (Gaylon, 2022; Rapada, 2023), demonstrating a general contentment with the worktext's structure.

Respondents' Perception of the Usability of the Modular Worktext, grouped by Schools

Table 6 exposes the results of testing the difference between teachers' perception towards the quality of modular worktext for Grade I in terms of usability when grouped by schools.

Table: 6

Difference in the Respondents' Perception of Modular Worktext Usability, grouped by Schools

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Result
Between Groups	5.900	2	2.950	.186	.832	Not Significant at $\alpha=.05$
Within Groups	269.300	17	15.841			
Total	275.200	19				

The null hypothesis was supported by an f-value of 0.186 and a p-value of 0.832, which showed no significant differences in teacher respondents' assessments of the Grade I modular worktext's usefulness across schools. This finding shows that teachers from different schools evaluate usability consistently, which may be because all participating schools have access to the same standardized resources (Hamora et al., 2022; Arnilla, 2021; Dizon & Villanueva, 2022). The study's conclusions suggest that they should all be highly caliber independent of the educational context, content, organization, and usability. However, as this study did not cover these criteria, future research should examine other variables affecting teachers' judgments, such as familiarity with the curriculum or prior teaching experience.

Best Practices in Utilizing the Modular Worktext for Grade I

Table 7 presents the best practices of the teacher-respondents in the three research environments in the utilization of modular worktext for Grade I learners in the new normal of education.

Table: 7

Best Practices in Utilizing Modular Worktext for Grade I

Best Practices	Babag I ES		Bacay ES		Cadulawan ES	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
Give reading interventions to learners.	10	1	5	1	5	1
Provide different activities to attain the learners' mastery of the learning competency.	9	2.5	5	1	5	1
Strictly follow the MELC	9	2.5	5	1	5	1

Provide assistance and immediate feedback to learners over the phone.	8	4	5	1	5	1
Provide technical assistance to Parents or Home Tutors.	7	5	5	1	5	1

With modular worktexts for Grade I students, teacher respondents from various schools utilized critical best practices, such as reading interventions, MELC-aligned activities, quick feedback, and technical support for parents or tutors. These procedures show a dedication to high-quality instruction, particularly during the pandemic (Abante et al., 2021; Leo & Medwell, 2021). These techniques increase the efficacy of distance learning and foster student engagement when combined with modular worktexts (Rannastu-Avalos & Siiman, 2020; Xia, 2020). Furthermore, standardized approaches within the Division of Lapu-Lapu City and Cebu Province are suggested by the consistent adoption of these practices in Bacay and Cadulawan Elementary Schools, indicating efficient administrative support and teacher training (Marohombsar, 2021; Ambayon & Millenes, 2020; Ancheta & Ancheta, 2020).

Table 8 summarizes teachers' best practices in utilizing modular worktext.

Table: 8
Summary of Best Practices

Rank	Best Practices	Frequency (n=20)
1	Giving reading interventions to learners	20
2.5	Providing different activities to attain the learners' mastery of the learning competency	19
2.5	Strictly following the MELC	19
4	Providing assistance and immediate feedback to learners over the phone	18
5	Providing technical assistance to Parents or Home Tutors	17
6	Conducting home visitations to the learners	1

The majority of the 20 teacher respondents in this study employed reading interventions, with the remaining 19 using a variety of activities that were in line with the MELC. Furthermore, 18 offered parents or tutors timely phone comments, while 17 offered technical support. Due to pandemic-related restrictions, only one respondent made house visits (Dini, 2021; Villarus et al., 2022). These results demonstrate how important it is to meet the varied learning needs of Grade I

students (Amali et al., 2022; Baring et al., 2022) and demonstrate how adaptable educators are to successful distance learning (Villesseche et al., 2019; Ferri et al., 2020; Tay et al., 2021). While the extensive adoption of alternate teaching techniques shows educators' dedication to effective modular worktext utilization, the restricted use of home visits likely reflects pandemic-related constraints (Alea et al., 2020; Dayagbil et al., 2021). These observations can help educators and administrators create effective plans for working with Grade I students facing challenging situations while utilizing modular worktexts.

Conclusion

In conclusion, the study assessed the caliber of modular worktexts for first-graders and discovered that teachers who participated in the survey gave excellent marks to all categories, with content earning the highest rating. The three schools' respective quality levels were similar. The study also emphasized the best practices used by educators, like following the MELC, delivering different tasks to promote competency mastery, and offering reading interventions. The results of this study have the potential to improve the design and implementation of modular worktexts for first-grade children and to provide guidance for teacher professional development regarding the successful use of instructional materials.

Suggestions and Recommendations

Based on the study's conclusion, the researchers recommend the output of the study.

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