

'Teachers' Performance and Delivery of Services as Predictors of Learning Development Amidst New Normal System

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Abstract

The main purpose of this study was to determine if the teachers' performance and the delivery of services significantly predict the learning development of Grade VI students in the new normal system. The researcher employed the quantitative non-experimental design using causal effect technique with Regression Analysis. The total sample size of the study was 300 Grade VI students. Respondents were students from selected public elementary schools in Tagum City Division for the school year 2021-2022. Data analysis included Average Weighted Mean, Pearson-r, and Multiple Regression Analysis as statistical tools. The final analysis revealed that the level of teachers' performance is high, while the level of the delivery of services is moderate, and the level of learning development is also high. Moreover, it was also found that there is a significant relationship between teachers' performance and learning development as well as between delivery of services and learning development among the respondents. Aside from that, it was also revealed that under teachers' performance, only two indicators – *communication* and *curriculum instruction* – can significantly predict learning development. Under delivery of services, both *online learning* and *modular learning* can significantly predict learning development among the respondents. Based on the findings, it has been recommended to prioritize the development of effective feedback strategies, to provide clear guidelines, resources, and a support system for students engaging in online courses, and to foster a positive and inclusive classroom environment where all student's contributions are acknowledged and celebrated.

Keyword: *MAEd-Educational management, teachers' performance, delivery of services, Grade VI students, learning development, Philippines*

1. Introduction

The COVID-19 pandemic led to a sudden shutdown of schools in 2020 which required teachers, students, and parents to rapidly adopt to a new homeschooling situation. Consequently, the effects of the shutdown paint a negative picture, suggesting a detrimental influence on the students' learning development. For instance, scores on national exams in the Netherlands have been found to decrease by three percentile points after the shutdown of schools compared to the years before (Engzell, et al. 2020). Another study involving students in Germany reported that general screen time (time spent on television, computer games or social media) increased by more than one hour a day and study time was cut in half which consequently lowered their learning development (Jæger & Blaabæk, 2020). Reduced study time has been linked to significant decreases in curriculum-based learning development for children as families report to struggle with educating their children at home (Andrew, et al. 2020).

COVID-19 has a destructive impact on students' learning developments. A study on the effect of COVID-19 to the students' learning development found that their students' grades negatively affected by the epidemic, considering that the school academic calendar was brusquely disturbed by the early closure of all institutions (Sintema, 2020). A more comprehensive description can be found in another study regarding the influences of (COVID-19/SARS-CoV-2) epidemic outbreaks on worldwide supply chains: China, Europe, North America, and South America. The result of this study revealed that destructive effects were reported, but mainly students' learning development depended on the timing and measure of interruption spread and the school arrangement (Ivanov, 2020). These studies' results are in line with the findings of another study regarding Ghanaian learners' negative perspective on the impact of COVID-19 on their learning development. The main issues were related to limited access to the internet and the lack of technical knowledge (Owusu-Fordjour, et al., 2020). On the other hand, a separate study examined the influence of COVID-19 impact on students' learning development among elementary schools in Spain revealed that such circumstances developed students' learning approaches, their efficiency, and learning development (Gonzalez, et al., 2020).

Moreover, research has identified numerous critical challenges thought to affect learning development within an online environment because of the new normal system. Such challenges include instructors' assessments of learners' academic integrity, cyberstalking and cyberbullying, lack of internet access, low quality of online instructional delivery, cost control, individual in learning, lack of professional technological training, tool inaccessibility, and technical issues (Muhammad, et al., 2020). Additional challenges are related to the instructors' adaptability skills to customize lectures for online learning, learn to monitor students' synchronous or asynchronous collaboration, and design authentic online assessment tools that accompany the transition to the online platforms from face-to-face sessions (Eachempati, 2020). Thus, online instruction necessitates various skills, including pedagogical skills, design skills, technical skills, and communication skills. It has also been argued that case studies, storytelling, streamed videos, discussion groups, and bulletin boards are examples of effective communication techniques, and they are the critical foundation of an interactive online environment (Stein, 2020).

Meanwhile, students reported positively the effectiveness of online learning during the pandemic to their learning development. A meta-analysis study was conducted about recent trends in educational technology during 2015-2020. The study paid attention to several factors in the field. The findings of the study displayed that using educational technology in teaching and learning was appropriate (Yildiz, 2020). Another study explored the importance of online learning and investigated the analysis of weaknesses, strengths, challenges, and opportunities of online education in the time of the pandemic (Liguori & Winkler, 2020). The study focused on the learning development of fully online virtual schooling through elementary schools. The research paid attention to academic, social support, learners' characteristics, and educational support. The results revealed the importance of teachers' role in virtual learning, and parents' involvement could promote their academic achievements.

Furthermore, several studies have addressed the issues on learning development associated with

the transition to traditional learning instead of e-learning. One of the main reasons for faltering e-learning initiatives is the lack of well-preparedness for this experience. A study that aims to examine student challenges about how to deal with e-learning in the outbreak of COVID-19 and to examine whether students are prepared to study online or not is presented in a certain study. The study concluded that a blended approach that combines traditional and e-teaching must be available for learners. The study results show that e-learning has become popular among students in all educational institutions in the period of lockdown due to the COVID-19 pandemic that detrimentally affected their learning development (Aboagye et al. 2020).

Moreover, various predictions of learning development for educational purposes have been illustrated. One study aimed to show how to keep students motivated in e-learning. The evaluation of student motivations for online learning can be challenging because of the lack of face-to-face contact between learners and teachers. The study shows that one way to increase student's learning development is by allowing them to complete an online assessment form on motivation. The study suggests five research hypotheses to be inspected to identify which hypothesis should be accepted and which should not (Samir et al. 2019).

Meanwhile, the strength of the relationship between students' learning development and e-learning has long been illustrated. Data was gathered from students at Tehran Alzahra University, and Pearson's correlation coefficient was utilized for data analysis. The outcomes of this study revealed that some points should be considered before using E-learning. However, this study was restricted to one culture, which can limit the generalization of its results (Harandi, 2017).

Also, a study that aims to highlight and measure the four Critical Success Factors from student insights is described. These factors are instructor and student characteristics, technology structure, and school support. The outcomes of the study showed that the instructor characteristics factor is the most critical one followed by IT infrastructure and school support in e-learning development success. The least critical factor to the success of e-learning was student characteristics (Selim, 2017).

The study of the differences in student learning development – usually measured as student final grades – between face-to-face, blended, and online learning has been a central topic in educational research for decades. The results of these analyses vary and seem to be extremely dependent on the type of analysis and the sample of the study. For instance, the results from the analysis of single courses may offer interesting but anecdotal evidence of these differences due to many different potential confounding variables – those students perform better in face-to-face instruction. As the number of courses under analysis increases, however, the results seem to confirm that students obtain higher grades in online learning compared to those in face-to-face instruction, even though the difference is negligible (Urtel, 2018).

Interest in learning development is a very important aspect of the teaching-learning process among elementary students (Cheung, 2018). With interest in learning, it will raise students' attention in learning development (Kayalar & Ari, 2017; Lin & Huang, 2016), and in turn, it will affect learning outcomes (Isnani, 2017). During the COVID-19 pandemic, the learning process is carried out at home by utilizing online media and other media. Thus, it is important to conduct studies regarding the learning development of elementary students by learning at home, which is one of the alternative ways, so that the learning development continues even during the coronavirus pandemic (Setyorini, 2020).

