

MODULAR APPROACH AS AN ALTERNATIVE DELIVERY MODE (ADM) IN TEACHING PHYSICAL EDUCATION: PERSPECTIVE FOR CURRICULUM IMPROVEMENT

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Abstract

This study was made to assess the effectiveness of the Modular Approach as an Alternative Delivery Mode (ADM) in Teaching Physical Education. It tried to gain some perspectives to improve the implementation of the new curriculum. The researcher identified the teachers' and students' engagement, participation, and experiences of the new learning modality in this time of the Covid-19 pandemic. Also, it dealt with the role of school administrators, parents, and other stakeholders and how they took part in the implementation of the program. In undertaking the study, the quantitative method of research was employed with the questionnaire as the principal instrument. The survey / questionnaire contained the following themes: (1) the level of participation of students in using the modular learning delivery in this new normal context; (2) the challenges both the teachers and the students encountered in teaching the Physical Education subject using the modules; and (3) the suggested responses for solutions to faced problems and issues regarding the implementation and participation in the use of the learning modules. The teacher respondents were randomly selected from the different public Secondary Schools in the District of Magsaysay, Occidental Mindoro composed of forty (40) male and female Physical Education teachers from Grades 7-12 who are taking the modular learning approach. An assessment of problems that were gained in the use of the modules revealed information on the factors affecting its integration that could be used as the basis for a proposed perspective for the development of a curriculum or program related to the use of the modular approach learning approach.

Keywords: Curriculum, Alternative Delivery Mode, ADM, Physical Education.

Introduction

In a traditional classroom setup, students' engagement and active participation can be seen so easily because both the teachers and the students take control. However, with the advent of globalization, the education system has changed from teacher-student face-to-face interaction to modular setup.

Tate, et al. (2015) mentioned that education is no longer happening in the actual classroom. Technology has been continually enhanced so learners can use a blended learning environment of a face-to-face meeting using an electronic delivery system.

According to Neira (2019), the traditional classroom dramatically changes towards a more online one. A lot of technological applications have been developed in the different areas of elearning. Aside from online programs, which have become a popular form of distance learning in education, modules and resources have also become rampantly used in the educational setting due to economic and practical reasons.

Learning modules in teaching is another form of individual-used instructions. Modules should be used to encourage students to learn by themselves. Many books are structured based on modules rather than units. They cover either a single element of subject matter content or a group of content elements composing a discrete unit of subject matter or area of adeptness. They contain placidly defined objectives, preferably in behavioral form. Quiroz (2016) noted the use of modules that is proven effective by various researchers. The learning modules are made to target different areas to address the needs of the students in a specific subject. He said that modules could be presented through the traditional textual and pictorial approach where the student gains learning by carefully perusing written and structured lessons. The other way is using technology and taking advantage of the salient features of computers to deliver learning instructions.

These modules are increasingly being used in many countries and they are designed to especially teach

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flexible language curriculum. However, since the advent of the pandemic and as the country suffers from the disease, it was reintroduced to fit in the situation of avoiding physical contact to safeguard the health of teachers and the students from the increased chances of getting the disease as well as to help the parents to carry the burden of financial support for online learning.

This research aims to describe the use of the modules in teaching Physical Education and its key purpose is to identify the participation and collaboration of students in learning PE as may be compared in the normal teaching setup. It will also look at the contributions and challenges encountered by both the teachers and the school heads in the implementation and distribution of the learning modules.

Statement of the Problem

The general problem of the study is, "How may the implementation of modular approach as an alternative delivery mode in the District of Magsaysay for the school year 2020-2021 be analyzed and be the perspective for curriculum enhancement?

Specifically, it sought to answer the following questions:

1. How may the level of participation of the students in the modular learning delivery be described in terms of:
 - 1.1 Collaboration,
 - 1.2 Assessment,
 - 1.3 Academic Performance; and
 - 1.4 Communication?
2. What are the extent of solutions that may be offered to solve the problems in the implementation of modular learning delivery?
3. What challenges are faced by both the teachers and the students in the implementation of modular learning in the new normal context?
4. Is there a significant relationship between the students' level of participation and the challenges in implementing modular learning?
5. What structured action plan may be proposed based on the findings of the study that can be useful in the improvement of the existing curriculum?

METHODOLOGY

Research Design

This study utilized the quantitative method of research for Physical Education (PE) teachers.

The Spearman Rank Correlation Coefficients was used in this study to investigate the significant relationships between the two variables: the level of participation of the students and the challenges in the implementation of modular learning.

Therefore, in this study, teachers utilized survey/questionnaire as the main instrument in gathering the needed data. The sending and collection of data was made using multimedia or other online platforms such as FB and messenger or email and face-to-face interaction.

Participants/Respondents of the Study

The respondents of the study involved 40 male or female teachers which consist of ten (10) from Magsaysay National High School-Main; five (5) from Calawag National High School; four (4) from Sta. Teresa National High School; four (4) from Purnaga National High School; three (3) from Magsaysay National High School-Bamban Extension, Magsaysay National High School Alibog Annex and Paclolo National High School, respectively; while two (2) respondent from each school: Magsaysay National High School-Caguray Extension; Magsaysay National High School Nicolas Extension; Magsaysay National High School-Magarang Extension; and Magsaysay National High School-Lourdes Extension These teacher-respondents are all handling Physical Education subjects among the Grade 7-12 students using the modular learning.

