

## Performance of Grade 7 Students in Technology and Livelihood Education on the Issues Encountered in the Implementation of Modular Distance Learning

Keyselyn G. Perez<sup>1</sup>, Dr. Edna O. Briones<sup>2</sup>

keyselynperez27@gmail.com<sup>1</sup>, edna.briones@lspu.edu.ph<sup>2</sup>  
0000-0001-6374-4152

Laguna State Polytechnic University  
San Pablo City Campus, San Pablo Laguna, Philippines<sup>1-2</sup>

DOI: <https://doi.org/10.54476/apjaet/23237>

### Abstract

*This study aimed to determine the performance of Grade 7 learners in TLE class specifically in cookery and the issues encountered in the implementation of modular distance learning. The descriptive method of research was utilized in this study. A researcher-made questionnaire was the main data-gathering instrument. Respondents were the 100 Grade 7 students of Dagatan Integrated National High School. The statistical tools that were used by the researchers throughout the study were simple frequency and percent counts, weighted mean, and Pearson Product-Moment Correlation Coefficient at a .05 level of significance. The respondents perceived issues encountered in using the learning module in terms of physical absence to great extent. While, the academic support, availability of instructional materials, learning process, learning space at home, feedback and monitoring, and assessment was perceived as moderate extent. The level of performance of respondents in terms of written works was at risk or below 75 while in terms of performance tasks they got outstanding grades. Based on the findings it was concluded that the hypothesis stating that there is no significant relationship between the perceived issues encountered in using learning modules and performance in TLE is not sustained with regards to the availability of instructional materials and feedback and monitoring of written works. Furthermore, the same conclusion was observed with regard to the relationship of the profile of the respondents in terms of gender to written works, and performance tasks. On the other hand, the rest of the variables under study were found not significantly related, hence the null hypothesis in this is reflected as sustained. Thus, it was recommended that the Department of Education may consider the findings of this study in the development of necessary academic materials. Similar study may be conducted focusing on other areas of TLE-Exploratory Course while addressing other problems and challenges met not only by the students but also by the teachers.*

*Keywords: Modular Distance Learning, Exploratory, Modules, Performance, Technology and Livelihood Education (TLE)*

### Introduction

The goal of the Department of Education is to produce competitive learners who can exhibit institutionally recognized competencies. It aspires to develop an educational system that can meet the

needs of students even in the face of adversity. As a result, the department is constantly looking for new ways to solve challenges in the field.

With the onset of Covid-19, fulfilling such a goal becomes a challenge. Since Philippines is still a developing country and its technological capacity is not fully equipped, online learning is not possible to be implemented by the Department of Education. In rural and far-flung areas where the signal is not stable, modular distance learning was seen to be the best choice to continue the delivery of education. Thus, all the competencies were translated into words, modules, and learning activity sheets to meet the learners. Parents, guardians, sisters and brothers, and other family members served as the students' guide and mentor while they are working on their modules. Teachers are also one call away and guide the students in answering their modules by regularly calling and messaging them on any platform possible. This requires a great shift and adjustment not only in the educational set-up but as well in the household situation.

The learning modality of using modules is one of the rapid adjustments in every household that has children who are continuing their education despite the pandemic. The implementation of this modality is the availability of learning centers in every barangay that can be used as a focal area to distribute and retrieve the outputs of students every week or month, depending on the school implementation and planning. Each student is entitled to complete modules together with the weekly home learning plan made by teachers. This plan includes clear instructions on what are the target tasks to be done in every subject. Teachers are also advised that they can add supplementary materials to boost the learning experiences of their students. These materials should not be too many which may cause anxiety and too much work for students. It must be considerate with the situation. It can also be used if the module exercises were not seen to be aligned with the target competencies. Teachers' adjustments were also seen in this area of their profession where they need to see the situations of each learner and direct the given modules into a new learning environment. The teacher's capacity to juggle all the tasks and maximize all the resources to provide continuous learning is their novel challenge.