One of external factors that influence student learning development is the teacher's performance. The teacher has important role to build student learning interest and motivation. The results of a study show that the teacher's role is to increase student learning interest and motivation. Realizing the role of interest and motivation in learning, some education practitioners conduct a study, test learning style and develop the form of approaches or learning models so that students are motivated and interested in improving their learning development (Tambunan & Naibaho, 2019).

Concerning this, it has been asserted that teachers' performance is closely related to the

students' learning development. Their performance is indeed associated with the process and the product of education. Therefore, the performance of teachers is emphatic for the enhancement of the quality of education. Accordingly, teachers' performance can be influenced by their perception (Artini, 2020).

Moreover, teachers' performance can engage in many metacognitive and cognitive activities that are relevant to guiding students' learning development. For instance, a teacher may notice a particular student is struggling to finish an in-class activity, and the teacher may then attempt to implement strategies to help the student perform better. There is no doubt that effective teachers make many decisions each day (some estimates are in the thousands) about how to restructure their pedagogy to meet the needs of individual students. Effectively adapting one's teaching performance to individual learners necessitates teachers accurately evaluating students' on-going states of mind or learning development (Shavelson, 2018).

Furthermore, teachers' performance determines the success of students' learning development, especially in relation to the teaching-learning process, and is the most influential component to the creation of quality educational processes and outcomes. High performance can be seen from the level of attendance, enthusiasm for teaching, work motivation, fostering understanding, guiding for self-study. Teachers as professionals should have knowledge and experience in their fields. Teachers who have sufficient knowledge and experience in their fields will be able to look ahead in increasing the development of technical service units. Teacher's performance can be seen from the teacher's mastery of competencies possessed as professional staff. The low quality of learning at various levels is caused by education providers who focus more on the quantity aspect rather than the quality aspect. One factor that causes the low quality of education is not supported by professional teachers (Adham, 2017).

In addition, it has been revealed that teacher's performance is a determinant and significant factor in students' learning development. High teacher performance allows the quality of learning development otherwise low teacher performance will cause low quality of learning development as well. Thus, the teacher is an important part of improving process the quality of learning in the classroom. In the learning process requires high performance so that the learning process will run well (Andriani, et al., 2018).

On the other hand, it has been noted that students' learning development is further enhanced when instructors focus on the delivery of services that promote student autonomy. The traditional method of presenting information to students follows a behaviorist model; students are passive while they wait for their teacher to provide information. The teacher presents information, and the student learns through memorization, practice, and external motivation. As the student masters a specific skill, he or she is permitted to progress to the next level. With the traditional behaviorist method of teaching, the responsibility of learning is placed on the teacher, not the student. In addition, the pace of learning is controlled by the teacher (Dabbagh, et al., 2018).

While there has been some research comparing the effects of the delivery of services including face-to-face and online learning directly to the learning development among students, these are few in number. The most significant results from good research in this area indicate that learning development achieved using technology are at least the same as for those in traditional settings. Although several of the studies that are described in the existing literature about this topic illustrate enhanced learning outcomes with the use of computer mediated learning (Brennan, McFadden, & Law, 2017).

In another study comparing the relationship between delivery of services and learning development, it was hypothesized that test scores would increase in students whose lectures were augmented with computer-based multimedia as it would enhance interactive learning, critical thinking, and application of knowledge. The study compared overall test scores (average of four examinations) and final grade distributions in an introductory nutritional science course. Students were taught with traditional lectures and overheads over two years followed by another two years of instruction in which students received lectures combined with computer-based multimedia (rather than overheads). Class compositions across the four years were similar and over 95% of the same examination

questions were used across the study. The results indicate that overall means differed significantly across years when taught with and without computer mediated multimedia. Students taught with multimedia had significantly higher test scores (Beerman, 2018).

Moreover, the modes of the delivery of services have also been linked to the learning development of students. It has been noted that there are some learning channels that some learners engage in active and self-regulated learning as alternate resources. Learners from the middle class living in the urban areas who have access to technology combine the means of learning with less cutting-edge, while the privileged learn with high-tech. With these, learners are enabled to direct their actions, monitor their progress, evaluate their performance, and reflect on the feedback. These learners engage in activities, which required a shift from face-to-face teaching to online teaching and learning, focusing on writing, talking, problem-solving, or reflecting, which contrasts with traditional modes of instruction in which learners are passive recipients of knowledge from an expert. Another probable media are e-learning, virtual learning, online learning, and distance learning. Although technology is an indispensable ally during this new normal system, yet it is not a replacement for the face-to-face educational relationship but are an increasingly enriching tool to support the teaching-learning process (Diez-Gutierrez & Gajardo-Espinoza, 2020).

This study is anchored on the underpinnings of the Transactional Distance Theory by Moore (1989). It focuses on the interrelationship between instructional delivery of services, teacher's performance, and student learning development. The mode of instructional delivery includes varied assignments, student driven activities, planned instructor/student interaction, and reflective evaluation. Accordingly, a course that has a variety of instructional delivery methods promotes less ambiguous interaction among students' learning development and the teachers' performance. This creates a transactional distance between the learner and the facilitator and fosters student learning development.

In support to this theory, Spencer (2008) also theorized that one of the factors that determine the quality of learning development among students is the quality of teachers' performance in the learning process. Quality of learning provided by the teacher is largely determined by their competency related to the profession. Teacher professional in carrying out their duties are required to have competence in transferring knowledge to their students. It was further theorized that pedagogical competence is the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization.

Moreover, Sarabi (2015) also posited that delivery of services in the education context can help each student in improving their learning development. In its development, everyone does not have the same habits, each individual has differences from each other in many ways, including self-motivation, emotions, likes and dislikes about something, including the modality of learning. Moreover, the modality of the delivery of services becomes an important influence in the students' learning development, reception and delivery of information, especially during the teaching and learning process, but the modality of individual learning is also influenced by several factors.

These interrelated theories were chosen by the researcher as they are deemed substantial to the research topic of this study. They provide theoretical foundations of the underpinnings implied by the research objectives of this study. By organizing the abovementioned theories, the conduct of this study becomes more academic, more scholarly, and more grounded on principles and ideas and not just on mere personal observations.

Meanwhile, the first independent variable of this study is the teachers' performance with three indicators which are *communication*, *curriculum and instruction*, and *assessment and evaluation* as proposed by Niemi, et al. (2007). Moreover, the second independent variable is the delivery of services with two indicators namely *online learning* and *modular learning* (Courtney & Wilhoite- Mathews, 2015).

Communication refers to the way a teacher instructs, advises, and mentors students entrusted in their care. *Curriculum and instruction* refer to the field within education which seeks to research, develop, and implement curriculum changes that increase student achievement within and outside

schools. *Assessment and evaluation* refer to the feedback from the student to the instructor about the student's learning as well as the methods and measures to judge student learning and understanding of the material for purposes of grading and reporting.

On the other hand, the second independent variable of this study is the delivery of services with two indicators namely *online learning* and *modular learning* (Courtney & Wilhoite-Mathews, 2015). *Online learning* refers to the education that takes place over the Internet and is often referred to as “e- learning” among other terms. *Modular learning* refers to the form of distance learning that uses Self-Learning Modules (SLM) based on the most essential learning competencies (MELCS) developed by the teachers with the aid of curriculum developers.

