Resiliency and Performance of Learners in English in a Modular Learning Modality

Renagen C. Opema, BEEd*
Fernan Q. Abragan, MSciEd**

Mindanao State University at Naawan, Philippines, College of Education and Social Sciences
**Department of Secondary and Elementary Education*

ABSTRACT

This study aims to determine the resiliency in e-learning modality and performance in English among Grade 6 learners of Iligan City Central School. The instrument used in this study is patterned from Synergy (2016) called as "Personal Resilience Assessment Questionnaire" which is divided into eighth (8) factors, such as: self-assurance, personal vision, flexible and adaptable, organized, problem-solving, interpersonal competence, socially connected and active). Simple descriptive statistical tools like mean average is utilized to assess the resiliency of learners and inferential statistics like linear regression in order to analyze the relationship between the resiliency of learners and their performance in English. Results show that more than fifty percent (50%) of the learners are already in advanced proficient level, thirty one percent (31%) are already in proficient level and a minimal number of learners belong to beginning and approaching level. With the use of mean average, the findings also reveal that majority of the learners (3.89) agree that they are resilient enough to learn English considering the factors that may affect their performance. These findings are supported by the correlation analysis, which presents the p values of (0.9655, 0.8303, 0.1293, 0.4961, 0.3668, 0.1970, 0.1027 and 0.2525) which simply means that there is no significant relationship between resiliency in e-learning modality and performance in English. Similar study should be conducted to same year level to ensure the effectiveness of the study. More variables should be added such as socio-demographic profile of the learner.

Keywords: *E-learning, modality, performance*

INTRODUCTION

The coronavirus is now a major global health concern. It has become challenging to switch from the old standard of learning delivery using in-person classrooms to the new standard of learning delivery utilizing online learning platforms. E-learning is one of the best methods for continuing education while facing pandemics and has quickly gained a lot of popularity. Nearly 130 million people had contracted the disease as of March 30, 2021, and more than 2 million had passed away. This translates to approximately 741,181 infections and 13,191 fatalities in the Philippines (Worldometer, 2021). To check the spread of COVID-19, the government has selected to utilize isolated conventions and briefly shut down their educational establishments. As a result, more than a billion students have been influenced

around the world. Among this number are more than 28 million Filipino students across scholastic levels who need to remain at home and follow the Philippine government's isolated measures (UNESCO, 2020). To acknowledge the needs of students, particularly of the 21,344,915 enrollees in basic education for the combined public and private schools for School Year 2020-2021 toward the finish of the enlistment time frame (DepEd, 2020). The Department of Education has executed proactive strategies to continue education amidst the Covid-19 pandemic. These strategies incorporate distance learning that encourages learners learning exercises. Because of the danger presented by COVID-19, instructive organizations have rushed to move courses to virtual classes.

Numerous organizations have decided to drop all up close and personal classes, including research centers and other learning exercises, and have expected learners to concentrate distantly from home to help dodge the spread of the infection that causes COVID-19. The UN Educational, Scientific, and Cultural Organization(UNESCO, 2020) assessed that 129 nations had executed public school terminations (information from June 10, 2020). These cross-country terminations have affected practically 63.3 percent of the world's learner populace of 1,109,020 students. A few different nations have executed limited terminations affecting a great many additional students (about 488,198,235 students). The aggregate number of affected students because of cross-country terminations and confined terminations aggregates 1,725,082,528. The pattern of cross-country terminations has diminished from past figures recorded on April 14, 2020, where 1,598,099,000 students, or 91.3% of absolute enlisted students, were recorded as being influenced because of the cross-country terminations strategy in 195 nations. Nonetheless, the Department of Education can't stop. Prompt, there was a requirement for elective instructional delivery. Aside from Singapore and Japan, Internet-based education in Asia is generally new. In any case, during the pandemic, it is the lone alternative that is constrained upon educators and learners. It contrasts incredibly from the traditional face-to-face classroom in that E-learning empowers students to choose what to realize, when, how, and how quickly.