Subjects that are skill-based bargain another challenge in modular learning since they must still conform to the standards of the Department of Education. The limited resource for such subjects is still another encounter. Technology and Livelihood Education (TLE) is subject-centered to skills and performance. This program equips learners with knowledge and information, skills and processes, right work values and life skills in the field of Home Economics, Computer-Aided Design, Carpentry, Clothing Construction, Electricity and Electronics, Agriculture, Foods and Beverage, Handicrafts, Cosmetology, Home Nursing, Industrial Arts, Agri-Fishery Arts, and Information Communication Technology (ICT), (K to 12 Toolkit). The alignment of TLE curriculum with the escalating demand for skilled employees will enable the graduate to obtain certification and employment. Thus, the need for realistic and experiential learning aided by the right and adequate tools, equipment, and machines for instruction is necessary.

Thus, these mentioned necessary instructional tools in TLE can't be utilized in the present scenario due to adversity. The capability of TLE teachers in providing engaging lessons inside the four corners of every home will be put to a test. That is why supplementing the students with needed information thru modules and prints is the only sure means of communication. Students' family profiles can also be a factor to consider in the learning situation of students today. Not all families are in the capacity to provide learning areas and environments for their children, some of the children became in charge of the all-around task at home making them disregard the answering of modules. While some students have so many resources that made them capable of buying gadgets that were misused. Instead of using it for researching

and studying, they became engaged in mobile games and get addicted to it. This makes teaching and learning much more challenging on another level.

Cookery is one of the specializations in the TLE class that focused on food preparation and understanding of a variety of ways how to handle foods. The idea of cooking and designing foods can awaken the interest of students. Aside from the fact, that cookery is a life-long skill that every student must know to prepare for their future, this specialization is also a good career choice and offers wide opportunities locally and abroad. That is why many students love the subject. In this learning area, their grades were measured depending on their performance task and knowledge of the subject.

The performance of students today is important to be measured to see how adaptive students were in their current situation. Though teachers are advised to be more considerate in grading the students, the fact and passion of a teacher in terms of making sure that their students still gain something valuable is a fire that keeps on pushing this study. The teacher's response to this will not only talk about the commitment they vowed as a public servant, but it will say a lot about their credibility, dignity, and compassion, as a passionate teacher of today. Not relying on the given modules and finding more learning experiences even at home is possible, the teacher just only needs an open mind, resourcefulness, and innovative skills to further bring learning more engaging at home.

Kelly (2016) claimed that facilitating learning is one of the most important duties that teachers should play. They are responsible for making learning easy and effective at the same time. This does not entail that learners must be spoon-fed but rather be taught how to think critically.

However, due to the emergence of the pandemic, several factors affecting students' learning at home also occurred, directly affecting their level of performance in various subjects. For instance, Chen (2018) mentioned that modular distance learning may lead to overdependence on technology as students, in the absence of their parents or guardian, would highly rely on what the internet and technology provide them. Though modular learning does not directly require the use of technology, most of the students still look for explanations and supplementary materials. This is seen to be a major negative impact of modular distant learning.

As per Daguno-Bersamina and Relativo (2020), the availability of resources will have a substantial impact on students' remote learning journeys and will further expand the education gap. Thus, determining students' level of performance in the implementation of modular distance learning would be of great help to the researcher in improving her teaching styles. This being the case, the researcher thought of determining the major factors or problems encountered by students in modular distance learning to give a proposed solution to these problems. Considering today's adversity, teaching Technology and Livelihood Education requires a lot of study and understanding to push the quality of skill-based education. In this regard, the researcher finds the need to determine the performance of Grade 7 learners in TLE class specifically in cookery, and the difficulties encountered in the implementation of modular distance learning. This is done to provide the basis for the future development of necessary academic materials. Furthermore, this may serve as a guide in designing programs and school policies relevant to modular distance learning. To help on this endeavor, the researcher assessed the profile of the respondents in terms of socio-economic status, accessibility of gadgets/internet connectivity, and availability of household members that can support instruction. The performance of the respondents in cookery was also gathered to test if there is a significant difference in the performance level of respondents and their profiles. The issues encountered by the students in their modules in terms of content and learning activities were analyzed to come up with a basis for the future development of necessary academic materials and in designing programs and school policies relevant to modular distance learning.