Lastly, the dependent variable of this study is the learning development with three indicators namely *cognitive skills*, *affective skills*, and *psychomotor skills* as proposed by Waldrup, et al. (2014). *Cognitive skills* refer to the core skills that the brain uses to think, read, learn, remember, reason, and pay attention. *Affective skills* refer to the individual interests, attitudes, and values. *Psychomotor skills* refer to the movement tasks that require both cognitive and motor processes.

Existing studies show the importance of both the teacher's performance (Yusron & Nadlif, 2021) and the delivery of services (Jimola & Ofodu, 2021) in the learning development of students in the new normal system because of the COVID-19 pandemic. However, the researcher has not come across with research published in Tagum City Division that studied the relationship between the teacher's performance and the delivery of service to the learning development of elementary students; thus, establishing the research gap of the study. Based on the scenarios mentioned above, the researcher desired to conduct a study exploring the said variables, hence the urgency to conduct the study. Moreover, this study is expected to contribute to the current literature, and especially in the education industry context.

Apparently, this study aimed to determine if the teachers' performance and the delivery of services significantly predict the learning development of Grade VI students in the new normal system. Specifically, it aimed (1) to describe the level of teachers' performance in terms of communication, curriculum and instruction, and assessment and evaluation; (2) to describe the level of the delivery of services in terms of online learning and modular learning; (3) to describe the level of learning development in terms of cognitive skills, affective skills, and psychomotor skills; (4) to determine the relationship between the teachers' performance and the learning development in the new normal system, and the delivery of services and the learning development in the new normal system; (5) to determine if the teachers' performance and the delivery of services significantly predict the learning development among Grade VI students in the new normal system.

Meanwhile, the researcher proves that the results of this study have social value as they are beneficial to majority of the stakeholders in the academe. In a way or two, the findings of this research can provide helpful inputs in the improvement of their respective roles to contribute to the efficiency and effectiveness of the academic operations of elementary schools. This study is deemed important for the determination of existing problems related to the topic at hand and further discover possible solutions to address them (Bennett et al., 2018).

Meanwhile, the beneficiaries of this study are the following. First, for the **students**, they would have the awareness and eventually help to develop the stipulated indicators of learning development which are essential for their survival in their daily journey at school may it be face-to- face or virtual. They would be given the idea that learning should not only focus on one of the domains of the learning development especially the cognitive because the other two skills are equally important. Second, for the **teachers**, they would emulate the indicators of a high-quality performance and delivery of instruction amidst the new normal system to provide educational services at par with the 21st century demands. By doing it, delivery of instruction becomes more efficient in achieving the targeted ideal, child-friendly, and conducive teaching-learning process regardless of the learning modality. Other beneficiaries are the **administrators** who would be able to address the need not only the problems regarding the performance of the teachers but also the efficiency of the learning modalities they offer in this new normal system. Lastly, **other researchers** would also open their

minds to explore the relevance of this study and would be more inspired with their investigations related to this study.

2. Methodology

2.1 Research Respondents

The respondents of this study were only Grade VI students from selected public elementary schools in Tagum City Division for the school year 2021-2022. Inclusion criteria for the respondents included: (1) should be a bona fide Grade VI student in any public school of Tagum City Division; (2) should have experience in distance learning for at least one school year in a public school; (3) should be eligible to read and write survey questionnaires. On the other hand, exclusion criteria are those students who are not in Grade VI level yet. It also excluded students who do not have experience in distance learning yet. The respondents could withdraw anytime if they felt threatened with the conduct of the study.

Moreover, the study employed random sampling method where everyone was chosen by chance and each student has equal opportunity to be included in the sample (Salaria, 2017). Since it is impossible and impractical to survey every member of the population, the Slovin's formula was used to get a sample that most represented the population being studied. A total of **300 to 350** was considered as respondents.

This study was conducted in selected public elementary schools within Tagum City Division. Anchored on DepEd order no. 50, s. 2002 (the establishment of interim city schools division throughout the country) issued by Sec. Edilberto C. De Jesus, the Division of Tagum City was established on May 22, 2003 through the initiative of the local officials of Tagum City and Cong. Arrel R. Olaño who sponsored House Bill 5353, an act amending RA 8472, otherwise known as "the charter of the city of Tagum" incorporating the provision of city schools division. Tagum City is a first-class city and the capital of Davao del Norte, Philippines. According to the 2015 census, it has a population of 259,444 people making it the most populous component city in Mindanao. It is one of the topmost livable cities in the Philippines and was one of the finalists in Most Child Friendly City in the Philippines – Component Category along with Laoag, and Talisay, Cebu. In the recently released 2017 Cities and Municipalities Competitiveness Index (CMCI), the City of Tagum ranked third on the Overall Competitive Component Cities in the Philippines, second on Infrastructure, fourth in Resiliency, seventeenth on Economic Dynamism and twenty-fourth on Government Efficiency.

2.2 Materials and Instrument

The researcher prepared three sets of questionnaires that tackle teachers' performance, delivery of services, and learning development. In this study, the survey questionnaires were downloaded from the internet, adapted, and modified to gather the necessary information and data. The format of the questionnaire was in Likert point scale, where the respondents are given the questions about teachers' performance, delivery of services, and learning development. Likert establishes the principles of assessing attitudes through asking individuals to respond to a series of statements regarding the topic that was used to definite choice response formats and are designed to assess the opinions or attitudes (McLeod, 2019).

The independent variable of this study which is the teachers' performance was measured through an adopted questionnaire called the Teacher Performance Evaluation by Niemei, et al. (2007). The parameter of limits for teachers' performance are as follows:

Range of Means	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	This means that the teachers' performance is very much observed.
3.40-4.19	High	This means that the teachers' performance is

2.60-3.39	Moderate	much observed. This means that the teachers' performance is moderately observed.
1.80-2.59	Low	This means that the teachers' performance is seldom observed.
1.00-1.79	Very Low	This means that the teachers' performance is never observed at all.

Meanwhile, the second independent variable of this study – the delivery of services – was measured through an adopted questionnaire called Distance Education Questionnaire by Courtney & Wilhoite-Mathews (2015) with two indicators: online learning and modular learning. It has the parameter of limits as follows:

Range of Means	Level/Extent	Interpretation
4.20-5.00	Very High	This means that the delivery of services is very much observed.
3.40-4.19	High	This means that the delivery of services is much observed.
2.60-3.39	Moderate	This means that the delivery of services is moderately observed.
1.80-2.59	Low	This means that the delivery of services is seldom observed.
1.00-1.79	Very Low	This means that the delivery of services is never observed at all.

Lastly, the dependent variable of this study, which is the learning development, was measured through an adopted questionnaire called Learning Development Scale (IES) from Waldrup, et al. (2014). It has the parameter of limits as follows:

Range of Means	Level/Extent	Interpretation
4.20-5.00	Very High	This means that the learning development is very much observed.
3.40-4.19	High	This means that the learning development is much observed.
2.60-3.39	Moderate	This means that the learning development is moderately observed.
1.80-2.59	Low	This means that the learning development is seldom observed.
1.00-1.79	Very Low	This means that the learning development is never observed at all.

2.3 Design and Procedure

This study employed the quantitative non-experimental design using Regression Analysis. Quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical, or computational techniques. The source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of prearranged answers (Slevitch, 2017).

Moreover, descriptive approach involves collections of quantitative information that can be tabulated

along a continuum in numerical forms, such as scores on a test. It involves gathering data

describing events and then organizing, tabulating, depicting, and describing the data collection (Glass & Hopkins, 2018). On the other hand, correlational approach seeks to ascertain relationships between two or more variables. It examines whether an increase or decrease in one variable corresponds to an increase or decrease in another variable. Moreover, regression analysis is a statistical tool that employs quantitative approach to determine the nature of relationships among variables being studied (Dudovskiy, 2016). Therefore, this research design was appropriate to use in determining the influence of the teachers' performance and the delivery of services to the learning development of Grade VI students in Tagum City Division.

