

REMEDIATION PRACTICES OF JUNIOR HIGH SCHOOL TEACHERS IN IMPROVING LEARNERS ACADEMIC PERFORMANCE UNDER THE MODULAR DISTANCE LEARNING MODALITY

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ABSTRACT

This study aimed to determine the remediation practices of Junior High School teachers in improving learners academic performance under the modular distance learning modality. The schools covered by this study were the public secondary schools in the Division of Marinduque during the school year 2020-2021. There were 320 secondary school teachers who participated as the respondents of this study who were selected through random sampling technique. This is a descriptive research and utilized survey questionnaire in gathering data. The results from the data gathered revealed that the problem most of the students encountered is the lack of resources, while for the parents it is lack of knowledge to academically guide their children as observed by the teachers. To address the problems of the learners, most teachers always give activities aligned with the MELC focusing on the least mastered skills of the students. In addition, the data gathered also indicate that most teachers did regular quarterly meetings with parents regarding the learners' progress to address these difficulties. The data further shows that the most effective remediation practices in improving learners' academic performance under the modular distance learning as perceived by the respondents is giving activities aligned with the MELC focusing on the least mastered skill of the students.

Key words: Remediation Practices, Learning Loss, Modular Distance Learning, Learners,

INTRODUCTION

The COVID 19 pandemic has changed the landscape of the educational system in the whole world and the Philippines was not spared from it. On the onset, of the pandemic distance learning modality was implemented which can be classified as modular distance learning, online distance learning, and TV/radio-based instruction, and blended distance learning.

In a study entitled Modular Distance Learning: Its Effect in the Academic Performance of Learners in the New Normal (Dargo & Dimas, 2021), the results revealed that the 2.25% decrease in the GWA of learners after the implementation of MDL denotes a significant difference in their academic performance.

Felix (2001) discovered that when there was insufficient personal interaction, pupils had a negative attitude toward it. According to the findings of this survey, ten students considered the absence of a teacher to be a disadvantage, while three students considered it to be an advantage. According to Lee, Srinivasan, Trail, Lewis, and Lopez, students appreciated and profited from interaction with teachers and peers (2011).

In Belgium, primary school students taking standardized tests in 2020 performed worse in both math and language than those in previous years, after a nine-week COVID-induced school closure (Maldonado and De Witte, 2020). In 2021, the deficits grew larger in language but stayed constant in math (Gambi and De Witte, 2021). Although high-income countries do have higher penetration of internet and hardware, these are still not universal: in Belgium, there were reports that a large minority of students could not be reached for distance education and that many

students lacked laptops or a quiet place to study at home (Maldonado & De Witte, 2020). In the United States, studies likewise find learning loss consistently, both in national samples (Kuhfeld et al., 2020; Kuhfeld et al., 2022), a subnational sample from 22 states (Domingue et al., 2021), and in a state sample for California (Pier et al., 2021).

Relative to the above-mentioned situation, remedial action to accelerate the recovery of learning loss should be an essential element of national COVID-19 response education strategies. Given that the extent of learning loss is likely to vary across individual students, teaching at the right level will be more important than ever to help students catch up to grade-level standards.

Generally, this study aimed to find out the most effective remediation practices made by Public Junior High School Teachers in the Division of Marinduque for the improvement of the learners’ general academic performance of the students having hard time in finding the balance as learners and responsible children at home due to multiple tasks and circumstances.

The study wanted to determine the different remediation practices employed by the Junior High School teachers of secondary schools in the Division of Marinduque. Specifically, this study aims to answer the following questions: (1) What are the problems encountered by the learners and parents in Modular Distance Learning Modality as observed by the teacher respondents?; (2) What is the academic performance of learners during the School Year 2020-2021?; (3) What are the remediation practices of the teachers to address the problems encountered by the learners and parents?; (4) How effective are these remediation practices of teachers in improving learners’ academic performance under the modular distance learning?; (5) What effective remediation practices could be recommended for institutionalization by the researcher?