The presence of COVID-19 has made demand right now for all educators to embrace and go for web-based teaching and learning techniques Rajhan, et. al. (2020) note that in the Indian contextual analysis of 78 scholastics showing optometry, were ready to adjust to the innovation and instruct online. They had the option to utilize different teaching and assessment devices including video conferencing, educational portals, and social media apps. Educators must be innovative to incorporate different interactive strategies which imply that educators have to put resources into updating their abilities and their opportunity to build up these materials or then again access promptly accessible materials online to assist their learners.

The objective of this paper is to determine the learner's resiliency in e-learning modality and evaluate the learner's performance in English in this time of the pandemic. It discloses the significant relationship between the learner's resiliency in e-learning modality and performance in English particularly to the eight domains of achieving resiliency. This is particularly for the individuals who have quite recently begun assembling and carrying out an e-Learning platform.

METHODOLOGY

For this study, the descriptive correlational research design was used. The "Personal Resilience Assessment Questionnaire," a survey research tool created by Synergy (2016), was adopted. It is divided into eight (8) factors, including self-assurance, personal vision, flexibility and adaptability, organization, problem-solving, interpersonal competence, and socially connected and active. 54 students in grade 6 who were enrolled for the 2021–2022 academic year made up the study's respondents. An authorization letter was sent to the principal's office of Iligan City Central School prior to the study's execution, outlining the study's specific requirements, including the distribution of a survey questionnaire to sixth-graders and the exclusive use of their summative English assessment scores from the third quarter. With the use mean, percentage, and regression, data gathered were analysed and interpreted.

Table 1. Mean score and its descriptor

Mean Score	Descriptor
4.50 - 5.0	Strongly agree
3.50 - 4.49	Agree
2.50 - 3.49	Neutral
1.50 - 2.49	Disagree
1.0 - 1.49	Strongly disagree

Table 2. Scoring assessment and its descriptor

Score	Descriptors
32-40	Advanced
28-31	Proficiency
24-27	Approaching Proficiency
20 - 23	Developing
1 - 19	Beginning

RESULTS AND DISCUSSION

Resiliency of the grade 6 learners in English in a modular learning modality

The graded total mean of each element in achieving student resilience in the e-learning modality is shown in Table 3. The fact that the majority of the students agreed with their resiliency suggests that the students are comfortable enough in their abilities to adjust to the e-learning medium. The data also shows that despite the abrupt onset of the COVID-19 pandemic, students are resilient in adapting to the new normal delivery of education through online learning.

Table 3. Mean distribution of learner's resiliency in e-learning

Factors	Mean Average	Remarks
Self-assurance	3.75	Agree
Personal vision	4.18	Agree
Flexible and adaptable	3.86	Agree
Organized	3.59	Agree
Problem Solver	4.00	Agree
Interpersonal competence	3.89	Agree
Socially connected	3.90	Agree
Active	3.93	Agree
Grand Mean	3.89	Agree