The process of gathering data was using questionnaires. The researcher selected and integrated questionnaires of different authors to be used as primary tools in conducting the study. It was constructed based on the scope of the teachers' performance and the delivery of services and then correlated to the learning development among Grade VI students. This research design was helpful in determining the levels of teachers' performance, delivery of services, and learning development among Grade VI students in Tagum City Division and the significant relationship between the three variables.

In gathering the needed data for this study, the researcher employed the following procedures: First, the researcher had to pass the outline defense before a set of panelists to defend the feasibility and relevance of this research. After the approval, the researcher prepared the two sets of questionnaires. The questionnaires were validated by the pool of internal and external expert validators. The summarized ratings of the experts' validation generated an acceptable score. After the validation, corrections and suggestions of experts were incorporated in the questionnaires.

The next step was the completion of the requirements of the University of Mindanao Ethical Review Committee (UMERC). After receiving a certification from UMEREC, permission to conduct a pilot study was secured from the Dean of the Graduate School. Then, a pilot study was conducted with the aim to generate Cronbach alpha values for the independent and dependent variables respectively which could mean a very good descriptive equivalent in their internal consistency.

Next, permission to conduct study in the selected elementary schools was sought from the office of Tagum City Division Schools Division Superintendent. After the approval, the research form and approved letter to conduct the study was submitted to the school heads of the campuses.

Then, followed the distribution of the questionnaires to the students through the aid of department heads and the faculty members. The researcher personally handed in the questionnaires and explained the research tool and its purpose to the respondents. After they answered the questionnaires, the researcher retrieved all survey tolls. Finally, the researcher tallied and tabulated all the data gathered from the respondents and subjected them to statistical computation and analysis.

The answers gathered from the questionnaire were counted and tabularized in a master data sheet. The researcher sought assistance from the statistician to evaluate and read the results utilizing appropriate tools. **Mean.** This was used to measure the levels of teachers' performance, delivery of services, and learning development among Grade VI students. **Pearson-r.** This was used to determine the significance of the relationship between the teachers' performance and learning development among Grade VI students and the relationship between the delivery of services and the learning development among Grade VI students. **Multiple Regression Analysis.** This was used to determine if the teachers' performance and the delivery of services would significantly predict the learning development of Grade VI students.

Furthermore, there were considerable ethical issues and concerns that have specific ramifications for this quantitative inquest. Such issues and concerns may arise primarily from the methodology involved in this study. The ethical contests that were pertinent to this research concern the issues of the right to conduct the study, confidentiality, and anonymity. The researcher observed and followed full ethical standards in the conduct of the study following the study protocol assessments and standardized criteria, particularly in managing the population and data such as, but not limited to:

Voluntary participations. The respondents were chosen according to the set inclusion and

exclusion criteria for this study. For the inclusion criteria, the following were the guidelines: (1) should be a bona fide Grade VI student in any public school of Tagum City Division; (2) should have experience in distance learning for at least one school year in a public school; (3) should be eligible to read and write survey questionnaires. On the other hand, exclusion criteria were those students who are not in Grade VI level yet. It also excluded students who do not have experience in distance learning yet. The respondents were given the free will to participate without any form of consequence or penalty or loss of benefits (Lavrakas, 2008). Therefore, after the study, the purpose and the benefits of the study were described and presented to the participating schools. Then, the rights of the respondents to contribute to the body of knowledge were carefully considered and adhered upon.

Privacy and confidentiality. The data or information provided during the conduct of the research study was treated with complete anonymity and utmost confidentiality by means of discrete coding. No individual identities were used in any reports, presentations or publications resulting from the research study. All research data or information was kept in locked files at all times (for material copies) or password protected folder (for electronic copies). Only the principal investigator would have access to the files. After the research study was completed, the data collected were retained for three (3) years and be destroyed immediately thereafter in a secure manner that would prevent unauthorized access, use or disclosure to any other party or the public or in a manner prescribed by law. In short, the researcher acquired, stored, and handled personal data in accordance with the Data Privacy Act of 2012's tenets of openness, lawfulness, and proportionality.

Informed consent process. An informed consent form was given and signed by the students- respondents. In the said form, they were given the purpose and methodology of the study. The researcher herself explained it to them so they would understand clearly. Then, the students- respondents put their signatures on the form as an indication that they were willing to participate in the study. The research questionnaires were free of technical terms that make it easier for the respondents to understand. It gave the respondents a clear view of the benefits they may get after the conduct of this study. The research questionnaire was administered with the consent of the public schools' division superintendent and the school heads. Also, respondents were informed of the helpful knowledge about themselves and their respective schools that can be generated out of this study. Consequently, the respondents were also informed about the support they would be needing to enhance whatever characteristics or qualities that ought to be developed.

Benefits. This study can contribute to the awareness of the respondents' level of the teachers' performance and the delivery of services in relation to their learning development; thus, giving them the opportunity to improve whatever there is in them as much as to lessen the negative things about them. In addition, participants received certificates or tokens since the researcher made use of their time and effort and even disturb their routines

Recruitment. For the successful recruitment process of this study, the researcher employed random sampling method where everyone was chosen by chance and each student has equal opportunity to be included in the sample (Salaria, 2017). Since it is impossible and impractical to survey every member of the population, the Slovin's formula was used to get a sample that most represented the population being studied. A total of **300 to 350** were considered as respondents. Furthermore, the data collection procedures indicated, as well as how the questionnaire was administered, and the manner of choosing the respondents involved in the study were all clearly defined.

Permission from Organization. The researcher made sure that all the authorities were well- informed through written permissions before the study was conducted. It all started with the approval from the Dean's Office of the Graduate School of UMT. Next was the Schools' Division Superintendent Office who gave approval for the conduct of the study. Then, the School Heads Office was communicated accordingly for this study. With their permission, Grade Level Heads Office helped in the actual conduct of the study with the students themselves as the respondents.

Risks. Minimization of risk was considered in this study. The researcher made sure to observe protocols established by the Inter-Agency Task Force (IATF) to prevent the spread of COVID -19

during the conduct of the study. This means that the researcher and the respondents always wore a mask during the survey while observing proper social distance from one another. Everyone was also reminded to wash their hands before and after the survey. Also, before the conduct of the survey, students-respondents were informed that their responses to the questionnaires would never affect their academic grades and standing. The researcher ensured that the level of risks and measures in mitigating those possible risks were reviewed properly. In fact, they were all protected from any physical, psychological, or socio-economic harm during the conduct of this study

Plagiarism. The researcher made sure that the readings found in this study underwent paraphrasing to avoid plagiarism issues. The study had no trace or evidence of misrepresentation of someone else's work as her own. The authors of all cited literature were cited properly to ensure research adequacy. In fact, the study underwent plagiarism detectors like Grammarly or Turnitin software.

Fabrication. The researcher made sure that no fabrication or malicious modification of data and results were done. The study had no trace or evidence of intentional misinterpretation of what has been done. No making up of data and results, or purposefully putting forward conclusions that were not accurate.

Falsification. To assure that this research paper was accurately represented in the research record, it was assured that neither manipulation was done on the research materials, equipment, or processes, nor changing or omitting data and results.