The study aims to benefit the administrators, teachers, parents and for future researchers. Using the findings of this study as basis, the administrators can create and formulate better plans and strategies specially for the ongoing preparations for the progressive expansion of face-to-face classes. It will also help the teachers, to provide the best and effective remedial activities for the struggling modular distance learners. This is also beneficial for the parents, to realize that they have a significant role in the learning process of their children not by doing the works for them but by giving them their full support when it comes to accomplishing school works specially the self-learning modules. And lastly, for future researchers, who want to have a more in-depth study regarding this topic, this piece can serve as a reference guide.

This study focused on the remediation practices employed by the teachers. Likewise, it investigates whether these remediation practices were effective or not. Only the public Junior High School teachers in the Division of Marinduque served as the respondents in this study. The study was conducted in the first quarter of School Year 2022-2023.

This paradigm served as guide on how this study was conducted. The first frame presents the inputs, which are the variables for investigation such as the problems encountered by the learners and parents in Modular Distance Learning Modality as observed by the teacher respondents and the remediation activities they employed. Meanwhile, the process involved survey, interview and data analysis. This research used survey method in which validated questionnaire made by the researcher was administered to the respondents. Data gathered were tabulated, presented, analyzed, and interpreted. Results yielded to the output, which is to institutionalize the most effective remediation activities.

INPUT	PROCESS	OUTPUT	OUTCOME
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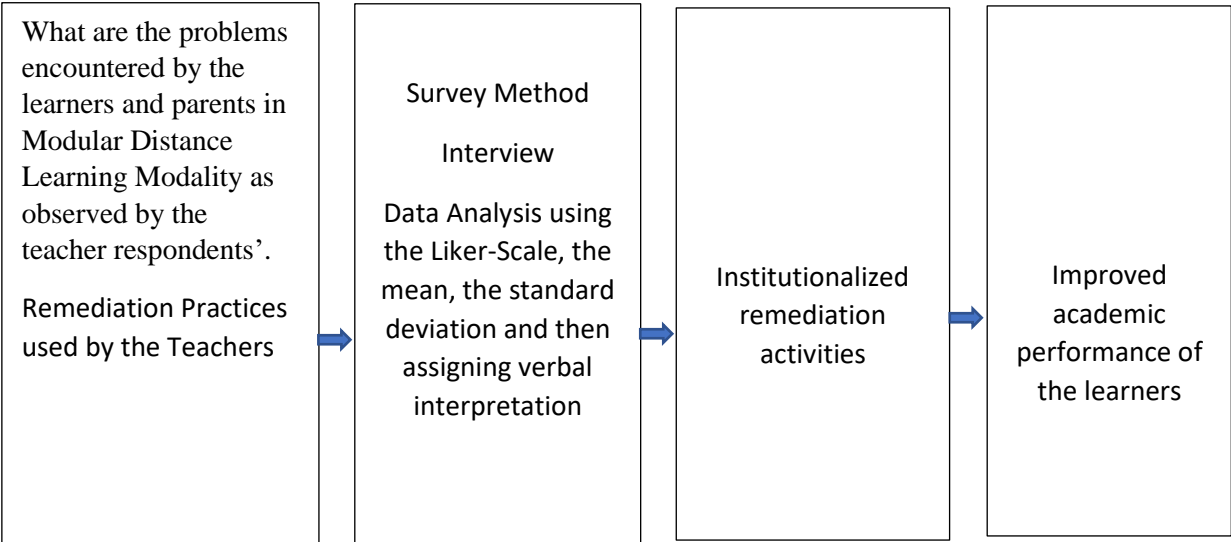


Figure 1. *Research Paradigm*

METHOD

Descriptive evaluative design was used in the study. This design appraised the worthiness of the current study and is appropriate in determining the remedial practices employed by the public school teachers of the Division of Marinduque and the effectivity of these practices. Survey questionnaire and interview was used in data gathering.

The study was conducted in the province of Marinduque, Philippines, specifically, in the public junior high schools from the six (6) towns under jurisdiction of the Division of Marinduque. Marinduque is an island province with mountainous terrains and isolated communities. Upon the implementation of the distance learning and self-learning modules, the most affected are those students from far flung areas where both material and human resources are very limited which caused them low perseverance and motivation.

