



# Factors Affecting Readiness of Teachers in Distance Education and its Effect on the Learner's Performance

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## ABSTRACT

The main thrust of this study was to determine factors affecting teachers' readiness in distance education and its effect on the learners' learning performance. This study utilized a descriptive-correlational approach in determining perceptions of the factors affecting teachers' readiness for distance education. Moreover, the instrument utilized to gather data was a modified survey questionnaire. It was found that there is a significant relationship between learners' learning performance and the perceived factors affecting teachers' readiness for distance learning. Among the factors affecting teachers' readiness for distance learning, only the management of learning greatly influences learners' learning performance. The researcher recommended that DepEd should boost the teachers' attitude towards modular distance learning delivery modality by providing the needs of the teachers; school administrators should come up with adequate training courses, webinars, seminars, and/or workshops should be provided to the teachers considering their teaching-learning needs in the new normal; teachers must be supported and guided to boost their varied teaching styles and weaknesses as they adjust into the new normal and should uplift their attitude more towards distance learning modality since they play a more significant part in its success and parents should also have to take part during this time of crisis, they should provide assistance and support to their child as they have this significant role to fill in as replacements to their teachers.

## 1. INTRODUCTION

### 1.1 Research Background

Adopting the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency was released by the Department of Education [1] dated June 19, 2020. Education must continue despite this pandemic, and DepEd believes it can conquer it through this continuity plan. They believe wearing face masks and face shields, frequent washing of hands, physical distancing, and community quarantine are among the constructive measures to contain the COVID-19 pandemic.

The current health crisis poses a profound effect on the primary educational system of the entire world. According to Ref. [2], about 87% of the world's student population, or 1.5 billion

students, are directly affected due to the closing of schools. In the Philippines, the Department of Education echoes the data presented by UNESCO, believing that this would not compromise the delivery of quality education.

### 1.2 Literature Review

A package of education interventions developed by the Department of Education to respond to the challenges of primary education brought about by COVID-19 (Basic Education Learning Continuity Plan) was issued to all offices, units, schools, and community learning centers of the Department of Education, students, and their parents, partners, and stakeholders for them to understand and be guided in the implementation of the continuity plan.

Moreover, the Department of Education requires teachers of essential learning competencies (MELCS) to effectively implement the modular learning delivery of primary education. It



is a form of distance learning which uses Self- Learning Modules (SLM). It incorporates sections on motivation and assessment, which will determine the development of both teachers and students. The teacher monitors the knowledge, skills, and attitude of the students is the teacher, and this can be conducted through home visits following the required safety health protocols so that feedback from the students is obtained and guides students who need special attention. Since education delivery was done outside of the school, parents closely work with teachers as partners in education development because parents are considered home facilitators guided by the principle of educational development to achieve the learning objectives of the subject matters. The roles of teachers in the delivery of modular learning are to establish connections and guide the students in their assignments [3].

In the Philippines, the Department of Education affirms its commitment to continue delivering quality education with the slogan, Sulong Edukalidad framework [4]. However, many schools and teachers worry about the three bottlenecks encountered amid the pandemic: 1) unstable economic activities, the safety of loved ones, and fear for the future; 2) students dropping out or falling behind in the discussion; and 3) limited access of technologies or inadequacy of skills to operate the online gadgets.

Under Executive Order 70, and Ref. [5], the safety of schools and students from armed conflict and other hazards. To address this particular concern, a bottom-up approach is required to avert problems in the school. Moreover, section 2 of article 14 of the Republic Act No. 7836 required that teachers uphold the highest possible quality education standards. The teacher is a transmitter of quality education. Teachers are expected to do their best, adhering to all the duties and responsibilities given amid the pandemic.