Conflict of Interest (COI). There was no conflict of interests – family, friendships, financial, or social factors – could compromise the researcher's decisions, or actions in the conduct of this academic endeavor. Since the respondents of this study were students from schools excluding the researcher's workstation, acquaintance with the students' teachers was more unlikely to happen. Otherwise, the researcher made sure that acquaintance with the teacher will never create conflict but rather more rapport for the smoother conduct of the study.

Deceit. This study was conducted without hidden purposes. The researcher did not use deception and protected the respondents from any harm.

Authorship. The researcher of the study is a graduate of Bachelor of Science in Elementary Education. The researcher of the study has undergone series of revisions paper because of the recommendations made by the adviser. The study also followed the standards of the University of Mindanao ethics Review Committee for the guidelines of ethical consideration. Moreover, the professional opinions and help of the research adviser has been adapted frequently for a better output along with the useful ideas solicited from some colleagues. After their approval, the study undergone pilot testing and the data collected was interpreted for the consistency of the research questionnaire.

3. Results and Discussion

Presented in this chapter are the results of the study. They were presented according to the problems raised in the previous chapter. The topics were presented both in textual and tabular forms and discussed in sequence according to the statement of the problem. Meanwhile, it has been noted that the standard deviation was ranged from 0.75-1.17 which is less than the typical standard deviation for a 5-point Likert Scale.

3.1 Level of Teachers' Performance

Shown in Table 1 is the level of teachers' performance in terms of communication, curriculum and instruction, and assessment and evaluation. It can be gleaned that the overall mean is 4.16 with an SD of 0.40 described as high. This means that the teachers' performance among the respondents is much observed. Among the three indicators, assessment and evaluation got the highest mean score of 4.30 with an SD of 0.40 described as very high. This means that the teachers' performance in

terms of assessment and evaluation is very much observed. Second is the communication with a mean score of 4.17 and an SD of 0.52 described as high. This means that the teachers' performance in terms of communication is much observed. Third is the curriculum and instruction with a mean score of 4.02 with an SD of 0.44 described as high. This means that the teachers' performance in terms of curriculum and instruction is much observed.

These findings suggests that the teachers among the respondents are excelling in these critical domains.

Effective communication, well-structured

Table 1

Level of Teachers' Performance

Items	Mean	SD	Descriptive Level
Communication	4.17	0.52	High
Curriculum and Instruction	4.02	0.44	High
Assessment and Evaluation	4.30	0.40	Very High
Overall	4.16	0.40	High

curriculum and instruction, and rigorous assessment and evaluation practices are cornerstones of quality education. Thus, this finding suggests that students in this context are likely to benefit from a robust and comprehensive learning experience. Moreover, it underscores the importance of recognizing and acknowledging the dedication and competence of the teaching staff, which can boost their morale and motivation to continuously improve their teaching practices.

In terms of theoretical and empirical evidence, this finding aligns with existing literature on the importance of teacher performance in enhancing student outcomes. The theoretical underpinnings emphasize that effective teaching practices positively influence student learning and achievement. This empirical evidence corroborates the theoretical framework, suggesting that when teachers excel in communication, curriculum design, and assessment, students are more likely to succeed academically. Additionally, previous studies have highlighted the role of teacher self-efficacy in achieving high levels of performance. The high mean score in this study may be indicative of teachers who have a strong sense of self-efficacy and a commitment to their profession. Overall, this finding reinforces the significance of investing in teacher development and support to maintain and enhance the quality of education in this context.

Apparently, assessment and evaluation got the highest mean score of 4.30 with and SD of 0.40 described as very high. This means that the teachers' performance in terms of assessment and evaluation is very much observed.

As shown in the appended Table 1.1, the respondents have observed the following order of importance: a mean of 4.46 with an SD of 0.69 described as very high for *analyzing and shares the results to us*; a mean of 4.45 with an SD of 0.76 described as very high for *employing the assessment activity well*; a mean of 4.33 with an SD of 0.76 described as very high for *specifying the learning goal to assess*; a mean of 4.28 with an SD of 0.85 described as very high for choosing a specific assessment technique; a mean of 4.27 with an SD of 0.92 described as very high for *providing appropriate remediation if necessary*; a mean of 4.14 with an SD of 0.86 described as high for *informing us about our class standing*; a mean of 4.12 with an SD of 0.87 described as high for *providing constructive feedback to us*.

Second is the communication with a mean score of 4.17 and an SD of 0.52 described as high. This means that the teachers' performance in terms of communication is much observed.

As appended in Table 1.2, the respondents have observed the following order of importance: a mean of 4.41 with an SD of 0.82 described as very high for *talking openly about my misbehaviors*; a mean of 4.27 with an SD of 0.92 described as very high for *giving honest feedback*;

a mean of 4.26 with an SD of 0.92 described as very high for *communicating openly and frankly about my performance*; a mean of 4.14 with an SD of 0.86 described as high for *being available to respond to my queries*; a mean of 4.12 with an SD of 0.87 described as high for *providing non-verbal cues clearly*; a mean of 4.03 with an SD of 0.88 described as high for *sharing information in a non-threatening manner*; a mean of 3.99 with an SD of 0.88 described as high for *keeping me informed of the classroom activities and updates*.

Third is the curriculum and instruction with a mean score of 4.02 with an SD of 0.44 described as high. This means that the teachers' performance in terms of curriculum and instruction is much observed.

As appended in Table 1.3, the respondents have observed the following order of importance: a mean of 4.27 with an SD of 0.92 described as very high for *taking one lesson at a time*; a mean of 4.22 with an SD of 0.85 described as very high for *engaging us well in the activities*; a mean of 4.18 with an SD of 0.95 described as high for *considering our interest in learning*; a mean of 4.12 with an SD of 0.87 described as high for *being aware of our pacing in doing activities*; a mean of 4.09 with an SD of 0.94 described as high for *deciding clearly on what kind of activity to be given to us*; a mean of 3.83 with an SD of 1.03 described as high for *giving clear directions during activities*; a mean of 3.40 with an SD of 0.80 described as high for providing lessons appropriate to our level.

3.2 Level of Delivery of Services

Shown in Table 2 is the level of the delivery of services in terms of online learning and modular learning. It can be gleaned that the overall mean is 3.11 with an SD of 0.46 described as moderate. This means that the delivery of services is moderately observed. Among the two indicators, online learning got the higher mean score of 3.48 with an SD of 0.45 described as high. This means that the delivery of services in terms of online learning is much observed. Modular learning is the indicator with a lower mean score of 2.75 with an SD of 0.65 described as

Table 2
Level of the Delivery of Services

Items	Mean	SD	Descriptive Level
Online learning	3.48	0.45	High
Modular learning	2.75	0.65	Moderate
Overall	3.11	0.46	Moderate

moderate. This means that the delivery of services in terms of modular learning is moderately observed.

The finding implies that institutions and educators have made efforts to maintain a certain level of quality in providing educational services to students in online and modular formats. However, the moderate variation in service delivery also highlights the need for continued improvements and enhancements to ensure a more consistent and effective learning experience for students. Institutions should focus on refining their online and modular teaching methods, communication channels, and support systems to bridge the gap between traditional and digital learning environments.