This study focused on the remedial activities employed by the public junior high school teachers from the Division of Marinduque. Out of 793 teachers of Junior High School teachers of Division of Marinduque, 457 teachers were the target respondents. They were selected primarily because they were from the main schools with big population in each town. However, only 320 or 70% of these teachers were able to accomplished the survey.

Cluster random sampling technique was used in choosing the respondents of the study. From each cluster, one central school and one non- central school were randomly selected.

CLUSTER	SELECTED SCHOOLS	NUMBER OF TEACHERS
Gasán	Bognuyan NHS	45
	Tapuyan NHS	14
Buenavista	Buenavista NHS	35
	Buenavista NHS-Bagacay Annex	8
Mogpog	Butansapa NHS	14

	Mogpog NHS	22
Torrijos	Bonliw NHS	8
	Tigwi NHS	32
Sta. Cruz East	Makapuyat NHS	33
	Tagum NHS	12
Sta. Cruz North	Landy NHS	32
	Dolores NHS	10
Sta. Cruz South	Matalaba NHS	14
	Maniwaya NHS	7
Boac South	Cawit NCHS	23
Boac North	Ilaya NHS	18
	Marinduque NHS	130
TOTAL		457

The primary instrument in this study was adapted from the work of Guiamalon, (2021) titled Teachers Issues and Concerns on the Use of Modular Learning Modality.

Part I deals with the profile of the respondents and they are asked to check the corresponding space provided for them with indicators.

Part II has the aim to determine the problems encountered by the teachers with the parents and learners.

Part III aims to determine the remediation practices used by the teachers with the parents and teachers. For both Part II and Part III, Likert Scale wherein 5 is the highest and 1 is the lowest was used where indicators were given and the respondents checked the appropriate box corresponding to their answer.

Lastly, Part IV aimed to determine the effectiveness of the remediation practices used by the teachers to cater the needs of academically challenged learners.

The research instrument was assessed and validated by four validators from the Schools Division of Marinduque. They were composed of three Education Program Supervisor and one Senior Education Program Specialist.

A letter for the approval of the Schools Division Superintendent was crafted as well as a letter to all district supervisors of the Division of Marinduque for the conduct of the research was forwarded to the School Heads of all target respondents. Letter of permit to introduce the study among the respondents was also crafted after which these copies of the survey questionnaire were distributed to the public junior high school teachers only.

The questionnaire answered by the respondents was personally retrieved. The data gathered and obtained were tallied, tabulated and analyzed. Mean was used in terms of determining the problems encountered by the stakeholders as observed by the teachers as well as the remediation activities used by the teachers and its effectivity.

Likert-Scale for Problems Encountered by the Stakeholders in Modular Distance Learning Modality as Observed by the teacher respondents.

Scale	Mean Range	Verbal Interpretation
5	4.21-5.00	Highly Encountered
4	3.41-4.20	Fully Encountered
3	2.61-3.40	Moderately Encountered
2	1.81-2.60	Less Encountered
1	1.00-1.80	Not Encountered

Likert Scale for Remediation Practices of the Teachers to Address the Problems Encountered by the Stakeholders.

Scale	Mean Range	Verbal Interpretation
5	4.21-5.00	Always Practiced

4	3.41-4.20	Often Practiced
3	2.61-3.40	Sometimes Practiced
2	1.81-2.60	Rarely Practiced
1	1.00-1.80	Never Practiced

Likert-Scale for the Effectiveness of the Remediation Practices of Teachers in Improving learners Academic Performance under the Modular Distance Learning.

Scale	Mean Range	Verbal Interpretation
5	4.21-5.00	Extremely Effective
4	3.41-4.20	Moderately Effective
3	2.61-3.40	Neither Effective or Not Effective
2	1.81-2.60	Slightly Not Effective
1	1.00-1.80	Not at All Effective

Likert Scale for the Academic Performance of the Learners’ during the School Year 2020-2021.

