



## Learning delivery modalities and information communications technology (ICT) capability of araling panlipunan teachers

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### Abstract

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries, (United Nations, 2020). This descriptive-survey design was used to ascertain the Learning Delivery Modalities and Information Communications Technology (ICT) Capability of Araling Panlipunan Teachers in the First Congressional District of Iloilo, Philippines for School Year 2020-2021. The respondents of this study were chosen using a purposive sampling method. Teachers who are teaching Araling Panlipunan subjects were automatically included in the sample size regardless of their qualifications and length of service. This study used a researcher-constructed questionnaire checklist validated by the panel of experts and subjected to reliability testing. The data gathered were analyzed using frequency count, rank, percentage and mean. For inferential statistics, the researcher used SD, Mann-Whitney U-test, Kruskal-Wallis H-test and Chi-square. The result revealed that regardless of sex, age, civil status, educational attainment, and length of service, the Araling Panlipunan teachers have common learning delivery modalities as follows: "access social websites like facebook, twitter, etc"; "ask assistance from colleagues via email, telephone, text messages"; "prepare reports and documentation for presentation"; "message the learners through text messaging and messenger"; "use flash drive and computer based applications". In addition, as to ICT capability recorded a very high capability regardless of age, sex, civil status, educational attainment and length of service. It also found out that there is a significant difference on learning delivery modality and ICT capability of Araling Panlipunan teachers. Furthermore, the researcher recommends that government through the Department of Education and other donor organizations should step-up efforts aimed at providing computers and other ICTs in the different Secondary Schools in the First Congressional District of Iloilo.

**Keywords:** learning delivery modalities, ICT capability, araling panlipunan teachers

### Introduction

In the Philippines, COVID-19 has stimulated innovation within the education sector. The Department of Education (DepEd) has seen innovative approaches in support of education and training continuity: from radio and television to take-home packages (United Nations, 2020) <sup>[12]</sup>.

The shutdown of schools, compounded by the associated public health and economic crises, poses major challenges to students and teachers. The public education system was not built, nor prepared, to cope with a situation like this the Department of Education (DepEd) lack the structures to sustain effective teaching and learning during the shutdown and to provide the safety net supports that many children receive in school.

For this reason, DepEd recommends that schools take the time to create a concise educational continuity plan in support of a necessary transition to distance learning. On earring of the Learning Continuity Plan, one of the continuity plans by the Department of Education is the modular teaching as one of the intervention strategies to address the pressing issue. This plan overcomes obstacles created by the disasters through innovative means of teaching and learning, keeping students on track with their courses. A learning continuity plan seeks to ensure that students "learning progresses even amidst disasters such as natural calamities, storms, fires, and pandemics.

As a secondary teacher teaching Araling Panlipunan subjects, the researcher sought to determine the extent of Delivery of Learning Modality and Information Communications Technology (ICT) Capability as one of the continuity plans of the schools in the province of Iloilo in compliance to the Department of Education's (Dep Ed) Oder No. 12, series of 2020 or the "Adoption of Basic Education Learning Continuity Plan (BE-LCP) in Light of the COVID-19 Public Health Emergency". This is an order to provide guidance to the department on how to deliver education in this time of crisis; hence, this study was conducted.

### Objectives of the Study

This study aimed to determine the Learning Delivery Modalities and Information Communications Technology (ICT) Capability of Araling Panlipunan Teachers in the First Congressional District of Iloilo, Philippines for the School Year 2020-2021. Specifically, it sought to answer the following: (1) What is the learning delivery modality of Araling Panlipunan teachers when taken as a whole and when classified according to age, sex, civil status, educational attainment and length of service? (2) What is the level of teacher's capability when taken as whole and when classified according to age, sex, civil status, educational attainment and length of service? (3) Are there

significant differences in the learning delivery modalities when classified according to age, sex, civil status, educational attainment and length of service? (4) Are there significant differences in the level of teacher's capability when classified according to age, sex, civil status, educational attainment and length of service? (5) Is there a significant relationship between the teacher's learning delivery modalities and capabilities?

### Theoretical Underpinning

This study is anchored on Bandura (1977) Social Learning Theory cited by McLeod (2016) which deals with the learning that occurs within a social context. It considers that students learn from one another, including such concepts as observational learning, imitation and modeling. Thus, the strategies of teaching that the teacher must use must be suited to the students' needs and interest. Bandura's Social Learning Theory is the demonstration approach in which the learners are learning through modeling and observation. Bandura gave four General Principles of Social Learning Theory as follows: (1) People can learn by observing the behaviors of others and the outcomes of those behaviors; (2) Learning can occur without a change in behavior. Behaviorists say that learning has to be represented by permanent change in behavior; (3) Cognition plays role in learning. Awareness and expectations of future reinforcements or punishments can have a major effect on the behaviors that student exhibit and (4) Social Learning Theory can be considered a bridge or a transition between behaviorist and cognitive learning. This Social Learning Theory of Bandura is relevant to the researchers' paper, in account of the fact, that teaching strategies must be based on the needs and interests of the students. It was said that the learners/students are the central part of educational institutions, thus, they must be catered and must be given the best learning they are supposed to have. Bandura's theory focuses on the way learners or students learn, internalized and applied what they learn from the classroom to the real life situation outside the classroom. Thus, this study was conducted in order to determine the extent of Learning Delivery Modalities and Information Communications Technology (ICT) Capability of Araling Panlipunan Teachers as basis for Curricular Enhancement Program.

### Materials and Methods

#### Research Design

This study utilized a descriptive-survey research design. According to Adanza, Bermundo and Rasonabe (2009), it is designed to gather information about the present conditions, status or trend, and dealing with what are prevailing. The main objective is to describe the nature of a situation as it exists at the time of the study, and to explore the causes of a particular phenomenon. The Descriptive Research Design fits well into this study because it intends to determine the Learning Delivery Modalities and Information Communications Technology (ICT) Capability of Araling Panlipunan Teachers in the First Congressional District of Iloilo, Philippines, teachers as a potential basis for its comprehensive information dissemination.