### 1.3 Research Objective

The principal purpose of the study was to determine the factors affecting teachers' readiness in distance education and its effect on the learners' learning performance of public secondary school teachers in CAMAG District of the Division of Bohol during the school year 2021-2022? (1) What is the respondents' demographic profile in terms of: (age, sex, civil status, highest educational attainment, years of teaching experience, and teaching position); (2) What are the factors affecting teachers' readiness on the Distance Learning Delivery Modalities (DLDM) with regards to the following: (Instructional Planning and Support, Instructional Materials, Management of Learning, Psychosocial Support, Teaching learning and Delivery Support, Assessment of Learning; and Physical environment); (3) What are the learners' learning performance towards the distance learning modalities in the new average education (4) Is there a significant difference on the teacher's profile and factors affecting teacher's readiness on the distance learning modalities; and (5) Is there a significant difference on the factors affecting the readiness of teachers in distance education to the learners' learning performance?.

## 2. METHODS

### 2.1 Demographic Profile of the Respondents

Table 1 shows the teacher's profile respondents in terms of age, sex, civil status, highest educational attainment, number of years in service, position and relevant training/seminar-workshop attended. The collated data revealed that the respondents aged 20-29 ranked first at 36.50%, then 30-39 years old, then 40-49 years old ranked third, and 50 years old and above ranked last. From the data, it can be opined that young teachers dominate the locale.

Table 1  
Profile of the Teacher-Respondents  
N = 200

1.1 Age	Frequency	Percentage (%)	Rank
20 – 29 years old	73	36.50	1
30 – 39 years old	58	29.00	2
40 – 49 years old	49	24.50	3
50 years old and above	20	10.00	4
<b>Total</b>	<b>200</b>	<b>100%</b>	
1.2. Sex			
Male	32	26.00	2
Female	148	74.00	1
<b>Total</b>	<b>200</b>	<b>100%</b>	
1.3. Civil Status			
Single	65	32.50	2
Married	135	67.50	1
<b>Total</b>	<b>200</b>	<b>100%</b>	
1.4. Highest Educational Attainment			
Baccalaureate Degree	46	23.00	2
With Units in Master's Degree	121	60.50	1
Master's Degree Holder	30	15.00	3
With Units in PhD/EdD	3	1.50	4
Doctorate	0	0.00	
<b>Total</b>	<b>200</b>	<b>100%</b>	
1.5 Number of Years in Service			
5 years and below	91	45.50	1
6-10 years	48	24.00	2
11-15 years	28	14.00	3
16 – 20 years	17	8.50	4
21 years and above	16	8.00	5
<b>Total</b>	<b>200</b>	<b>100%</b>	
1.6 Position			
Teacher 1	104	52.00	1
Teacher 2	37	18.50	3
Teacher 3	50	25.00	2
Master Teacher 1	7	3.50	4
Master Teacher 2	2	1.00	5
<b>Total</b>	<b>200</b>	<b>100%</b>	

The same table shows that the research locale was more dominated by female teachers than male ones, with a frequency of one hundred forty-eight (148) or (74%) and thirty-two or (26%), respectively.

As to respondents' civil status, it can be denoted from the result that most of the teacher-respondents were already married with a frequency of one hundred thirty-five (135) or (67.50%). In contrast, single respondents got a frequency of sixty-five (65) or (32.50%).

Regarding highest educational attainment, respondents were categorized into five levels: Bachelor's degree holder, with M.A. units, Master's degree holder, with Doctorate units and Doctorate holder. The result exhibits that two hundred (121) or (60.50%) had M.Units. Meanwhile, forty-six (46), or (23%) had only earned a bachelor's degree, only thirty (30), or (15%) were master's degree holders, three (3) or (1.50%) had units in PhD, and no respondent is a Doctorate holder. Regarding teaching position, the table shows that Teacher 1 teacher- respondents got the highest rank with 102 (52%) while Master Teacher II had the lowest rank with 2 or (1.00%).

On teaching experience, the data revealed that out of two hundred respondents, ninety- (91) or (45.50%) had 5 years and below of teaching experience, which ranks the highest. On the other hand, only sixteen (16) or (8%) had a teaching experience of above 21 years and above. The results denoted that most of the teachers in the research locale were new to their job.