Descriptors	Grading Scale
Outstanding	90-100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did Not Meer Expectations	Below 75

RESULTS AND DISCUSSION

Problems Encountered by Stakeholders in Modular Distance Learning Modality as observed by the Teacher Respondents

Table 1 below shows the problems encountered by the learners in modular distance learning modality as observed by the teacher respondents.

Table 1
Problems Encountered by the Learners in Modular Distance Learning as Observed by the teacher respondents.

Indicators	Mean	Standard Deviation	Verbal Interpretation
The learners:			
1. Lack of resources (e.g. gadgets are unavailable, lives in low bandwidth areas, no books and or electric resources are not available)	4.02	2.993	Fully Encountered
2. Little to no assistance from parents/guardian due to uncontrollable circumstances (e.g. career-oriented parents, parents who are no-read and no write)	3.80	.814	Fully Encountered
3. Lack of knowledge about the topics discussed in the modules	3.78	1.001	Fully Encountered
4. Little to no time in answering due to household chores and other responsibilities outside of school.	3.75	.943	Fully Encountered
5. Difficulty in understanding directions or instructions in the modules (e.g. poor comprehension skills)	3.73	1.015	Fully Encountered
6. Lack of Motivation and low perseverance	3.67	.971	Fully Encountered
7. Intimidated disposition due to abrupt shift from face-to-face instruction to modular learning	3.65	.904	Fully Encountered
8. Bias with face-to-face instruction	3.36	1.001	Moderately Encountered

9. Early identification of at-risk students	3.23	.948	Moderately Encountered
10. Series of failed subjects	2.92	1.071	Moderately Encountered
	Mean	3.59	1.166
			Fully Encountered

Legend:

4.21 – 5.00	Highly Encountered
3.41 – 4.20	Fully Encountered
2.61 – 3.40	Moderately Encountered
1.81 – 2.60	Less Encountered
1.00 – 1.80	Not Encountered

The data reveals that most learners have lack of resources which has the highest mean of 4.02. It was followed by little to no assistance from parents/guardian due to uncontrollable circumstances (e.g. career-oriented parents, parents who are no-read and no write) with 3.80 mean and the learners lack of knowledge about the topics discussed in the modules with 3.78 mean.

The lack of resources may be due to the fact that most of the parents of the learners were farmers and construction workers. Whatever much they earn tend to be spent more on their daily needs such as food and would not have the money to spend for gadgets, internet connection and/or load which the learners need in their interaction with teachers and classmates, and in doing research for their assignments.

Since most parents work as farmers or construction workers, some may lack the education or knowledge that could make them help their children in learning their lessons or answering their modules. Some, however, are not literate which means that they are not able to read or write which makes it also impossible for them to teach their children.

Learners’ lack of knowledge is a problem because they lack or do not have the resources such as reading or reference materials at home and also, they are not able to search from the internet because of the problem with connectivity or their lack of access due to not having the gadget or enough resources to buy load.

Likewise, assistance from parents or guardian is much beneficial among the learners. A large body of research shows that ‘at-home good parenting’ is a strong predictor of children’s achievement, even after other factors which impact achievement have been taken out of the equation, including the quality of schools at the primary age (Desforges and Abouchaar, 2003: 4). Mahuro and Hungi (2016) found in Uganda that parental participation in the form of commitment of time and resources to their children’s education plays a pivotal role in motivating children to improve their academic grades.

The data indicates that most parents lack the knowledge to academically guide their children with the mean 3.85.

Table 2
Problems Encountered by the Parents in Modular Distance Learning as Observed by the Teacher Respondents

Indicators	Mean	Standard Deviation	Verbal Interpretation
The parents:			
1.Lack of knowledge to academically guide their children	3.85	.925	Fully Encountered
2.Absentee parents	3.82	2.419	Fully Encountered

3.Inability to provide additional learning materials to the students (electronic gadgets)	3.78	.809	Fully Encountered
4.Career driven parents balancing employment demands & learner’s needs	3.70	.818	Fully Encountered
5.Lack of resources to communicate with the teachers	3.65	.835	Fully Encountered
6.Multiple learners are balanced at home	3.57	.796	Fully Encountered
Mean	3.73	1.100	Fully Encountered

Legend:

- 4.21 – 5.00 *Highly Encountered*
- 3.41 – 4.20 *Fully Encountered*
- 2.61 – 3.40 *Moderately Encountered*
- 1.81 – 2.60 *Less Encountered*
- 1.00 – 1.80 *Not Encountered*

It is followed with the absentee parents with 3.82 mean and the parents’ inability to provide additional learning materials to the students (electronic gadgets), with a mean of 3.78. Multiple learners are balanced at home got the lowest mean of 3.57.