## Objectives of the Study

The research aimed to determine the performance of Grade 7 learners in TLE class specifically in cookery and the issues encountered in the implementation of modular distance learning that may serve as a basis for the future development of necessary academic materials. It served as a guide in designing programs and school policies relevant to modular distance learning

The study sought answers to the following questions:

1. Get the profile of the respondents to be described relative to:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 parents' educational attainment;
  - 1.4 parents' occupation;
  - 1.5 net monthly income; and
  - 1.6 family size
2. Describe the respondents' experiences in the issues encountered in using learning modules in the implementation of modular distance learning in terms of:
  - 2.1 physical absence of teacher;
  - 2.2 academic support;
  - 2.3 availability of instructional materials;
  - 2.4 delivery of instruction;
  - 2.5 learning space at home;
  - 2.6 feedback and monitoring; and
  - 2.7 assessment
3. Categorize Grade 7 students as to their level of performance in TLE – Exploratory Cookery in terms of:
  - 3.1 written works; and
  - 3.2 performance tasks
4. Determine if there is a significant relationship between the perceived issues encountered in the implementation of modular distance learning and students' performance in TLE-Cookery
5. Tell whether the respondents' profile is significantly related to the student's performance in TLE-Cookery.

## Methodology

This study utilized the descriptive method of research. The said method would perfectly fit in characterizing the profile of the respondents and their academic performance in TLE subjects as the nature of the topic and issues that the respondents have encountered in the modules require vivid representation through good descriptions based on the analysis of data.

*Construction of Questionnaire.* The researcher sought ideas on books and related studies for the construction of the questionnaire. The researcher also consulted school leaders, master teachers, and other

professionals and colleagues to find the appropriate questions to be incorporated. All the suggestions were the bases of the questionnaire.

*Validation.* The researcher requested the comments of the adviser in the draft of the researcher-made questionnaire. The comments followed and used in modifying the said questionnaire. Moreover, a grammarian asked for assistance with the proper statement of each questionnaire item to avoid misinterpretation. To test the reliability, a statistician was consulted.

*Administration.* The researcher wrote a letter of request to the Principal of Dagatan Integrated National High School to conduct the study. Then, the letter of request was presented to advisers to allow the researcher to administer the questionnaires to the respondents. For ethical and professional considerations, the privacy of the information gathered was assured to the participants.

*Scoring of Responses.* The responses were tallied, scored, and tabulated for statistical treatment.

## Results and Discussion

This part presents the performance of Grade 7 learners in TLE class specifically in cookery and the issues encountered in the implementation of modular distance learning. The data gathered may serve as a basis for the future development of necessary academic materials.

### 1. Profile of the Respondents

The analysis of the profile of respondents in the study provides information about the status of respondents. Results are presented in the succeeding tables.

**Table 1**  
*Respondents According to Age*

Age	Frequency	Percent
11-12 years old	45	45.0
13-14 years old	54	54.0
15-16 years old	1	1.0
Total	100	100.0

**1.1. Age.** Table 1 shows the data regarding the age of respondents. Since Grade 7 learners are the focus of the study, 54% of them were under the age bracket of 13-14 years old, followed by 45% whose age were 11-12 years old. Only 1 respondent or 1% is in the bracket of 15-16 years old

Table 1 shows the data regarding the age of respondents. Since Grade 7 learners are the focus of the study, 54% of them were under the age bracket of 13-14 years old, followed by 45% whose age were 11-12 years old. Only 1 respondent or 1% is in the bracket of 15-16 years old.

**1.2. Gender.** Table 2 reflects the distribution of gender between respondents

**Table 2**  
*Respondents According to Gender*

Gender	Frequency	Percent
Male	48	48.0
Female	52	52.0
Total	100	100.0

Most of the respondents were female 52% while 48% were male. Gender is a significant factor to consider regarding how learners view modular distance learning. The learning styles of male and female also have big differences. There is also a gap in the attention they spent on doing their modules.