**Table 2.**

**Respondents' Perception on Factors Affecting Readiness of Teachers in Distance Learning as to Instructional Planning Support**  
N<sub>1</sub> = 200; N<sub>2</sub> = 16

Statement	Teachers			School Heads			Overall		
	W	D	Ra	W	D	Ra	W	D	Ra
As a teacher, I/ The teachers...	M	I	nk	M	I	nk	M	I	nk
1. follow roles, policies, and objectives of distance learning modality, before and during the implementation.	3.7 3	S A	4	3.7 7	S A	5.5	3.7 5	S A	4
2. attended training and LAC Sessions on the preparation of Weekly Home Learning Plan (WHLP).	3.6 1	S A	8	3.6 4	S A	8	3.6 3	S A	9
3. was trained to address concerns, issues, gaps, and problems encountered during the distance learning delivery modality implementation.	3.4 3	S A	10	3.5 0	S A	10	3.4 7	S A	10
4. prepare Weekly Home Learning Plan (WHLP) for every subject I handled.	3.7 4	S A	3	3.9 1	S A	3.5	3.8 3	S A	2
5. prepare WHLP based on Most Essential Learning Competencies (MELC).	3.7 5	S A	1.5	3.9 1	S A	3.5	3.8 3	S A	1
6. use MELC as a guide in teaching through our learning modality.	3.6 7	S A	6	3.9 5	S A	1.5	3.8 1	S A	3
7. prepared and submitted WHLP regularly.	3.7 5	S A	1.5	3.7 3	S A	7	3.7 4	S A	5
8. ensure alignment of the learning modules with the MELC.	3.6 3	S A	7	3.7 7	S A	5.5	3.7 0	S A	7

Table 2 shows the respondents' perception of factors affecting teachers' readiness in distance learning as to Instructional Planning Support. It can be deduced that item number 5, "prepare WHLP based on Most Essential Learning Competencies (MELC)," got the highest weighted mean of 3.83, interpreted as "strongly agree" (SA). It simply shows that in terms of doing and preparing the Weekly Home Learning Plan, teacher-respondents were well-prepared since they knew that it would aid teachers and parents in keeping track of the day-to-day in-school and off-school general learning processes as they implement the most suitable and feasible alternative learning modality based on the context of their school.

The respondents' perception of factors affecting teachers' readiness for distance learning regarding Instructional Planning Support got an average weighted mean of 3.71 as "strongly agree." The release of the MELCs is not just a response to addressing the challenges of the current pandemic. Still, it is also part of the Department's long-term response to develop resilient education systems, especially during emergencies. The MELCs can be used under similar circumstances to ensure education continuity (curriculum dimension).

Table 3 illustrates the respondents' perception of factors affecting the readiness of teachers in distance learning as to instructional materials, item no. 9 "acquired school supplies (Printer, Bond papers, Ballpen, Plastic or Brown Envelopes, Printer Ink, Short, and Long Arm Stapler, Staple Wire) through school MOOE got the highest weighted mean of 3.80 with a descriptive indicator of "strongly agree" (SA). The results point out that one of the significant challenges that teachers in community secondary schools face in accessing instructional materials is inadequate funds provided by the government to community secondary schools for purchasing instructional materials. Very little support is received from local government and communities around the schools most especially in rural areas due to poverty. The funds are provided in the form of capitation grants. In particular, the capitation grant is meant to finance the purchase of textbooks and other teaching and learning materials and fund repairs, administration materials, and examination expenses [7].