Most of the parents of the learners haven’t finished their studies and it leads to lack of knowledge to academically guide their children that leads to their children poor performance. Most of them became absentee parents because for them to send their children to school they tend to work hard and spent most of their time working than helping their children during their school works. Because of low income they can’t provide additional learning materials that learners need in researching online to do their activities and communicate with their classmates and teachers. Multiple learners are balanced at home was the least problem encountered by the students because most of them were already

Involvement of parents is very essential for the development of student in terms of education according to Institute for Future Education (2019). Having parents and teachers communication help them feel motivated in their class and leads them to improve their self-esteem and attitude.

Studies show the advantages of parents involvement in their children and some are as follows: when there is good communication between parents and teachers, absenteeism decreases. According to a report by Johns Hopkins University (JHU), this helps reduce student absenteeism by 24 percent. Academic performance increases. According to JHU, aspects such as comprehension and reading fluency improve when there is parental involvement, even more so if parents spend time reading with their children. The students feel more motivated to learn, and their grades improve. Having parents and teachers communicate more helps students feel more motivated in their classes; their self-esteem and attitudes in class improve.

Academic Performance of the Learners’ during the School Year 2020-2021

Table 3 demonstrates the academic performance of learners’ during the School Year 2020-2021. Most of the subjects have a satisfactory General Weighted Average. The table reveals that MAPEH has the highest General Weighted Average throughout the year with an average of 84.20, while Mathematics has the lowest General Weighted Average of 81.81 during the school year which is considered as satisfactory.

Table 3
Academic Performance of the Learners’ during the School Year 2020-2021.

Learning Area	VA in Percentage for the 1 st Quarter	Descripto rs	GWA in Percent age for 2nd	Descript ors	GWA in Percentag e for 3rd Quarter	Descript ors	GWA in Percent age for 4th Quarter	Descriptor s	Total GWA in Percentage	Descriptors
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			Quarter							
English	81.57	Satisfactory	81.67	Satisfactory	82.90	Satisfactory	83.52	Satisfactory	82.415	Satisfactory
Science	81.83	Satisfactory	82.60	Satisfactory	82.99	Satisfactory	83.82	Satisfactory	82.81	Satisfactory
Filipino	82.23	Satisfactory	83.10	Satisfactory	83.56	Satisfactory	84.55	Satisfactory	83.36	Satisfactory
Math	80.57	Satisfactory	81.48	Satisfactory	81.82	Satisfactory	83.37	Satisfactory	81.81	Satisfactory
Araling Panlipunan	82.68	Satisfactory	82.61	Satisfactory	83.42	Satisfactory	84.22	Satisfactory	83.23	Satisfactory
Edukasyon sa Pagpapakatao	83.36	Satisfactory	83.54	Satisfactory	83.98	Satisfactory	85.20	Satisfactory	84.02	Satisfactory
TLE	82.88	Satisfactory	83.32	Satisfactory	84.13	Satisfactory	84.62	Satisfactory	83.73	Satisfactory
MAPEH	83.46	Satisfactory	83.92	Satisfactory	84.28	Satisfactory	85.15	Very Satisfactory	84.20	Satisfactory

Mathematics is a complicated subject which needs an actual face to face instruction. Due to pandemic students hardly understand topics with the aid of modules. For this age of individuals modular and online teaching is not appropriate. They can't clearly comprehend specially that most of the parents have no background with the topics. COVID-19 pandemic brought about learning loss. With this performance of the learners there's a need to conduct a remediation. The intent of remedial education is to provide these students with the skills that are necessary to successfully complete their studies, and to enter and finish a program of study (Complete College America, 2012). Additional activities must be given to the learners through different ways. Even if its thru online or home visitation as long as topic were being discussed to the students.