**1.3 Parents’ Educational Attainment.** Table 3 shows the educational attainment of the respondent’s father.

**Table 3**  
*Respondents According to Fathers’ Educational Attainment*

<b>Fathers’ Educational Attainment</b>	<b>Frequency</b>	<b>Percent</b>
No Formal Schooling but able to read and write	1	1.0
Elementary Level	14	14.0
Elementary Graduate	7	7.0
High School Level	22	22.0
High School Level Graduate	37	37.0
After High School Education or Vocational	19	19.0
<b>Total</b>	<b>100</b>	<b>100</b>

It can be gleaned that 37 or 37% of them were high school graduates followed by 22 or 22% who were able to get into high school. 19 or 19% were able to go to college and finish vocational courses. Only 7 or 7% were graduates of elementary level, 14 or 14% did not finish elementary and only 1 or 1% has no formal schooling. The data reveals that most of them were able to know the basics of education and can at least guide their children in their studies.

Table 4 reflects the educational attainment of the respondents’ mothers.

**Table 4**  
*Respondents According to Mothers’ Educational Attainment*

<b>Mothers’ Educational Attainment</b>	<b>Frequency</b>	<b>Percent</b>
No Formal Schooling but able to read and write	1	1.0
Elementary Level	8	8.0
Elementary Graduate	6	6.0
High School Level	19	19.0
High School Level Graduate	47	47.0
After High School Education or Vocational	19	19.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

It can be noticed that 47 or 47% of the mothers were able to finish high school followed by 19 or 19% who went to college and vocational courses. 19 or 19% were able to get into high school while 8 or 8% were able to get into elementary level. 6 or 6% graduated elementary and only 1 or 1% did not get formal schooling but were able to read and write.

**1.4. Parents’ Occupation.** Table 5 reflects the occupation of respondents’ fathers

Based on the results, 70 or 70% of them are employed while only 17 is unemployed. This means that most of the time, the father is not present during the study hour of the learners but since they are the ones

who find the income in the family, they are responsible in providing resources for the studies of their children.

**Table 5**  
*Respondents According to Fathers' Occupation*

Fathers' Occupation	Frequency	Percent
Businessman	7	7.0
Employed	70	70.0
OFW	6	6.0
Unemployed	17	17.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Table 6**  
*Respondents According to Mothers' Occupation*

Mothers' Occupation	Frequency	Percent
Businessman	11	11.0
Employed	25	25.0
OFW	6	6.0
Unemployed	58	58.0
Total	100	100.0

Table 6 presents the mother's occupations of the respondents. It can be seen that fifty-eight or 58% were unemployed. This implies that most of the mothers were full-time housewives and could guide their children in doing their modules. Only 6 or 6% of the mothers were overseas workers, meaning the children were left with their fathers or guardians.

**1.5. Family Income.** Table 7 reflects the family income of the respondents which resulted to 30 or 30% were identified to have P 5,001- 9,000 monthly income while only 6 or 6% have P 17,001 above income.

**Table 7**  
*Respondents According to Family Income*

Family income	Frequency	Percent
below P 5,000	29	29.0
P 5,001- 9,000	30	30.0
P 9001- P 13,000	26	26.0
P 13,001 – P 17,000	9	9.0
P 17,001 above	6	6.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

These results imply that most of the respondents belong to marginalized families. Low-budget or income monthly is a huge factor in sustaining educational activities and the achievement of children because the issue of money will always be considered whenever instructional support must be bought.

**1.5. Family Size.** Table 8 provides the result of the respondents' family size

**Table 8**  
*Respondents According to Size of the Family*

Family Size	Frequency	Percent
1-3 members	10	10.0
4-6 members	68	68.0
7-9 members	20	20.0
10-12 members	1	1.0
13 and above	1	1.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

It can be gleaned that 68 or 68% belongs to a family size of 4-6 members. Naturally, this is the most common size of a family where learning can be given more attention if scheduled and assisted appropriately by the guardian.

## 2. Perception of the Issues Encountered in Using Learning Modules

Learners encountered a lot of adjustments and educational shifts during pandemic; thus, this creates a huge impact on their learning habits. This part of the study presents the data about the extent of respondents’ experiences during the implementation of MDL on different aspects of delivery.

**2.1. Physical absence of the teacher.** Table 9 presents the extent of issues encountered in using the learning module during MDL implementation in terms of the physical absence of the teacher.