**Table 3**

**Respondents' Perception on Factors Affecting Readiness of Teachers in Distance Learning as to Instructional Materials**  
N<sub>1</sub> = 200; N<sub>2</sub> = 16

Statement	Teachers			School Heads			Overall		
	W	D	Ra	W	D	Ra	W	D	Ra
As a teacher, I/ The teachers....	M	I	nk	M	I	nk	M	I	nk
1. acquired computers such as smartphone, desktop, laptop, tablet, graphing calculators)	3.5 9	S A	4	3.73	SA	3.5	3.6 6	SA	4
2. acquired teacher's manual of the subjects handled.	3.4 6	S A	6	3.55	SA	7.5	3.5 1	SA	7
3. acquired free Internet connectivity, e.g., mobile data, DSL/Cable internet, Fiber/WIFI	3.3 8	S A	8	3.68	SA	5	3.5 3	SA	6
4. acquired audio equipment used for virtual sessions (Microphone, speakers, earphone, headphone, podcast, cassettes)	3.0 0	A	11	3.36	SA	9.5	3.1 8	A	10
5. acquired Audio-Visual equipment used for webinars and other online sessions (Slides, tapes, films, filmstrips, television, video, multimedia)	3.0 8	A	10	3.36	SA	9.5	3.2 2	A	9
6. prepared and printed self-learning modules (SLMs) for the learners	3.6 9	S A	1	3.73	SA	3.5	3.7 1	SA	3
7. acquired/utilized LCD Projector provided by the school	2.9 4	A	12	3.00	A	12	2.9 7	A	12
8. reproduced SLMs through the school's duplicating machine	3.5 5	S A	5	3.59	SA	6	3.5 7	SA	5
9. acquired school supplies (Printer, Bond papers,	3.6 8	S A	2	3.91	SA	1	3.8 0	SA	1

Table 4 presents the respondents' perception of factors affecting teachers' readiness in distance learning as to learning assessment. Assessment of learning occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards. In addition, data revealed that item no. 2, "prepared summative assessments and performance tasks based on standards," got the highest weighted mean of 3.76, or strongly agree. Learning assessment should be carefully done as its results could make or break the learner's life being assessed. To be student-centered in assessing learning in flexible modalities, the rule is constructive alignment, that is, to align assessment with the curriculum and instruction in whatever modality is implemented.

**Table 4.**

**Respondents' Perception on Factors Affecting Readiness of Teachers in Distance Learning as to Management of Learning**  
N<sub>1</sub> = 200; N<sub>2</sub> = 16

Statement	Teachers			School Heads			Overall		
	W	D	Ra	W	D	Ra	W	D	Ra
As a teacher, I....	M	I	nk	M	I	nk	M	I	nk
1. prepared a well-lighted, ventilated, and spacious classroom for assorting, binding, and packing modules for distribution and inventory and classifying modules upon retrieval.	3.5 3	SA	10	3.6 4	SA	10	3.5 9	SA	10
2. formulated strategies for the efficient and effective delivery of modular instructions.	3.5 8	SA	8.5	3.6 8	SA	9	3.6 3	SA	9
3. established functional drop-off and pick-up points of learning modules in coordination with local IATF.	3.5 8	SA	8.5	3.7 7	SA	8	3.6 8	SA	8
4. observed health protocols during the reproduction, sorting, distribution, and retrieval of modules.	3.7 6	SA	2	3.9 1	SA	1.5	3.8 4	SA	2
5. observed process flows and made a schedule with the person-in-charge of the reproduction of modules.	3.6 3	SA	6.5	3.8 2	SA	6	3.7 3	SA	6.5
6. distributed a complete set of modules and retrieved outputs regularly.	3.7 2	SA	4	3.8 6	SA	3.5	3.7 9	SA	4
7. created group chatting using the social learning units	3.7 3	SA	3	3.8 6	SA	3.5	3.8 0	SA	3

Table 5 shows the respondents' perception of factors affecting teachers' readiness levels in distance learning as to the physical environment. It can be inferred that item no.3, "promote and encourage a safe, inviting, and mutually respectful learning environment," ranked first with a weighted mean of 3.74 and was interpreted as "strongly agree." Meanwhile, item 4, "ensure ventilation inside the classroom," was ranked lowest, with a weighted mean of 3.59 or strongly agree.