Any remedial teaching should be started immediately when the difficulties in learning or school attendance have been noticed, so that the students would not stay behind permanently in their studies. Remedial teaching should be organized according to a plan and as varied as possible depending on the needs of the learners. Diverse methods and materials are used in remedial teaching, with which new ways can be found to approach the subject that is to be learned.

Remediation Practices of the Teachers to Address the Problems Encountered by the Stakeholders

Table 4 displays remediation practices of the teachers to address the problems encountered by the stakeholders. The data exhibits that most teachers always give them activities aligned with the MELC focusing on the least mastered skill of the learners which has the highest mean of 4.31. They usually aligned their activities with MELC because this were the competencies that they should learn within the school year.

Table 4
Remediation Practices of the Teachers to Address the Problems Encountered by the Learners

Indicators	Mean	Standard Deviation	Verbal Interpretation
The teachers:			
1. Give activities aligned with the MELC focusing on the least mastered skill of the students	4.31	.811	Always Practiced
2. Intervention materials based on the least-mastered-competencies	4.25	.716	Always Practiced
3. Following the classroom programs strictly with weekly monitoring of the teacher	4.02	.815	Often Practiced
4. Giving activities using Strategic Intervention Materials (SIM)/ Learning Activity Sheet (LAS) for the least mastered competencies.	4.02	.830	Often Practiced
5. Paper and pencil assessment	4.00	1.025	Often Practiced
6. Intervention through home visitation by the teachers one times a month.	3.94	.823	Often Practiced

7. Supplemental videos elaborating the least-mastered-competency/competencies	3.87	.848	Often Practiced
8. Peer learning with classmates with average to above average comprehension skills thru online	3.64	2.433	Often Practiced
9. One-on-one tutorial with teacher thru home visitation or online platform	3.52	.867	Often Practiced
10. Summer Class	2.42	1.412	Rarely Practiced
	Mean	3.80	1.058
			Often

Legend:

4.21 – 5.00	Always Practiced
3.41 – 4.20	Often Practiced
2.61 – 3.40	Sometimes Practiced
1.81 – 2.60	Rarely Practiced
1.00 – 1.80	Never Practiced

Summer class was the least remediation practices used by the teachers during modular distance learning modality. Summer class was not implemented during pandemic also to avoid contacts with students. Summer classes as a remediation program is taxing for both teacher and student and this is not recommended by K to 12. Going to school on a summer vacation will not motivate the learners but rather displace their annoyance to the program.

When learners fall behind, a gap opens between their abilities and that of their peers. Over time, this gap gathers pace and widens to the point where learning in other areas is affected.

To solve this gap, teachers should find first the root cause of the problem and that is by dealing with the least-mastered-competencies. Indeed, there is a need for remediation. To prevent academic issues remedial instruction must be employed for the students to catch-up with their peers, according to Adam Green (2021) as published by Institute of Teachers Aide Courses. Although these students have low academic achievement during modular distance learning, they are not necessarily limited in their skills or that their performance will remain low in the future. The learners' interest in learning will be piqued and they will make better progress with effective remedial assistance, the use of stimulating instructional tactics, closer monitoring, and more individual attention. The ultimate goal of remedial education is to assist students who have fallen behind in their studies in learning to the best of their abilities and to return them to mainstream classrooms as soon as feasible hence giving activities aligned with the MELC focusing on the least mastered skill of the students is a salient part of the remediation practices.

Table 5 indicates the remediation practices of the teachers to address the problems encountered by the parents.