Instrument/s of the Study

The researcher used the researcher-made survey / questionnaire and interview for teachers from the selected schools in the District of Mindoro. The instruments used in order to gather the necessary data in which included questions about the following issues: (1) the level of participation of students in using the modular learning delivery in this new normal context; (2) the challenges both the teachers and the students encountered in teaching the Physical Education subject using the modules and as well as (3) the suggested responses for solutions to faced problems and issues regarding the implementation and participation in the use of the learning modules.

Data Collection and Analysis

The researcher initially forwarded a letter to seek permission from the Schools' Division Superintendent of Occidental Mindoro to conduct a survey to the respondents. Upon the approval of the request, the letter was forwarded to the different principals of the target schools. To achieve the validity and the high percentage of the study result, the researcher personally distributed and administered the questionnaires to the teachers handling PE subjects and the school heads as respondents. With the use of the FB messenger or e-mail, these teachers were asked to answer the questionnaires to gather the needed data based on how their students participate and collaborate in the new normal learning context using the module as well as on their faced challenges in handling the Physical education subject. Informed consent was

secured and attached to the questionnaire to make the personal information of respondents confidential and protected.

The interview was made through Google meet or Zoom meeting to comply with the government's requirement for social distancing and no face-to-face interaction.

After the distribution of the survey/questionnaires and the conducted interview, these data were retrieved for interpretation and analysis. All the data gathered from the respondents were kept and treated with confidentiality.

Ethical Considerations

Informed consent will be sought from the P.E Teachers of Magsaysay National High School including annexes and extension classes. Participants in this study will be voluntary. Further, the protocols will on anti – plagiarism and absence of conflict of interest will be strictly followed.

Discussion

The general problem of the study is, “How may the implementation of modular approach as an alternative delivery mode in the District of Magsaysay for the school year 2020-2021 be analyzed and be the perspective for curriculum enhancement?

Specifically, it sought to answers to the following questions: (1) How may the level of participation of the students in the modular learning delivery in terms of collaboration, assessment, academic performance and communication; (2) Is there a significant relationship between the students' level of participation and the challenges in implementing modular learning; (3) What challenges are faced by both the teachers and the students in the implementation of modular learning in the new normal context; (4) What are the extend of solutions that may be offered to solve the problems in the implementation of modular learning delivery and lastly, (5) What structured action plan may be proposed based on the findings of the study that can be useful in the improvement of the existing curriculum.

Findings

The findings of this study were based on the gathered data:

1. The level of participation of the students in the modular learning delivery in terms of collaboration is “to a great extent” (mean = 4.39). In terms of assessment, their level of participation is “to a very great extent” (mean = 4.79). Subsequently, their level of participation in terms of academic performance is “to a great extent” (mean = 4.49).

Lastly, their level of participation in terms of communication is “to a great extent” (mean = 4.41).

2. The extent of issues and challenges before the implementation of modular learning in the new normal context is “to a moderate extent” (mean = 3.40). Meanwhile, during the implementation of Modular Distance Learning, the extent of issues and challenge is “to a moderate extent” (mean = 2.98). After the implementation of Modular Distance Learning, the extent of issues and challenges faced by both teachers and students is “to a moderate extent” (mean = 2.85).

3. There is a significant relationship between the level of participation of the students in terms of academic performance and issues and challenges when it comes to “lack of teachers training for the module preparation” before the implementation of modular distance learning (r-coefficient = 0.315, p-value = .048 under 5% level of significance).

4. The extent of the practice of the solutions offered to solve the problems encountered in the implementation of Modular Distance Learning is “to a great extent” (mean = 4.35).

Conclusion

Based on the findings deduced from the study entitled, “Modular Approach as an Alternative Delivery Mode (ADM) in Teaching Physical Education: Perspective for Curriculum Improvement” the following conclusions were articulated and formulated:

1. There is a great extent in the level of participation of the students in the modular learning delivery in terms of collaboration; a very great extent in terms of assess; a great extent in terms of academic performance; and a great extent in terms of communication.

2. There is a moderate extent of issues and challenges before the implementation of modular learning in the new normal context; a moderate extent during the implementation of Modular Distance Learning; and a moderate extent after the implementation of Modular Distance Learning

3. There is a significant relationship between the level of participation of the students in terms of academic performance and issues and challenges when it comes to “lack of teachers training for the module preparation” before the implementation of modular distance learning.

4. There is a great extent of the practice of the solutions offered to solve the problems encountered in the implementation of Modular Distance Learning.

Recommendations

In the light of the foregoing findings and conclusions of the study, the following recommendations were offered for consideration:

1. It is recommended that school heads and teachers can include in their learning module the interactive activities which can promote collaboration among the students, can improve their academic performance, can motivate them to communicate with their peers, and can motivate learners to frequently assess their learning.

2. The relationship between the level of participation and challenges in modular learning approach suggests that the school administrators should propose trainings on the preparation of learning modules for teachers before implementing modular learning approach for them to be equipped with necessary tools and techniques in implementing this learning modality as well as the other platforms which they can use to improve their module-related tasks abilities.

3. It is recommended that orientation and briefing must be set to both the teachers and students who will be involved in this mode of learning so that every individual involved in the process can actively participate to meet its expectations. It is also essential that teachers seek help from field experts for the construction of the learning materials and ensure the validity of the content according to the DepEd's provided K-12 Curriculum Guide.

4. The proposed action plan as input of the study may be considered for the improvement of the curriculum as the problems and challenges encountered were identified.

5. Another study may be conducted utilizing the qualitative method to explore the experiences of teachers in the implementation of modular learning.

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

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