**Table 5.**

Respondents' Perception on Factors Affecting Levels of Readiness of Teachers in Distance Learning as to Physical Environment  
N<sub>1</sub> = 200; N<sub>2</sub> = 18

Statement	Teachers			School Heads			Overall		
	WM	DI	Rank	WM	DI	Rank	WM	DI	Rank
1. ensure that working areas, drop-off, and pick-up points are aesthetically pleasing.	3.57	SA	6	3.68	SA	6	3.63	SA	6
2. formulate a system for proper waste disposal.	3.53	SA	8	3.77	SA	4.5	3.65	SA	5
3. promote and encourage a safe, inviting, and mutually respectful learning environment.	3.62	SA	3	3.86	SA	1	3.74	SA	1
4. ensure ventilation inside the classroom.	3.58	SA	5	3.59	SA	7.5	3.59	SA	8
5. ensure that the learning facilities are conducive for learning.	3.64	SA	1	3.82	SA	2.5	3.73	SA	2
6. prepare classroom structure to be child-friendly.	3.63	SA	2	3.82	SA	2.5	3.73	SA	3
7. ensure that toilets are clean and functional.	3.56	SA	7	3.77	SA	4.5	3.67	SA	4
8. provide classroom facility that promotes	3.60	SA	4	3.59	SA	7.5	3.60	SA	7

Table 6 unveils the learners' learning performance based on their general weighted average for the school year 2020-2021.

**Table 6.**

Learners' Learning Performance  
N = 400

Descriptor	Grading Scale	Frequency	Percentage (%)	Rank
Outstanding	90 - 100	79	39.50	1
Very Satisfactory	85 - 89	65	32.50	2
Satisfactory	80 - 84	52	26.00	3
Fairly Satisfactory	75 - 79	4	2.00	4
Did Not Meet Expectation	Below 75	0	0.00	5
<b>Total</b>		<b>200</b>	<b>100%</b>	

It is depicted from the data that students with a general weighted average ranging from 90-100 (outstanding) have a frequency of 79 or 39.50%, while students with a general weighted average of 85-89 (very satisfactory) have a frequency of 65 or 32.50%. Students with a general weighted average ranging from 80-84 (satisfactory) have a frequency of 52 or 26%, and students with a general weighted average ranging from 75-79 (reasonably satisfactory) have a frequency of 4 or 2%. No students have a general weighted average of 75 or below (Did Not Meet Expectations).

Table 7 tests the relationship between the learners' learning performance and the perceived factors affecting teachers' readiness for distance learning. The result exposed that there is a significant relationship between learners' learning performance and the perceived factors affecting teachers' readiness in distance learning, along with instructional planning support,  $r(198) = 0.523$ ,  $p < 0.001$  instructional materials  $r(198) = 0.474$ ,  $r(198) =$ , management of learning,  $r(198) = 0.890$ ,  $p < 0.001$ , psychosocial

support,  $r(198) = 0.547$ ,  $p < 0.001$ , teaching-learning and delivery support,  $r(198) = 0.575$ ,  $p < 0.001$ , assessment of learning,  $r(198) = 0.592$ ,  $p < 0.001$ , and physical environment,  $r(198) = 0.672$ ,  $p < 0.001$ . Thus, the null hypothesis is rejected. This implies a significant difference in learners' learning performance and the perceived factors affecting teachers' readiness for distance learning.