Table 5

Remediation Practices of the Teachers to Address the Problems Encountered by the Parents

Indicators	Mean	Standard Deviation	Verbal Interpretation
The teacher:			
1. Regular quarterly meetings with parents regarding the learner’s progress	4.36	.751	Always Practiced
2. Immediate feedback to the parents through group messages, “Kumustahan”, group chat	4.27	.783	Always Practiced
3. Informal consultations and/ or feedbacking during retrieval of modules	4.16	.742	Often Practiced
4. Conduct “Kumustahan sa Tahanan”	3.91	.829	Often Practiced
5. Well-organized wellness seminar for parents	3.30	1.126	Sometimes Practiced
6. Short information drive focusing on parent’s balance and mental health	3.29	1.088	Sometimes Practiced
Mean	3.88	0.887	Often

Legend:

4.21 – 5.00	Always Practiced
3.41 – 4.20	Often Practiced
2.61 – 3.40	Sometimes Practiced

1.81 – 2.60 *Rarely Practiced*
1.00 – 1.80 *Never Practiced*

The data indicates that most teachers did regular quarterly meetings with parents regarding the learner’s progress which garnered the highest 4.36 mean. Another thing that the teachers did is to give immediate feedback to the parents through group messages, “Kumustahan”, group chat with 4.27 mean. On the other hand, wellness seminar and short information drive focusing on parent’s balance and mental health were limitedly done by the teachers in addressing the problems of the academically challenged learner’ parents.

It is indicated in the Calendar of Activities of DepEd that schools must conduct regular meeting every quarter to relay to parents the performance of the learners that’s why it has the highest mean. During pandemic quarterly meeting was still employed with strict following with the guidelines set by the COVID-19 Inter-Agency Task Force (AITF). Meetings were always employed per section based on the scheduled date and hour.

Teachers and parents have their group chat for easy communication and constant feedback with the learning progress of the students. Informal consultations were often done during retrieval and distribution of modules. Teachers also often conduct home visitation to those students who were not complying with the requirements and modules. Sometimes parents were asked to join well-organized wellness seminar and short information drive focusing on parent’s balance and mental health online conducted by the Department of Education.

Like what the data has shown, constant communication is one of the important ways to support the parents facilitating learning especially during the time of pandemic where teaching halt (Jill Eulbirg, 2021). Schools across the country are closing to help slow the spread of COVID-19, but school isn't over—and students who don't have reliable internet access at home are facing significant remote learning challenges particularly in the Philippines.

The Prodigy (2021) suggests that to help the parents to address the problems of the academically challenged learners, it is essential for the teachers to maintain contact with them. It is also useful to set a work space at home and establish a work routine, but most importantly it is very beneficial for the parents to call for help should the need arise.

All of these are ideal if the parents are all available and willing. However, in reality not many parents were engaged in their child’s school routines. Education World (2021) suggested ways to make the parents engaged with their children’s distance education. Such ways are: understand the family’s situation, build a relationship with parents, encourage simple routines and strategies, keep parents in the loop and educate families on how to support students.

When parents have better communication with teachers, they learn to value the work and the challenges that teachers face, which makes the teachers feel appreciated. It helps when the parents feel happier and more involved with their children’s education. A good connection with the school lets parents understand the curriculum better and the advancement of their children. It also helps them feel more comfortable and happier with the quality of education. It can even motivate those who did not finish their education to continue it.

Effectiveness of Remediation Practices of Teachers in Improving Learners’ Academic Performance Under the Modular Distance Learning Modality

Table 6 exhibits the effectiveness of the remediation practices of teachers in improving learners’ academic performance under the modular distance learning as observed by the teacher respondents.

Table 6
Effectiveness of the Remediation Practices of Teachers in Improving Learners’ Academic Performance Under the Modular Distance Learning Modality

Indicators	Mean	Standard Deviation	Verbal Interpretation
The teacher: 1. Give activities aligned with the MELC focusing on the Least Mastered Skill of the students	4.21	.746	Extremely Effective

2. Intervention materials based on the least-mastered-competencies	4.15	.700	Moderately Effective
3. Intervention through home visitation by the teachers	4.11	.721	Moderately Effective
4. Following the classroom programs strictly with weekly monitoring of the teacher	4.10	.771	Moderately Effective
5. Giving activities using Strategic Intervention Materials (SIM)/ Learning Activity Sheet (LAS)	4.04	.783	Moderately Effective
6. One-on-one tutorial with teacher	4.01	.856	Moderately Effective
7. Supplemental videos elaborating the least-mastered-competency/competencies	3.95	.820	Moderately Effective
8. Peer learning with classmates with average to above average comprehension skills	3.80	.795	Moderately Effective
9. Summer Class	3.15	1.399	Neither Effective or Not Effective
Mean	3.95	0.843	Moderately Effective