In the context of existing literature, this finding aligns with theoretical and empirical evidence that acknowledges the challenges and opportunities associated with online and modular learning. The moderate level of service delivery corresponds to the notion that these modes of instruction have the potential to be effective, but they require careful planning, resource allocation, and pedagogical adaptation to realize their full potential. Prior research often emphasizes the importance of factors such as instructor training, technological infrastructure, student support services, and instructional

design in shaping the quality of online and modular education. Therefore, this finding supports the existing body of literature by affirming that the quality-of-service delivery plays a pivotal role in determining the success of online and modular learning, and it underscores the need for further investigation and improvement in this area to enhance the overall educational experience for students.

Among the two indicators, online learning got the higher mean score of 3.48 with an SD of 0.45 described as high. This means that the delivery of services in terms of online learning is much observed.

As appended in Table 2.1, the respondents have observed the following importance. The three highest items are the following: a mean score of 4.61 with an SD of 1.07 described as very high for *feeling that face-to-face contact with my instructor is necessary to learn*; a mean score of 4.41 with an SD of 0.82 described as very high for *being self-disciplined and find it easy to set aside reading and homework time*; and a mean score of 4.30 with an SD of 0.87 described as very high for *being able to easily access the Internet as needed for my studies*. On the other hand, the three lowest items are the following: a mean score of 1.59 with an SD of 1.15 described as very low for *passing a course on the Internet without any teacher assistance*; a mean score of 2.37 with an SD of 1.20 described as low for *believing a complete course can be given by the Internet without difficulty*; and a mean score of 2.97 with an SD of 1.51 described as moderate for *discussing with other students during Internet activities outside of class*.

Modular learning is the indicator with a lower mean score of 2.75 with an SD of 0.65 described as moderate. This means that the delivery of services in terms of modular learning is moderately observed.

As appended in Table 2.1, the respondents have observed the following importance. The three highest items are the following: a mean score of 4.23 with an SD of 1.15 described as very high for feeling a part of students who are committed to learning; a mean score of 3.32 with an SD of 1.12 described as moderate for *being generally given enough time to understand the things I had learnt*; and a mean score of 3.10 with an SD of 1.28 described as moderate for *finding it easy to know the standard of assignments expected*. On the other hand, the three lowest items are the following: a mean score of 1.90 with an SD of 1.19 described as low for saying that tests and exams assessed what I memorized and not what I understood; a mean score of 2.26 with an SD of 1.41 described as low for *observing that workload in this module is too heavy*; and a mean score of 2.33 with an SD of 1.60 described as low for *feeling that there is a lot of unwanted academic pressure on me as a student*.

3.3 Level of Level Performance

Shown in Table 3 is the level of learning development in terms of cognitive skills, affective skills, and psychomotor skills. It can be gleaned that the overall mean is 3.95 with an SD of 0.53 described as high. This means that the learning development is much observed. Among the three indicators, affective skills got the highest mean score of 4.18 with an SD of 0.67 described as high. This means that the learning development in terms of affective skills is much observed. Second is the psychomotor skills with a mean score of 4.08 with an SD of 0.53 described as high. This means that the learning development in terms of psychomotor skills is much observed. Third is the cognitive skills with a mean score of 3.60 with an SD of 0.75 described as high. This means that the learning development in terms of cognitive skills is much observed.

These findings suggest that the educational interventions or programs in the study context have been effective in promoting well-rounded learning development

Table 3

Level of Learning Development

Items	Mean	SD	Descriptive Level
Cognitive skills			High

	.60	.75	Hig
Affective skills		h	
	.18	.67	h
			Hig
Psychomotor skills	.08	.53	h
			Hig
Overall	.95	h	
	.53		

among participants. The high mean score indicates that learners are achieving notable progress across cognitive, affective, and psychomotor domains, which is crucial for holistic skill acquisition and application. This finding underscores the importance of a comprehensive approach to education that goes beyond mere knowledge acquisition and extends to emotional and practical skill development.

In the context of the existing literature, both theoretical and empirical evidence, this finding aligns with prior research highlighting the importance of multifaceted learning approaches. The theoretical framework supporting this result could be grounded in educational theories such as Bloom's Taxonomy, which emphasizes cognitive, affective, and psychomotor domains as essential components of learning. Empirical studies that have demonstrated positive outcomes in these three domains through well-structured educational interventions corroborate the present finding. Additionally, this high level of learning development is consistent with the goals of modern education, which aims to prepare learners not only with cognitive expertise but also with emotional intelligence and practical skills that are increasingly demanded in today's complex world. Therefore, this finding provides empirical support for the theoretical underpinnings of holistic education and adds to the body of evidence advocating for comprehensive approaches to learning and skill development.

Among the three indicators, affective skills got the highest mean score of 4.18 with an SD of 0.67 described as high. This means that the learning development in terms of affective skills is much observed.

As appended in Table 3.1, the respondents have observed the following importance: a mean score of 4.62 with an SD of 0.71 described as very high for *putting my full attention in listening to the lesson to receive the new concepts or ideas*; a mean score of 4.44 with an SD of 0.90 described as very high for *giving importance to the value of learning the lessons that we take*; a mean score of 4.40 with an SD of 0.84 described as very high for *expressing my feelings and opinions during group works*; a mean score of 4.23 with an SD of 1.02 described as very high for *attending actively to lessons/topics with a motivation to learn by participating interactively with the teacher and my classmates*; a mean score of 4.03 with an SD of 1.23 described as high for *knowing how to take risks to develop my learning on my own*; a mean score of 3.98 with an SD of 1.21 described as high for *creating my own beliefs or principles in life through the lessons that our teacher gives*; and a mean score of 3.53 with an SD of 1.35 described as high for *feeling my importance in the class as I am recognized and appreciated by my teacher and/or classmates*.

Second is the psychomotor skills with a mean score of 4.08 with an SD of 0.53 described as high. This means that the learning development in terms of psychomotor skills is much observed.

As appended in Table 3.2, the respondents have observed the following importance: a mean score of 4.68 with an SD of 0.72 described as very high for *doing movements related to walking, running, jumping, pushing, pulling, and manipulating whenever needed in an activity*; a mean score of 4.59 with an SD of 0.71 described as very high for *knowing how to let my eyes, ears, and hands coordinate with one another to perform an activity successfully*; a mean score of 4.54 with an SD of 0.86 described as very high for *obeying rules and regulations implemented by the teacher to control our behaviors*; a mean score of 4.28 with an SD of 1.12 described as very high for *showing my skills and movements in some of our activities which involve games, sports, dances, performances, or for the arts*; a mean score of 4.28 with an SD of 1.12 described as very high for *showing my skills and movements in some of our activities which involve games, sports, dances, performances, or for the arts*; a mean score of 3.55 with an SD of 1.10

described as high for *knowing how to express*

movements through posture, gestures, facial expressions, and/or creative and interpretative movements that express meaning without the help of spoken words; and a mean score of 3.52 with an SD of 1.40 described as high for working on activities regardless of the seating arrangement or physical features of the class.

Third is the cognitive skills with a mean score of 3.60 with an SD of 0.75 described as high. This means that the learning development in terms of cognitive skills is much observed.

As appended in Table 3.3, the respondents have observed the following importance: a mean score of 4.34 with an SD of 0.94 described as very high for *sharing my own learning from our lessons to help my classmates understand them more*; a mean score of 4.18 with an SD of 0.85 described as high for *producing any project or assignment given may it be individual or by group*; a mean score of 3.92 with an SD of 1.43 described as high for *checking my own output if it is already enough to pass the criteria, guidelines, or standards set by my teacher*; a mean score of 3.84 with an SD of 1.17 described as high for *remembering or retrieve previously-learned concepts or lessons whenever I need them to understand or explain a new lesson*; a mean score of 3.52 with an SD of 1.33 described as moderate for *knowing how to use or apply my learning to solve real-life situations or problems*; a mean score of 3.39 with an SD of 1.57 described as moderate for *knowing how to make use of details and/or subtopics of a certain lesson to understand its totality*; and a mean score of 1.99 with an SD of 1.26 described as low for *understanding easily a new lesson by just reading it on my own even if the teacher has not explained it yet*.