**Table 7.** Test of Relationship Between the Learners' Learning Performance and the Perceived Factors Affecting Teachers' Readiness in Distance Learning N = 200

Learners' Learning Performance Versus...	r	Df	p-value	Interpretation	Decision
Instructional Planning Support	0.523	198	<.001	Significant	Reject H <sub>0</sub>
Instructional Materials	0.474	198	<.001	Significant	Reject H <sub>0</sub>
Management of Learning	0.890	198	<.001	Significant	Reject H <sub>0</sub>
Psychosocial Support	0.547	198	<.001	Significant	Reject H <sub>0</sub>
Teaching-Learning and Delivery Support	0.575	198	<.001	Significant	Reject H <sub>0</sub>
Assessment of Learning	0.592	198	<.001	Significant	Reject H <sub>0</sub>
Physical Environment	0.672	198	<.001	Significant	Reject H <sub>0</sub>

\*Correlation is significant at 0.05 level (2-tailed)

Table 8 exhibits instructional planning support, instructional materials, learning management, psychosocial support, teaching-learning and delivery support, assessment of learning and physical environment as predictors of the learners' learning performance during distance learning. The result revealed that instructional planning support Beta=-0.043,  $t(0.947)$ ,  $p = 0.345$  instructional materials Beta=-0.19,  $t(0.659)$ ,  $p = 0.489$  psychosocial support Beta=-0.026,  $t(0.546)$ ,  $p = 0.586$  teaching-learning and delivery support Beta=-0.003,  $t(0.057)$ ,  $p = 0.955$  assessment of learning Beta=-0.049,  $t(-0.857)$ ,  $p = 0.393$  and physical environment Beta=0.073,  $t(1.355)$ ,  $p = 0.177$  does not significantly predict Learners' Learning Performance, thus failed to reject the null hypothesis. This denotes that instructional planning support, instructional materials, psychosocial support, teaching-learning and delivery support, assessment of learning, and physical environment do not significantly influence learners' learning performance.

On the other hand, the results disclosed that management of learning Beta=-0.903,  $t(17.592)$ ,  $p < 0.001$ , significantly predicts learners' learning performance, thus rejecting the null hypothesis. It simply implies that learning management greatly influences learners' learning performance.

**Table 8.**  
**Predictors of Learners' Learning Performance**  
 N = 200

Factors Affecting Readiness of Teachers in Distance Education	Beta	t	p-value	Interpretation	Decision
1. Instructional Planning Support	-0.043	-0.947	0.345	Not Significant	Do Not Reject $H_0$
2. Instructional Materials	-0.19	0.659	0.489	Not Significant	Do Not Reject $H_0$
3. Management of Learning	<b>0.903</b>	<b>17.592</b>	<b>&lt;.001</b>	<b>Significant</b>	<b>Reject <math>H_0</math></b>
4. Psychosocial Support	0.026	0.546	0.586	Not Significant	Do Not Reject $H_0$
5. Teaching-Learning and Delivery Support	0.003	0.057	0.955	Not Significant	Do Not Reject $H_0$
6. Assessment of Learning	-0.049	-0.857	0.393	Not Significant	Do Not Reject $H_0$
7. Physical Environment	0.073	1.355	0.177	Not Significant	Do Not Reject $H_0$

F (7, 192) = 122.271  
 $R^2 = 0.817$   
 $p < .001$

\*Dependent Variable: Learning Performance

Table 8 disclosed the respondents' perception of factors affecting teachers' readiness in distance learning regarding teaching-learning and delivery support. Item no. 1, "attended webinars related to distance learning delivery modalities," got the first rank with a weighted mean of 3.69 or strongly agree. Meanwhile, item no. 2, "acquired technology-enhanced learning materials," was the last ranked with a weighted mean of 3.52 and interpreted as "strongly agree." Just as institutions take steps to inform, reassure, and maintain contact with students and parents, they must also ramp up their ability to teach remotely. Teachers should work with what they know. Giving full attention to reassuring students is more important than trying to learn new pedagogy or technology on the fly.