Legend:

4.21 – 5.00	<i>Extremely Effective</i>
3.41 – 4.20	<i>Moderately Effective</i>
2.61 – 3.40	<i>Neither Effective or Not Effective</i>
1.81 – 2.60	<i>Slightly Effective</i>
1.00 – 1.80	<i>Not at all Effective</i>

The data shows that the most effective remediation practices in improving learners’ academic performance under the modular distance learning as perceived by the teacher respondents is giving activities aligned with the MELC focusing on the Least Mastered Skill of the learners which garnered a 4.21 mean.

These activities enforced to the students enhanced their learnings specially in the low mastered competencies. The second most effective is providing intervention materials based on the least-mastered-competencies with 4.15 mean, followed by home visitation by the teachers with 4.11 mean while the least effective is conducting the summer classes with 3.15 mean. There are low results under summer classes, as there is no summer remedial program from the Department of Education, other than Brigada Pagbasa which only focuses on English and Filipino.

These data indicate that the teachers looked into the most practical and essential strategies in offering remediation among their students which is giving activities aligned with the MELC focusing on the Least Mastered Skill of the students as what the Digital Class (2021) presented that remedial teaching should be started immediately so that students do not fall behind in their studies permanently. Remedial education can help students avoid problems in the first place. Remedial teaching is to aim to improve the skill or ability of every student and also uses various techniques. Teachers have solved the problem for students and understand their learning difficulties. It creates an educational process for students to learn fun for the child.

Considering the needs of the learners, the teachers or school heads may select any or all from the strategies tried, tested and recommended by the researcher. From the initial assessment the teacher may give intervention materials based on the least-mastered-competencies or provide opportunities for peer learning with classmates hand in hand with supplementing videos elaborating the least-mastered-competency/competencies. If there is a need the teacher can have a one-on-one tutorial with learner while following the classroom programs strictly or specifically giving activities using Strategic Intervention Materials (SIM)/ Learning Activity Sheet (LAS) or giving activities aligned with the MELC focusing on the Least Mastered Skill of the students and in between they must conduct home visitation by the teachers. If these are not enough and the learners still failed, summer classes may be the last resource.

Effective Remediation Practices to be recommended for institutionalization by the researcher

Remedial teaching should be organized according to a plan and as varied as possible depending on the needs of the learners. Diverse methods and materials are used in remedial teaching, with which new ways can be found to approach the subject that is to be learned.

The study shows that all the recommended remediation practices by the researcher are effective, though they vary in intensity but giving activities aligned with the MELC focusing on the Least Mastered Skill of the students was the most effective remediation practice.

With this study, I came up with a program to answer the problem. The program is entitled Orientation Training on Construction of Remediation Activities aligned with the MELC focusing on the Least Mastered Competencies of the Learners. This aims to construct remediation activities aligned with the MELC focusing on the Least Mastered Skill of the students.

CONCLUSION

The following conclusions were drawn according to the findings of the study:

1. Most of the students have lack of resources such as unavailability of gadgets, living in low bandwidth areas and lack of books and power supply in certain areas. Their parents have lack of knowledge to academically guide their children. This resulted to the low performance of the students that leads the teacher to conduct remediation.
2. Most of the learners have low grade in Mathematics during Modular Distance Learning because at this age of individuals, modular and online teaching was not effective.
3. Some of the remediation practices that were used by the teachers were giving intervention materials based on the least mastered-competencies and giving activities aligned with the MELC focusing on the least mastered skill of the students. Most of the teachers conduct regular meetings with parents regarding the learner's progress because it is indicated in the DepEd Calendar of Activities.
4. Activities aligned with the MELC focusing on the Least Mastered Skill of the students should be employed to the students because the study shows that this is the extremely effective remediation practices employed by the respondents in improving learners Academic Performance under the Modular Distance Learning. This is due to the fact that remediation must be conducted based on the least mastered competencies aligned with MELC.

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