3.4 Significance of the Relationship between Teachers' Performance and Delivery of Services to Learning Development

Presented in Table 4 is the correlation between teachers' performance and delivery of services on learning development among the respondents. The r-value and p-value of teachers' performance and learning development are 0.726 and 0.001, respectively, translating to a positive correlation. Likewise, the r-value and p-value of delivery of services and learning development are 0.244 and 0.001, respectively, translating to a positive correlation. The two independent variables have attained p-values that are lower than the 0.05 level of significance. This only means that the null hypotheses pertaining to these independent variables are rejected. This indicates that there is a significant relationship between teachers' performance and learning development among the respondents. Similarly, delivery of services has attained a p-value that is lower than the 0.05 level of significance. This only means that the null hypothesis pertaining to this independent variable is rejected. This indicates that there is a significant relationship between delivery of services and learning development among the respondents.

Table 4

Significance on the Relationship between Teachers' Performance and Delivery of Services on Learning Development

*
p<0.05

The identification of a significant relationship between teachers' performance and learning development among the respondents carries important interpretations and implications for educational practices. Firstly, it underscores the pivotal role of teachers in shaping students' overall development. When teachers perform effectively, it not only enhances students' academic achievement but also contributes significantly to their cognitive, affective, and psychomotor skill development. This finding emphasizes the importance of investing in teacher training and professional development to ensure educators are

equipped with the necessary skills and strategies to facilitate holistic learning experiences. Likewise, the presence of a significant relationship between the delivery of services and learning development suggests that merely providing resources or services may be sufficient to foster comprehensive skill development. It highlights the need for a more nuanced approach that places a strong emphasis on teacher quality and pedagogical methods in promoting students' overall growth.

In the context of the literature, this finding aligns with theoretical perspectives that emphasize the central role of teachers in the educational process. The work of scholars which has emphasized the substantial impact of teacher quality on student outcomes, supports the present result. Empirical studies have consistently shown that effective teaching practices are linked to improved learning outcomes and overall development. Similarly, the presence of a significant relationship between service delivery and learning development is in line with research that suggests that inputs alone, such as resources and infrastructure, do not necessarily lead to better educational outcomes. It is the quality of instruction and the interactions within the classroom that play a critical role in shaping students' holistic development. Therefore, this finding reinforces the existing theoretical and empirical evidence that emphasizes the paramount importance of teacher effectiveness in educational success while cautioning against an overemphasis on resource allocation alone.

3.5 Regression Analysis on Teachers' Performance and Delivery of Services as Predictors of Learning Development

Table 5 shows the regression analysis on teachers' performance and delivery of services as predictors of learning development. The table shows that the teachers' performance has a beta value of 0.711 and a p-value of 0.001 which is lower than the 0.05 level of significance. This allows the rejection of the null hypothesis. It means that teachers' performance can significantly predict learning development among the respondents. Also, the table shows that the delivery of services has a beta value of 0.185 and a p-value of 0.001 which is lower than the 0.05 level of significance. This allows the rejection of the null hypothesis. It means that delivery of services can significantly predict learning development among the respondents.

The R-value of 0.749 specifies a highly positive correlation between the teachers' performance and delivery of services with the learning development

Table 5

Regression Analysis on the Influence of Teachers' Performance and Delivery of Services on Learning Development

Independent Variables	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision
	B	SE				
(Constant)	-0.676	0.262				
Teachers' Performance	0.951	0.055	0.711*	17.392	0.001	Reject Ho
Delivery of Services	0.215	0.047	0.185*	4.536	0.001	Reject Ho

Dependent Variable: Learning Development

R= 0.749*

F-ratio= 169.133

R²= 0.562

p-value= 0.001

among the respondents. The coefficient of determination which is 0.562 connotes that only 56.2% of the variation in the learning development among the respondents could be attributed to the teachers' performance and delivery of services that they observed. The rest, 43.8%, is the chance variation

which indicates that the learning development among the respondents could be attributed to other factors which are not included in the study.

The finding that teachers' performance can significantly predict learning development among the respondents, as well as the significant predictive power of the delivery of services on learning development, holds substantial interpretations and implications for educational practice and policy. Firstly, it underscores the multifaceted nature of effective education, highlighting that both teacher quality and the provision of essential services play crucial roles in shaping students' holistic development. This finding emphasizes the need for a comprehensive approach to education that combines quality teaching with adequate resources and support services. Schools and educational institutions should focus on not only improving teacher performance but also ensuring that students have access to necessary services, such as educational materials, infrastructure, and support systems. By addressing both these aspects, educational stakeholders can create an environment conducive to fostering well-rounded skill development among students.

In the context of the literature, this finding aligns with existing theoretical frameworks and empirical evidence that emphasize the interplay of multiple factors in shaping educational outcomes. Theoretical models like Bronfenbrenner's ecological systems theory highlight the importance of the broader environment, including teachers and services, in influencing individual development. Empirical studies have consistently shown that both teacher effectiveness and the availability of educational resources significantly impact student learning and development. Therefore, this finding reinforces the theoretical foundations and empirical evidence supporting the idea that successful education is a complex interplay between the quality of instruction provided by teachers and the supportive environment created through service delivery, with both aspects contributing significantly to students' overall growth.

3.6 Regression Analysis on the Influence of the Domains of Teachers' Performance on Learning Development

Table 6 shows the regression analysis on the domains of teachers' development that significantly predicts learning development among the respondents. The table shows the F-value of 110.447 and p-value of 0.001 which is evidently lower than the 0.05 level of significance. This allows the researcher to reject the null hypothesis. Thus, there is/are domain(s) in teachers' performance that can significantly predict learning development among the respondents.

Table 6
Regression Analysis on the Influence of the Domains of Teachers' Performance on Learning Development

Indicators	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE				
(Constant)	0.074	0.245				
Communication	0.350	0.063	0.342*	5.520	0.001	Reject Ho
Curriculum and Instruction	0.568	0.069	0.466*	8.289	0.001	Reject Ho
Assessment and Evaluation	0.032	0.086	0.024	0.368	0.713	Do not Reject Ho

Dependent Variable: Learning Development

R= 0.747

R²= 0.557

F-ratio= 110.447

p-value= 0.001

Specifically, only two indicators – *communication* and *curriculum instruction* – have beta values which are 0.342 and 0.466, respectively, and p-values that are lower than the 0.05 level of significance.

This means that these two indicators of teachers' performance can significantly predict learning development among the respondents. Moreover, only one indicator – *assessment and evaluation* – has a beta value of 0.024 and a p-value that is higher than the 0.05 level of significance. This means that this indicator of teachers' performance cannot significantly predict learning development among the respondents.

The R-value of 0.747 specifies a highly positive correlation between teachers' performance and learning development among the respondents. The coefficient of determination, which is 0.557, connotes that only 55.7% of the variation in the teachers' performance could be attributed to the learning development that they observed. The rest, 44.3%, is the chance variation which indicates that the teachers' performance could be attributed to other factors which are not included in the study.