**Table 9**  
*Issues Encountered in Using Learning Modules in Terms of Physical Fitness*

Respondents Statements	Mean	SD	VI
felt the need for the assistance of my teacher and other knowledgeable person to help me understand the lessons in Cookery	3.78	0.96	Great Extent
experienced sleeping late at night to finish my assignment or tasks	3.02	1.36	Moderate extent
relied on my own ability to meet the deadlines in the submissions of the requirements	4.06	1.07	Great Extent
complied with all the requirements in Cookery subject using limited resources	3.68	1.19	Great Extent
missed the face-to-face interactions with my teachers and classmates resulting to lessen my opportunities to fully grasp the concept of daily tasks	3.79	1.28	Great Extent
<b>Overall Mean</b>	<b>3.67</b>	<b>1.17</b>	<b>Great Extent</b>

It was seen that relying on own ability to meet the deadlines in the submissions of the requirements got the highest mean of 4.06 which is interpreted to be in a very great extent. It indicates that the respondents find it very hard to do all their learning tasks in the modules by their own plus the pressure of deadlines made the task harder. On the other hand, experienced sleeping late at night to finish assignments or tasks only got 3.02 mean interpreted as moderate extent. Thus, respondents do not find studying at night much of an issue. Some learners find studying at night more convenient since the environment is much quiet and their minds can focus on the subject.

**2.2. Academic Support.** Table 10 shows the extent of issues encountered in using the learning module during MDL implementation in terms of academic support.

It can be gleaned that the highest mean is 3.79 interpreted to be to a great extent. This is about the issue of needed guidance from teachers related to how to perform the learning activities required in Cookery. Therefore, respondents find the performance tasks on TLE an issue that needs to address to perform the needed tasks successfully.

**Table 10**  
*Issues Encountered in Using Learning Modules in Terms of Academic Support*

Respondents Statements	Mean	SD	VI
experienced insufficient help from my parents and other members of the family to support my studies	2.66	1.30	Moderate Extent
had very limited time and ways to personally communicate my doubts and concerns about my lessons or tasks in Cookery to my teacher	2.72	1.33	Moderate Extent
felt the need to attend guidance counselling services to address my stress and anxiety	2.45	1.41	\Lesser Extent
thought remediation and enrichment activities are necessary to further improve my academic performance in Cookery	3.60	1.18	Great Extent
needed guidance from my teachers related on how to perform the learning activities required in Cookery	3.79	1.09	Great Extent
<b>Overall Mean</b>	<b>3.04</b>	<b>1.26</b>	<b>Moderate Extent</b>

### 2.3. Availability of instructional materials.

**Table 11**  
*Issues Encountered in Using Learning Modules as to Availability of Instructional Materials*

Respondents Statements	Mean	SD	VI
did not have the materials needed to finish the task in the modules of Cookery	2.78	1.31	Moderate Extent
did not have internet connection to conduct research about my lessons in Cookery	2.71	1.28	Moderate Extent
was not able to finish or submit my learning activities due to limited resources at home	2.23	1.26	Lesser Extent
thought the instructional materials I have at home is not useful on my tasks in Cookery)	2.49	1.22	Lesser Extent
have limited access to the resources being required on the module	2.78	1.31	Moderate Extent
<b>Overall Mean</b>	<b>2.60</b>	<b>1.28</b>	<b>Moderate Extent</b>

There were two highest issues with a mean of 2.78. These are about not having the materials needed to finish the task in Cookery and limited access to resources required in the module. These imply that some respondents who belong to marginalized cannot provide the necessary materials in finishing their tasks, thus making them see this as an issue that needs to be addressed.

On the other hand, the lowest mean which is 2.23 is about not being able to finish learning activities due to limited resources at home. Some theoretical activities in the module were seen to be the least issue since they were aware that knowing the life-long skills in Cookery much needed to be given attention in terms of resources.

**2.4. Learning process.** The highest mean is 3.66 about feeling the challenge to finish learning tasks alone. The pressure of doing all the tasks alone gave a huge impact on learners' performance. If

students are overwhelmed with numerous learning activities and they are not ready for them, the tendency is to regress rather than improve, which typically leads to the preponderance of more academically disengaged kids, according to Brown (2013).

The lowest mean is 2.32 which is about the issue of answering modules consuming too much time. It means that learners are aware that answering modules are like going to school in a different set-up, where all day was needed to finish assigned tasks.