Performance of the grade 6 learners in English in a modular learning modality

The percentage distribution of the learners' English proficiency is shown in Figure 1. 54 percent of the students achieved a score between 32 and 40, indicating that they are advanced, 31 percent achieved a score between 28 and 31, indicating that they are proficient, 11 percent achieved a score between 28 and 27, indicating that they are approaching proficient, and 4 percent achieved a score between 1 and 19, indicating that they are at the beginning level. Thus, the majority of students passed their English performance exams, but a small number of them did not. It suggests that the majority of students using the e-learning method did well in their English classes.
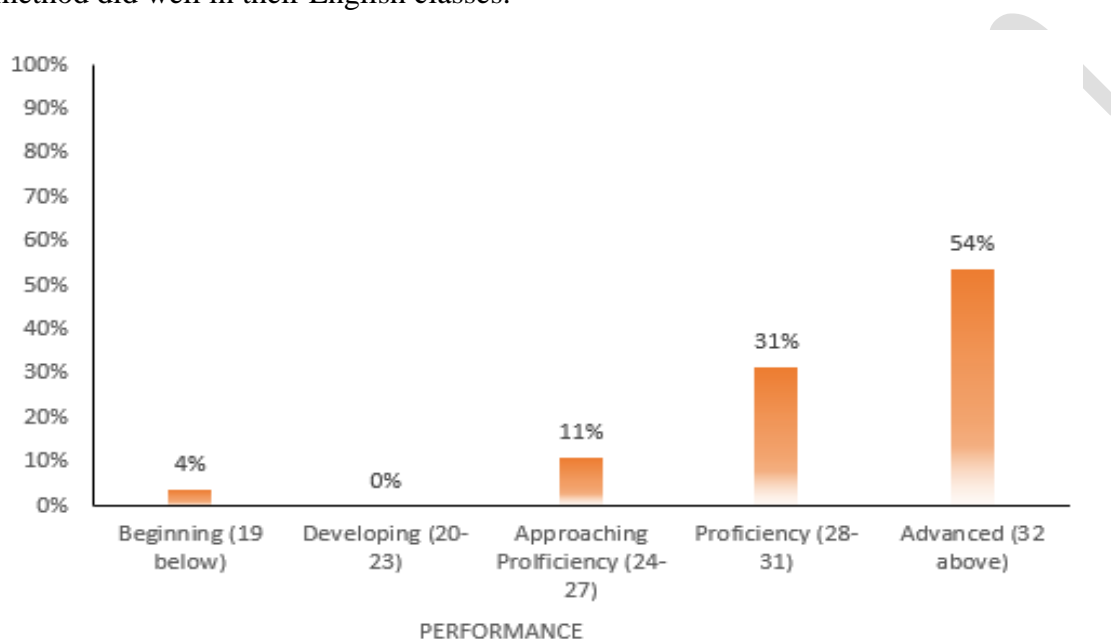

Figure 1. Percentage distribution of the learner's performance in English

Significant relationship between resiliency and performance of grade 6 learners in a modular learning modality

The regression test analysis demonstrating the association between the two variables is shown in Table 12. When a group of learners exhibit traits like self-assurance, personal vision, flexibility and adaptability, organization, problem-solving skills, interpersonal competence, social connectedness, and activity, there is no correlation between their performance in English and their resiliency on the e-learning modality as shown in their r-value of 0.006, -0.03, 0.209, 0.095, 0.125, 0.18, 0.224, and 0.154 and p-value of 0.9655, 0.8303, 0.1293, 0.4961, 0.3668, 0.1930, 0.1027, 0.2525 which are greater than the p-value of 0.05 level of significance. The results demonstrate that a learner's resilience in the e-learning modality has no bearing on their performance in English, and they do not imply that a learner's resilience would predict how well they would perform in English.

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Table 4. Regression analysis between resiliency and performance of grade 6 learners in a modular learning modality

Performance in English and resiliency in e-learning modality	r-value	p-value	Remarks
Self-assurance	0.006	0.9655	Not Significant
Personal vision	-0.03	0.8303	Not Significant
Flexible and adaptable	0.209	0.1293	Not Significant
Organized	0.095	0.4961	Not Significant
Problem solver	0.125	0.3668	Not Significant
Interpersonal competence	0.18	0.1930	Not Significant
Socially connected	0.224	0.1027	Not Significant
Active	0.154	0.2525	Not Significant

p-value ≤ 0.05 level of significant

CONCLUSION AND RECCOMENDATIONS

The study came to the conclusion that the learners' performance in English is unaffected by resiliency in the e-learning medium. When both students and teachers are capable of utilizing technological advances, particularly in the Philippines, e-learning can be a potent teaching and learning tool. To deliver lessons and further the learning of the students, educators had to immerse themselves in studying and developing more dynamic and impactful teaching methods. For the study to be effective, a similar study needs be carried out at the same grade level. Additional variables should be included, such as the learner's socio-demographic profile.

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