### 3. RESULT AND DISCUSSION

This chapter enfold the conclusions and recommendations analyzed and interpreted in the previous chapter. The findings of this research were summarized, conclusions were drawn, and recommendations were made regarding the Factors Affecting the Readiness of Teachers in Distance Education and Its Effect on the Learners' Learning Performance in public secondary schools of CAMAG District, Division of Bohol. After a thorough analysis of the results of the study, the researcher came-up with the following findings:

#### 3.1 Respondent's Profile

**The Teacher- respondents' Age.** The collated data revealed that the respondents aged 20-29 ranked first at 36.50%, followed by 30-39 years old, then 40-49 years old ranked third, and 50 years old and above ranked last. From the data, it can be opined that the young breed of teachers dominates the locale.

**The Sex of the Respondents.** The research locale was more dominated by female teachers than male ones, with a frequency of one hundred forty-eight (148) or (74%) and thirty-two or (26%), respectively. Based on the resulting data, it can be inferred that the teaching profession is more appealing to females than males [4].

**Civil Status.** As to respondents' civil status, it can be denoted from the result that most of the teacher-respondents were already

married with a frequency of one hundred thirty- five (1350) or (67.50%). In contrast, single respondents got a frequency of sixty-five (65) or (32.50%).

**Highest Educational Attainment.** The result exhibits that one hundred twenty- (121) or (60.50%) had M—units. Meanwhile, forty-six (46), or (23%) had only earned a bachelor's degree, only thirty (30), or (15%) were master's degree holders, then three (3) or (1.50%) had units in Ph.D., and no respondent is a Doctorate holder.

**Number of Years in Service.** On teaching experience, the data revealed that out of two hundred respondents, ninety-one (91) or (45.50%) had 5 years and below of teaching experience, ranking the highest. On the other hand, only sixteen (16) or (8%) had a teaching experience of above 21 years and above. The results denoted that most of the teachers in the research locale were new to their job.

**Teaching Position.** Regarding teaching position, Teacher 1 teacher- respondents got the highest rank with a frequency of 102 or (52%) while Master Teacher II was in the lowest rank with 2 or (1.00%).

#### 3.2 On the Respondents' Perception of Factors Affecting Readiness of Teachers in Distance Learning

The Respondents' Perception on Factors Affecting Readiness of Teachers in Distance Learning as to Instructional Planning Support. It can be deduced that item number 5, "prepare WHLP based on Most Essential Learning Competencies (MELC)," got the highest weighted mean of 3.83, interpreted as "strongly agree" (SA). In contrast, item number 3, "was trained to address concerns, issues, gaps, and problems encountered during the distance learning delivery modality implementation," ranked as the lowest with a weighted mean of 3.47, interpreted as "strongly agree" (SA). It can be concluded that teachers and administrators have lacked training/seminars on adequately handling the different CIGPs towards implementing distance learning delivery.

The Respondents' Perception on Factors Affecting Readiness of Teachers in Distance Learning as to Instructional Materials. Item no. 9, "acquired school supplies (Printer, Bond papers, Ballpen, Plastic or Brown Envelopes, Printer Ink, Short, and Long Arm Stapler, Staple Wire) through school MOOE got the highest weighted mean of 3.80 with a descriptive indicator of "strongly agree" (SA). In contrast, item number 3, "was trained to address concerns, issues, gaps, and problems encountered during the distance learning delivery modality implementation," ranked as the lowest with a weighted mean of 3.47, interpreted as "strongly agree" (SA). It can be concluded that teachers and administrators lacked training/seminars on adequately handling the different CIGPs toward implementing distance learning delivery.

**On the Respondents' Perception on Factors Affecting Readiness of Teachers in Distance Learning as to Management of Learning.** The results revealed that item no. 9, "distributed and retrieved self-learning modules regularly," ranked the highest with a weighted mean of 3.85 (Strongly Agree). While, item no. 1. "Prepared a well-lighted, ventilated, and spacious classroom for assorting, binding, and packing modules for distribution and inventory and classifying modules upon retrieval," was on the last rank with a weighted mean of 3.59, interpreted as "strongly agree."