**Table 12**  
*Issues Encountered in Using Learning Modules in Terms of Delivery of Instruction*

Respondents Statements	Mean	SD	VI
felt that answering modules consume too much of my time	2.32	1.22	Lesser Extent
procrastinated whenever the retrieval is coming near	2.49	1.28	Lesser Extent
felt the challenge to finish all the learning tasks alone	3.66	1.12	Great Extent
could not fully grasp the lessons in the module	2.60	1.08	Moderate Extent
needed teacher's assistance to finish my activities	3.14	1.23	Moderate Extent
<b>Overall Mean</b>	<b>2.84</b>	<b>1.19</b>	<b>Moderate Extent</b>

## 2.5. Learning Space at Home

**Table 13**  
*Issues Encountered in Using Learning Modules in Terms of Learning Space at Home*

Respondents Statements	Mean	SD	VI
had household chores to finish while answering my modules	3.16	1.27	Moderate Extent
had poor ventilation at home	2.35	1.23	Lesser Extent
assisted and guided my siblings on their modules while doing my modules	2.67	1.33	Moderate Extent
had distractive environment caused by noise outside such as passing vehicles and crowded neighborhood	2.43	1.33	Lesser Extent
had barely enough learning space at home and ergonomic furniture for studying e.g., tables and chairs	2.27	1.28	Lesser Extent
<b>Overall Mean</b>	<b>2.58</b>	<b>1.29</b>	<b>Moderate Extent</b>

The most seen to be issue in here is about household chores which have to be finished while answering modules which has a mean of 3.16. This implies that learners also allot time for other activities aside from studying.

With a mean of 2.27, barely enough learning space at home was interpreted as a lesser extent.

## 2.6. Feedback and Monitoring

**Table 14**  
*Issues Encountered in Using Learning Modules in Terms of Feedback and Monitoring*

Respondents Statements	Mean	SD	VI
could not fully understand the teacher's given feedback	2.21	1.23	Lesser Extent
had limited communication to my teacher	2.43	1.23	Lesser Extent
felt like teacher and student's workload are too much to conduct feedback and monitoring	2.67	1.26	Moderate Extent
thought that the teachers' notes in my submitted do not adequately provide the needed guidance for the task	2.40	1.20	Lesser Extent
felt like I do not want to disturb my teachers for feedback since he/she is handling many students	2.84	1.23	Moderate Extent

It can be gleaned that the highest mean is 2.84, about the issue of not wanting to disturb their teachers for feedback.

On the other hand, 2.21 is the lowest mean gathered in this table. This is not much an issue on the part of the learners since parents or guardians are expected to interpret the given feedback to monitor their children.

## 2.7. Assessment

**Table 15**  
*Issues Encountered in Using Learning Modules in Terms of Assessment*

Respondents Statements	Mean	SD	VI
felt that number of test items cannot be answered within the specified time	2.41	1.33	Lesser Extent
felt that the level difficulty of test items is not appropriate to my level of cognitive abilities.	2.60	1.20	Moderate Extent
thought directions are not clear, on-point and concise.	2.13	1.19	Lesser Extent
thought rubrics and assessment of learning activities are not clearly communicated	2.09	1.13	Lesser Extent
felt that the test items do not adequately represents the core ideas indicated in the content	2.16	1.20	Lesser Extent
<b>Overall Mean</b>	<b>2.51</b>	<b>1.23</b>	<b>Moderate Extent</b>

It reflected that the highest mean of 2.60, about not having an appropriate difficulty level of cognitive abilities reveals that there is a gap between the assessment style being asked on the module and the student’s learning styles.

On the other side, the lowest mean is 2.09, with the issue of rubrics and assessment of learning activities not communicated in the instruction. This means the teacher’s given assessment is based on objective rubrics and aligned with the learning competencies of the module.

## 3. Performance of Grade 7 Students in TLE – Exploratory Cookery

### 3.1 Written works

**Table 16**  
*Performance of Grade 7 Students in TLE –Exploratory Cookery as to Written Works*

Grades in Written Works	Frequency	Percentage	Verbal Interpretation
90-100	2	2.0	Outstanding
85-89	10	10.0	Very Satisfactory
80-84	17	17.0	Satisfactory
75-79	19	19.0	Fairly Satisfactory
Below 75	52	52.0	At risked
<b>Total</b>	<b>100</b>	<b>100.0</b>	

In the grading system of the Department of Education, written works are 30% of the computation of the grade. It can be observed that 52% of the learners received below 75 grades, which is a failing remark for written works. It can be deduced that learners find difficulties in answering the learning tasks in the modules that require theories and discussion.