The finding that communication and curriculum instruction can significantly predict learning development among the respondents carries important implications for educational practices. Firstly, it highlights the crucial role of effective communication between educators and learners, as well as the significance of a well-structured curriculum in fostering student development. Clear and engaging communication can facilitate better understanding and engagement with the subject matter, while a thoughtful curriculum can ensure that students are exposed to a comprehensive and coherent body of knowledge and skills. This finding underscores the importance of investing in teacher training that enhances communication skills and curriculum design that is aligned with educational goals. On the other hand, the lack of a significant predictive relationship between assessment and evaluation and learning development suggests that the mere act of testing or evaluating students may not, in isolation, contribute significantly to their overall growth. It calls for a more nuanced approach to assessment, one that goes beyond traditional testing methods and focuses on formative assessment strategies that support learning rather than just measuring it.

In the context of the literature, this finding aligns with theoretical perspectives that emphasize the importance of effective communication and curriculum design in education. The works of educational theorists like Vygotsky, who highlighted the significance of social interaction and communication in learning, support the present result. Empirical studies have shown that well-structured curricula and clear communication strategies positively impact student outcomes. Conversely, the lack of significant predictive power of assessment and evaluation alone is consistent with research suggesting that high-stakes testing may not be the most effective means of promoting learning and development. It underscores the need for a balanced and thoughtful approach to assessment that incorporates various methods, including formative assessment, to better support student progress. Therefore, this finding aligns with existing theoretical and empirical evidence while emphasizing the importance of a multifaceted approach to education.

3.7 Regression Analysis on the Influence of the Domains of Delivery of Services on Learning Development

Table 7 shows the regression analysis on the domains of the delivery of services that significantly predicts learning development among the respondents. The table shows the F-value of 115.350 and p-value of 0.001 which is evidently lower than the 0.05 level of significance. This allows the researcher to reject the null hypothesis. Thus, there is/are domain(s) in the delivery of services that can significantly predict learning development among the respondents. Apparently, both indicators – *online learning* and *modular learning* – have beta values of 0.741 and -0.361, respectively, and p-values that are lower than the 0.05 level of significance. This means that these two indicators of the delivery of services can significantly predict learning development among the respondents.

The R-value of 0.683 specifies a moderately positive correlation between delivery of services and learning development among the respondents. The coefficient of determination, which is 0.466, connotes that only 46.6% of the variation in the delivery of services could be attributed to the learning development that they observed. The rest, 53.4%, is the chance variation which indicates that the delivery of services could be attributed to other factors which are not included in the study.

The finding that certain domains within the delivery of services, specifically online learning and modular learning, can significantly predict learning development among the respondents carries notable interpretations and implications for

Table 7

Regression Analysis on the Influence of the Domains of Delivery of Services on Learning Development

Indicators	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE				
(Constant)	1.702	0.190				
Online Learning	0.833	0.058	0.741*	15.116	0.001	Reject Ho
Modular Learning	-0.299	0.041	-0.361*	-7.373	0.001	Reject Ho
Dependent Variable: Learning Development						
R= 0.683		R ² = 0.466				
F-ratio= 115.350		p-value= 0.001				

educational strategies. Firstly, this result underscores the growing importance of modern educational approaches, such as online and modular learning, in facilitating effective skill development. As these modes of delivery gain prominence, it becomes evident that they can be instrumental in promoting well-rounded learning outcomes. Schools and institutions should consider integrating these approaches into their educational offerings to harness their potential for enhancing students' cognitive, affective, and psychomotor development. Moreover, this finding highlights the adaptability of these methods, which can cater to diverse learning needs and preferences. However, it is essential to ensure that appropriate support and resources are provided to maximize the benefits of these delivery modes.

In the context of literature, this finding aligns with the evolving educational landscape, which has increasingly recognized the potential of online and modular learning. Theoretical perspectives, such as the theory of connectivism proposed by Siemens and Downes, emphasize the role of online resources and networks in shaping modern learning experiences. Empirical research has shown that when implemented effectively, both online and modular learning can lead to positive learning outcomes, offering flexibility, personalized learning pathways, and access to a wide range of resources. Therefore, this finding supports existing theoretical and empirical evidence in favor of incorporating innovative delivery modes into educational practices, reflecting the changing needs and preferences of learners in contemporary education.

4. Conclusions and Recommendations

4.1 Conclusions

Based on the results of the study, the following conclusions are drawn:

1. The level of teachers' performance is high.
2. The level of delivery of services is moderate.
3. The level of learning development is high.
4. There is a significant relationship between teachers' performance and learning development.
5. There is no significant relationship between delivery of services and learning development.
6. Both teachers' performance and delivery of services can significantly predict learning development.
7. Under teachers' performance, only two indicators – communication and curriculum instruction – can significantly predict learning development.
8. Under the delivery of services, both online learning and modular learning, can significantly predict learning development among the respondents.

4.2 Recommendations

The following are the recommendations based on the findings of the study focusing on the items with the lowest ratings in the appended results per indicator.

First, based on the finding that *providing constructive feedback to us* received the lowest mean score under the level of teacher's performance in terms of assessment and evaluation, several recommendations can be made for various stakeholders. For teachers, it is crucial to prioritize the development of effective feedback strategies. They should provide timely, specific, and constructive feedback that helps students understand their strengths and areas for improvement. Additionally, teachers should engage in professional development opportunities to enhance their skills in assessment and evaluation practices. Students can play an active role by seeking feedback proactively and using it as a tool for self-improvement. School administrators should support teachers by providing access to training and resources on feedback techniques and fostering a culture of feedback within the school. Lastly, for other researchers, further investigation into the factors affecting the quality of feedback in educational settings can provide valuable insights for improving the overall learning experience.

Second, based on the finding that *passing a course on the Internet without any teacher assistance* received the lowest mean score under the level of delivery of services in terms of online learning, several recommendations can benefit various stakeholders. For teachers, it is essential to recognize that online learning often requires active facilitation, even if it is more self-directed. Teachers can provide clear guidelines, resources, and a support system for students engaging in online courses. They should regularly monitor progress, offer virtual office hours or discussion opportunities, and ensure students receive guidance and feedback. Students should take responsibility for online learning by setting clear goals, managing their time effectively, and seeking assistance when facing challenges. School administrators should invest in professional development for teachers to enhance their online instructional skills and create an infrastructure that supports a blended or online learning environment. Additionally, administrators can ensure that online courses are designed with the right balance of self-directed learning and teacher guidance. Researchers can further investigate effective strategies for online learning and explore the nuances of teacher assistance in virtual education to improve its effectiveness and support students' success.

Lastly, based on the finding that *feeling their importance in the class through recognition and appreciation* received the lowest mean score under the level of learning development in terms of affective skills, several recommendations can benefit various stakeholders. Teachers must foster a positive and inclusive classroom environment where all student contributions are acknowledged and celebrated. Teachers can promote a culture of appreciation by actively recognizing students' efforts and achievements, whether academically or in character and leadership. Encouraging peer recognition and appreciation can also contribute to a supportive and nurturing classroom atmosphere. Students, on their part, can actively engage in creating a sense of belonging and mutual appreciation by showing respect and gratitude toward their peers and teachers. School administrators should prioritize the importance of practical educational skills and provide resources and training for teachers to cultivate these skills. They can also promote programs and activities that encourage positive student interactions and recognition. Furthermore, researchers can explore the impact of affective skill development on overall learning outcomes and investigate effective strategies for enhancing students' sense of importance and belonging in the classroom to support their emotional and social development.

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