**On the Respondents' Perception on Factors Affecting Readiness of Teachers in Distance Learning as to Psychosocial Support.** It can be deduced from the results presented that item no. 1, "participated in training on effective teaching and learning strategies for the new normal education," ranked first with a weighted mean of 3.62 that was interpreted as "strongly agree." Meanwhile, item no. 8, "always attended school-based counseling for teachers," was the last ranked with a weighted mean of 3.17, interpreted as "agree" (A). The respondents' perception of factors affecting teachers' readiness in distance learning as to Psychosocial Support was rated 3.50 or Strongly Agree.

**On the Respondents' Perception on Factors Affecting Readiness of Teachers in Distance Learning as to Teaching-Learning and Delivery Support.** Table 6 disclosed the respondents' perception of factors affecting teachers' readiness in distance learning as to teaching-learning and delivery support. Item no. 1, "attended webinars related to distance learning delivery modalities," ranked first with a weighted mean of 3.69 or strongly agree. Meanwhile, item no. 2, "acquired technology-enhanced learning materials," was ranked last with a weighted mean of 3.52 and interpreted as "strongly agree."

**On the Respondents' Perception on Factors Affecting Readiness of Teachers in Distance Learning as to Assessment of Learning.** In addition, data revealed that item no. 2, "prepared summative assessments and performance tasks based on standards," got the highest weighted mean of 3.76, or strongly agree. While item no. 3 "participated in webinars on how to assess learners during the implementation of distance education" ranked lowest with a weighted mean of 3.63 or strongly agree. It simply means that teacher-respondents did not attend trainings/webinars on how to accurately assess the learnings of their students during this distance education.

**On the Respondents' Perception of Factors Affecting Readiness of Teachers in Distance Learning as to Physical Environment.** It can be inferred that item no.3, "promote and encourage a safe, inviting, and mutually respectful learning environment," ranked first with a weighted mean of 3.74 and was interpreted as "strongly agree." Meanwhile, item 4, "ensure ventilation inside the classroom," was ranked lowest, with a weighted mean of 3.59 or strongly agree.

### 3.3 Learners' Learning Performance.

It is depicted from the data that students having a general weighted average ranging 90-100 (outstanding) have a frequency of 79 or 39.50%, while students with a general weighted average ranging 85-89 (very satisfactory) have a frequency of 65 or 32.50%. Students with a general weighted average ranging from 80-84 (satisfactory) have a frequency of 52 or 26%, and students with a general weighted average of 75-79 (reasonably satisfactory) have a frequency of 4 or 2%. No students have a weighted average of 75 to below (Did Not Meet Expectations).

### 3.4 Test of Relationship Between the Learners' Learning Performance and the Perceived Factors Affecting Teachers' Readiness in Distance Learning.

There is a significant relationship between learners' learning performance and the perceived factors affecting teachers' readiness in distance learning, along with instructional planning support, instructional materials management of learning,

psychosocial support, teaching- learning and delivery support, assessment of learning, and physical environment. Thus, the null hypothesis is rejected.

### 3.5 Predictors of Learners' Learning Performance.

The result revealed that instructional planning support, instructional materials, psychosocial support, teaching-learning and delivery support, assessment of learning, and physical environment do not significantly predict learners' learning performance, thus failing to reject the null hypothesis. This denotes that instructional planning support, instructional materials, psychosocial support, teaching-learning and delivery support, assessment of learning, and physical environment do not significantly influence learners' learning performance.

On the other hand, the results disclosed that management of learning significantly predicts learners' learning performance, thus rejecting the null hypothesis. It simply implies that learning management greatly influences learners' learning performance.

## 4 CONCLUSION

Based on the study's findings, a significant relationship exists between learners' learning performance and the perceived factors affecting teachers' readiness for distance learning. Moreover, instructional planning support, instructional materials, psychosocial support, teaching-learning and delivery support, assessment of learning, and physical environment do not significantly predict learners' learning performance. While, in contrast, the management of learning greatly influences learners' learning performance.

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