

NEW NORMAL LEARNING MODALITY: STUDENTS' PERCEIVED PERFORMANCE FEEDBACK AND FEELINGS

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ABSTRACT: COVID-19 brings huge and unlikable impacts to the world of man in terms of health, education, and economy. For education, in particular, the global lockdown of the educational system has been experienced. The new normal system of education is implemented which causes major changes to the life of both teachers and students. Students learning abilities and potentials may be interrupted in the new system. Due to this dilemma, the researchers conducted an online survey to know the students learning and feelings towards the different types of distant learning modalities. 200 selected students from different schools are given questionnaires via Google form. The analysis revealed that the majority of the students declared that they became independent learner and their academic performance progresses despite of the new learning modality. Further, the majority declared that their feelings towards distance learning are positive it is probably because they understood the reason of having it.

Keywords: COVID 19, new learning modality, students' performance, students feeling, distance learning, new normal

INTRODUCTION

COVID-19 brings a huge impact on the economy, society, and the educational system. Global lockdown of education institutions caused a major change and interruption in students' learning. For health reasons and to save more lives preventive measures such as social distancing and self-isolation have prompted the widespread closure of primary, secondary, and tertiary schooling in over 100 countries. Homeschooling is not only a massive shock to parents' productivity but also to children's social life and learning. Teaching is moving online, on an untested and unprecedented scale of where the student assessments are also moving online, with a lot of trial and error and uncertainty for everyone [1]. The Department of Education (DepEd) and the Commission on Higher Education (CHED) adopted and implemented the flexible model of blended learning despite the resistance because of the risk to open classes due to the virus [2]. Severe consequences on students' learning opportunities as well as their socio-emotional and cognitive development may be affected due to the new system of delivering instructions. The Department of Education implemented remote modalities, such as online learning platforms, television, radio, and modules to continue education. The new normal system of education may not be suitable to the capacity of the students thus this study is conceptualized.

Statement of the Problem

The study aims to answer the questions below:

1. What is the perception of the students in distant learning modalities in terms of academic performance?
2. What is the students' feeling in the distance learning under new normal?

Review of Related Literature

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. It calls for the alternative education system and assessment strategies that pave the way for introducing new modalities of learning [3].

Dept. of Ed continuously plans in consultation and with all stakeholders to address pandemic issues.

As a result, the Dept. of Ed came up with a Learning Continuity plan (LCP). Learning Continuity Plan is the

major response/commitment to ensuring the health and safety, and well-being of learners, teachers, and personnel in the time of COVID -19, and it also captures ways to continue education amidst crisis for SY 2020-2021 (Department of Education Memo 2020-00162, 2020). Department of Education implemented Modular Distance Learning (MDL), Online Distance Learning (ODL), Blended Learning, and TV/Radio-Based Instruction [4] Modular Distance Learning features individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable to the learner. Learners under Modular Distance Learning can also use other resources such as Learner's Materials, textbooks, activity sheets, study guides, and other study materials. Usually, teachers will have to deliver appropriate learning materials. However, students can also access these materials by downloading electronic copies through their computer, tablet PC, or smartphone. Learners may ask for assistance from the teacher via email, telephone, text message/instant messaging, etc. Parents or any member of the family, on the other hand, may serve as a guide or para-teachers to learners at home[5]. Online learning allows live synchronous instruction. It requires participants to have a good and stable internet connection. It is more interactive than the other types of distance learning. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning. Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement [6]. The education department has launched an Ed-oriented TV program that we may benefit from shifting our style of inquiry to integrated teaching. Education's new normal will be in constant change through IBC13 and Solar Learning Outlets. It features "teacher-broadcasters" who underwent training on how to effectively deliver lessons via pre-recorded videos. Perhaps one thing that separates the Dept. of Ed TV from other modes of distance learning is that it

mirrors the school curriculum using broader, convincing, and engaging content. However, we may benefit from shifting our style of inquiry to integrated teaching[7]. Education's new normal system calls for shifting chalk and talk to the use of different technologies.