One of the most important variables to evaluate, according to Bacani (2016), is the learner's performance. Written work is important because it teaches students how to complete each assignment in a systematic way.

Only two respondents were able to achieve a rating of outstanding. This means that they were able to follow the flow of discussion in the module and their learning styles are applicable to the current setup of education.

### 3.2. Performance Tasks

**Table 17**

*Performance of Grade 7 Students in TLE –Exploratory Cookery as to Performance Tasks*

Grades in Performance Tasks	Frequ Ency	Percentage	Verbal Interpretation
90-100	75	75.0	Outstanding
85-89	13	13.0	Very Satisfactory
80-84	8	8.0	Satisfactory
75-79	4	4.0	Fairly Satisfactory
Below 75	0	0	At risked
<b>Total</b>	<b>100</b>	<b>100.0</b>	

Performance Task is 70% of the grade computation. The highest percentage is 75% of learners where grades fall under the category of outstanding. It is presumed that learners were able to perform the required skill competencies being asked in the module.

On the other hand, there was no record of students at risk in terms of performance tasks and only 4% achieved fairly satisfactory grades which is a great improvement over their written tasks. Thus, learners seem to enjoy the life-long skills being offered by the exploratory course cookery.

### 4. Significant Relationship of the Perceived Issues Encountered in the Implementation of Modular Distance Learning with Students' Performance in TLE-Cookery

**Table 18**

*Significant Relationship of the Perceived Issues Encountered in the Implementation of Modular Distance Learning with Students' Performance in TLE-Cookery*

Implementation of Modular Distance Learning	Written works	Performance task
Physical absence of teacher	-.052	-.001
Academic support	-.183	-.131
Availability of instructional materials	-.242*	-.033
Delivery of instruction	-.138	-.006
Learning space at home	-.184	-.145
Feedback and monitoring	-.242*	-.069
Assessment	-.167	-.108

The results show that availability of instructional materials, delivery of instruction, learning space at home, feedback and monitoring, and assessment are significant with the value -.242 at 0.05 level. Therefore, the null hypothesis was rejected. Physical absence of teacher and academic support were deemed not significant.

Availability of instructional materials resulted to be significant on written works since it plays a great role in furnishing the gaps brought about by the pandemic.

Feedback, monitoring, and assessment are also significant to written works to ensure that students' performance and achievement are always on point. The teacher's role in this part is highly appreciated. It is supported by Jackson (2016), who said that students' academic performance serves as the foundation for how teachers begin remediation efforts for their students.

On the other hand, the perceived issues encountered in the implementation of MDL have no significant relationship to written works except for the availability of instructional support and feedback monitoring. Meanwhile, the hypothesis of the study was accepted since all perceived issues have no significant relationship in terms of performance tasks.

**Table 19**  
*Significant relationship of the Profile of the Respondents with Students' Performance in TLE-Cookery*

Profile	Written works	Performance task
Age	-.086	-.069
Gender	.289**	.273**
Fathers' educational attainment	.097	.159
Mothers' educational attainment	.195	.186
Fathers' occupation	-.026	.013
Mothers' occupation	.039	.097
Income	.233*	-.030
Size of the family	-.180	-.138

From this, it can be gleaned that gender has a significant relationship with -.289 and .273 value at 0.01 level. Thus, the null hypothesis was rejected.

Family income has a significant relationship on the written tasks of students. It determines how well a family can support the educational needs of learners in this 21st century where technology and instruction coincide. Students from low-income homes were more negatively affected by this condition. Low-achieving children will find it difficult to acquire new information on their own at home without teachers' guidance.

## Conclusions

Based on the findings of the study, these conclusions were derived. The null hypothesis stating that there is no significant relationship between the perceived issues encountered in the implementation of modular distance learning in terms of availability of instructional materials, and feedback and monitoring, and students' written tasks in TLE-Cookery is not sustained in this study. The null hypothesis stating that profile of the respondents in terms of gender and family income is not significantly related to students' performance in TLE- Cookery is not sustained in this study.