#### Respondents

The respondents of the study were the one-hundred two (102) Public Secondary School Teachers from Seven (7) Public Secondary Schools in the First Congressional District

of Iloilo, Philippines chosen through purposive sampling method for School Year 2020-2021. Teachers who were teaching Araling Panlipunan subjects were automatically included in the sample size regardless of their qualifications and length of Service. Considering the small number of teachers who were teaching Araling Panlipunan subjects in the entire curriculum, the researcher decided to include all teachers in Araling Panlipunan from grades 7 to 12. The actual distribution of respondents is shown in Table 1.

**Table 1: Distribution of Respondents**

Secondary School	Sample Size	Percentage
Oton NHS	14	13.73%
Guimbal NHS	14	13.73%
Tigbauan NHS	12	11.76%
Tubungan NHS	12	11.76%
Igbaras NHS	8	7.84%
Miag-ao NHS	20	19.61%
Don Felix Serra NHS	22	21.57%
<b>Total</b>	<b>102</b>	<b>100%</b>

### Data Gathering Instrument

The research instrument used in this study was a researcher-constructed questionnaire-checklist. It is based from the study of Best (2001).

The research instrument was divided into three parts. Part 1 dealt with the personal profile of the respondents which consisted of their age, sex, civil status, educational attainment and length of service. Meanwhile, Part 2 is intended to elicit the level of learning delivery modalities. Lastly, Part 3 questionnaire is intended to elicit the Information Communications Technology (ICT) Capability of Araling Panlipunan Teachers.

### Research Procedure

After the research instrument was established to be valid and reliable, the researcher sought the concurrence of the Dean of Graduate School to administer the research instrument to the respondents. The researcher requested the approval of the Schools Division Superintendent, Schools Division of Iloilo to administer the instrument to all secondary high school teachers in the First Congressional District of Iloilo, Schools Division of Iloilo, Philippines. Then, another communication letter was sent to the School Head of the seven (7) secondary schools asking permission to conduct the study. Upon the approval of the permit, the researcher conducted the study proper to the respondents of the study.

### Data Analysis

For the statistical analysis of the data, the following statistical tools were used: Frequency count was used to determine the profile of the respondents. Percentage was used to determine the proportion of the respondents as to the different variables. Mean was used to describe the ICT capability of Araling Panlipunan Teachers. Rank was used to determine the level of learning delivery modalities of Araling Panlipunan Teachers. Standard Deviation was used to describe the homogeneity or heterogeneity of the participant's responses with regards to the ICT capability of Araling Panlipunan Teachers. Mann-Whitney U-test was used to determine the significant difference in learning delivery modalities of Araling Panlipunan Teachers when

grouped according to age, sex, and length of service. Kruskal-Wallis H-test was used to determine the significant difference in the ICT capability of Araling Panlipunan Teachers when grouped according to civil status and highest educational attainment. Chi-square was used to determine the significant relationship between the level of delivery learning modality and the ICT capability of Araling Panlipunan Teachers.

### Conclusions

This study, "Learning Delivery Modalities and Information Communications Technology (ICT) Capability of Araling Panlipunan Teachers" concludes that:

Regardless of age, sex, civil status, educational attainment and length in service, the Araling Panlipunan teachers have common learning delivery modalities in order to reach out to their students and to have equal access of basic quality education despite this hard times brought by the COVID-19 pandemic. Teachers do their very best to deliver quality instructions to their respective students by using different online platforms despite the modular learning modality of instructions adopted by the Department of Education based on their basic education continuity learning plan during the pandemic period. These learning delivery modalities adopted and applied by the teachers are very useful for giving instructions and providing necessary clarifications for the students to comprehend their lessons provided in the distributed modules developed by the teachers. It is also useful for the monitoring and assessing of learners' progress through online platform. The ability of the public secondary schools to address the learners' difficulty in using the modular learning approach, inability to apply and answer modular learning approach in this time academic pandemic, difficulty checking their academic progress, and apprehensions upon seeing too much papers mixed with fear that modules should not be submitted on time should be intensified so that the challenges felt by the learners in the course of modular distance learning approach would be alleviated.

The Araling Panlipunan teachers displayed expertise in using Information and Communications Technology (ICT). Teachers possessed basic skills in integrating Information Communications Technology (ICT) in their teaching through different online platforms in the delivery of learning modality this time of pandemic. The Information Communications Technology (ICT) capability of Araling Panlipunan teachers is of great help both in their personal and professional growth and it brought a significant effect on part of the learners in acquiring quality basic education. Teachers can easily adopt and adapt change especially this time of high technological environment. The challenges met by the learners in modular distance learning approach when they were classified in terms of age, sex, parents' educational attainment and distance from home to school did not differ. However, there was a slight variation in the learners' challenges when they were classified according to grade level.

Age bracket, sex, civil Status, educational attainment and length in service do not directly affect the learning delivery modality of Araling Panlipunan teachers. Araling Panlipunan teachers adopt and adapt change brought about by the age of technology.

Age bracket, sex, and length of service directly affect or influence the Information Communications Technology

(ICT) capability of Araling Panlipunan Teachers. On the contrary, civil status and highest educational attainment do not directly affect the Information Communications Technology (ICT) capability of Araling Panlipunan Teachers.

Learning Delivery Modality directly affects the Information Communications Technology (ICT) capability of Araling Panlipunan teachers. In addition, Information Communications Technology (ICT) capability of teachers has significant effects to the preparation and delivery of quality instructions to their students.

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