On the other hand, Chand *et al.* concluded that the poor mathematics achievement of the students is caused by the limited use of educational technologies in teaching[8]. In the new normal students learn independently. Hughes defined the Independent learning approach empowers students to take responsibility for their learning. It develops the attitudes, values, knowledge, and skills and takes appropriate actions about their learning[9]. Livingston highlighted the independent learner can set goals, create choices, and make decisions on meeting learning needs, monitor progress toward achieving learning goals, and self-assess the learning outcomes[10]. It is self-paced Learning that can teach the learner appropriately, providing the right skills at the right time [11].

Methodology

The researchers used survey questionnaires to gather data from 200 randomly selected students of private and public junior high via Google forms. Also, an online interview with the selected 40 students was accomplished. The data were analyzed using percentages.

RESULTS AND DISCUSSION

Acronyms were used to denotes the following

SA Strongly Agree, A Agree, U Undecided,

D Disagree and SD Strongly Disagree

1. The distant learning modality progresses my academic performance.

SA	A	U	D	SD
12%	25%	32%	17%	12%

The result of the analysis showed that 12% strongly agree and 25% agree of the students' respondents favored the distance learning implemented in general. It means that they have learned a lot despite the new system of delivering instruction. Also, 32 % of them are hesitant and are not certain about the progress of their academic performances. This uncertainty coincides with the claims of Burgess, *et al.* [1]. On the other hand, 17% disagree and 12% strongly disagree that the progress of their academic performance as they are exposed to distant learning. It implies that these students had struggled in their pursuit of education during the new normal.

2. Distant learning modality helps me to be independent in my studies.

SA	A	U	D	SD
31%	35%	22%	6%	5%

The result of the analysis showed that 31% strongly agree and 35% agree of the students' respondents declared that the distance learning implemented in general help them to be independent in their studies. It means that they have learned the lesson without the personal intervention of the teachers. The data also shows that majority of the students' respondents have positive feedback of the distance learning implemented.

3. I am happy with the type of distant learning modality implemented by the Department of Education.

SA	A	U	D	SD
30%	15%	38%	10%	7%

With regard to the feelings of the students about distance learning, the highest percentage of the student's respondents declares that they are happy. 38% of them felt in between it is probably because of the new system of delivering instructions. The good thing only a few declares that they are not happy. These are probably the types of students who cannot learn without the personal interaction of the teachers.

4. It is okay for me to have distance learning during a pandemic.

SA	A	U	D	SD
6%	20%	30%	21%	13%

The data shows that 26% of the students agree to have distance learning during a pandemic. These students fully understood the benefit of staying at home. 30% are uncertain of their feeling probably because of the new system of learning and the environment which may not be conducive for learning. Researchers may infer that these students were able to understand the reason why the Department of Education implements distance learning. On the other hand, 34 percent declared that they are not okay in distance learning. The result supports the claim of [2] that many are resistant to the changes in the system, however, it must be pursued for the health reason. These students probably do not have resources that can be used in their studies. This result may also be attributed to the economic status and demographic location which may hinder them to access the internet.

5. I am comfortable with the distance learning modality implemented in our school.

SA	A	U	D	SD
10%	32%	41%	9%	8%

With regard to how comfortable the students are in distance learning, the result of the analysis revealed positive feedback. The highest percentage declared that they are comfortable. 41 % are undecided which can be interpreted as sometimes they are comfortable but occasionally they are not. The good thing is the only minimum number of students declares that they are not comfortable.

CONCLUSION AND RECOMMENDATION

Based on the analysis and finding of the data the researchers concluded that distance learning implemented by the Department of Education, Region 10, Junior High School be able to make the students independent learners, and learning of students progresses with distance supervision of the teachers. Also, in general, the only majority of students have positive feelings with regard to distance learning. The researchers recommend that survey on the students' needs in the learning process under the availability of gadgets, internet connection, mode of communication and any other materials must be exploited to help students to respond appropriately.

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