## Recommendations

Based on the above findings and conclusions, the following recommendations are made:

- 1.The Department of Education may consider the findings of this study in the development of necessary academic materials. It may also be a guide in designing programs and school policies relevant to modular distance learning.
- 2.The School Administrators may share the findings of this study to their teachers and parents for them to be aware of the need to support and strengthen the implementation of modular distance learning.
- 3.Teachers and parents may continue to establish strong communication to provide assistance to learners' studies. Teachers may develop more engaging written activities that will be less stressful on the part of the learners.
- 4.Similar study may be conducted focusing on other areas of TLE-Exploratory Course while addressing other problems and challenges met not only by students but also by teachers.

## References

- Abad, M., (2020). How Metro schools continue lessons amid coronavirus threat. <https://rappler.com/newsbreak/iq/how-metro-manila-schools-continue-lessons-coronavirus-threat>
- ACT (2009) “The path to career success: HighSchool achievement, certainty of career choice, and college readiness make a difference” [www.act.org/research/policymakers/pdf/PathCareerSuccess.pdf](http://www.act.org/research/policymakers/pdf/PathCareerSuccess.pdf)
- Aguiliana, Lilian, 2021. The moderating effect of choice of course on the relationship between motivation and TLE performance of students. *International Journal of Research and Review* 8(2), [www.ijrrjournal.com](http://www.ijrrjournal.com) E-ISSN: 2349-9788; P-ISSN: 2454-2237
- Bacani, Y. (2019). The importance of performance in TLE subjects. <https://www.pressreader.com/>
- Brown, H. (2010). Principles of language learning and teaching. New Jersey: Prentice Hall.
- Burns, M. (2011). Distance education for teacher training: modes, models, and methods. Education Development Center, Inc. Washington, DC . *Int Phys Med Rehab J.* 2018;3(4):308–310. DOI: 10.15406/ipmrj.2018.03.00121
- Chen & Huang (2018). An empirical study on the factors influencing the web-based teaching effect. <https://doi.org/10.29333/EJMSTE/85035>
- Daguno-Bersamina & Relativo (2020). Life after lockdown: How schools and classes will be like in the Philippines. <https://www.philstar.com/headlines/2020/05/29/2013427/life-after-lockdown-massive-shift-online-learning-mounts-digital-gap-between-rich-and-poor-widens>
- DepEd Order No. 31 s. 2012 [ceap.org.ph/upload/download/201210/1714521500\\_1.pdf](http://ceap.org.ph/upload/download/201210/1714521500_1.pdf) (2014) “Technical teachers’ perception of factors affecting practical skill acquisition among technical college graduates in Adamawa State Nigeria” [www.erint.savap.org.pk/PDF/Vol.3\(3\)/ERInt.2014\(3.3-11\).pdf](http://www.erint.savap.org.pk/PDF/Vol.3(3)/ERInt.2014(3.3-11).pdf)
- Jackson, Y. D. (2016). Health science administrators’ perceptions of remediation with students in professional-track programs (Doctoral Dissertations), <https://scholarworks.waldenu.edu/dissertations>

Kelly, M. (2016) How to facilitate learning? <http://712educators.about.com/od/teachingstrategies/a/How-To-Facilitate-Learning.htm>

Malindog-Uy. (2020). “Blended learning” in virus-hit Philippines. <https://theaseanpost.com/article/blended-learning-virus-hit-philippines>

Mushtaq and Nawaz Khan (2012) Factors affecting students’ academic performance. <http://journalofbusiness.org/index.php/GJMBR/article/view/721>

Nii Darko, Wellington J.(2014). Teaching and learning aids. <https://www.slideshare.net/jellyways/aids-and-applications-for-easierlearning-and-teaching-finals>

UNESCO’s International Institute for Educational Planning (2018). Supplementary learning and teaching materials. <https://learningportal.iiep.unesco.org/en/issue-briefs/improvelearning/curriculum-and-materials/supplementary-learning-and-teaching>

## Copyrights

*Copyright of this article is retained by the author/s, with first publication rights granted to APJAET. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).*