

Teachers' Behavioral Response and Extent of Delivery and Retrieval of Printed Learning Materials

Amy N. Capate^a

amycapate@sksu.edu.ph

EdD-EML Student at Sultan Kudarat State University
 Tacurong City, Philippines

Abstract

This study aims to determine the teachers' behavioral response and extent of delivery and retrieval of printed learning materials. Specifically aims to answer the following questions; what is the socio-demographic profile of the respondents, what is the behavioral response of teachers in the delivery and retrieval of printed learning materials, what is the extent of delivery and retrieval of printed learning materials, is there a significant relationship between teachers' profile and behavioral response in the delivery and retrieval of printed learning materials, is there a significant relationship between teachers' profile and extent of delivery and retrieval of printed learning materials, and is there a significant relationship between teachers' behavior and extent of delivery and retrieval of learning materials. This study is limited to selected Thirty (30) teachers in Bagumbayan area using the descriptive correlational method of investigation and the use of questionnaire to gather data from the respondents of the study. Percentage, Weighted mean were used in finding solutions of the problem. The study revealed that there is a strong or high correlation or a dependable relationship between teachers' behavioral response and extent of delivery and retrieval of learning materials. This was recommended that teachers will embrace the new normal way of their work and give extra love and concern to their duties. Furthermore, strong parents' support as well as the support of the local officials are both helpful in the extent of delivery and retrieval of printed learning materials.

Keywords: Teachers' Behavioral Response, Delivery, Retrieval, Printed Learning Materials

1. Main Text

Introduction

The devastating effects of the COVID-19 epidemic, which had an impact on the economy and the area of education, presented the globe with a new issue. Everyone in the world today needs to be responsive and time-adaptive. The Department of Education has done everything it can to keep kids studying despite the covid-19 epidemic. We chose modular distance learning because internet access is not an option in our location. However, printed learning materials have long been the most popular form of distance education in some regions of the world, particularly in Africa and South Asia. These regions are known for their challenging terrains, poor infrastructure, highly depressed or hard-to-reach populations, and limited financial resources for both human capacity and infrastructure (Buns 2011).

The Department of Education (DepEd) is required to be creative and inventive in delivering excellent education to the learner in a safe way or in compliance with the Health Protocols due to the public health concerns caused by Covid-19. (DepED Order No. 12 S. 2020) In accordance with Article XIV, Sections 1 and 2 of the Constitution of 1987. The responsibility of DepEd is to safeguard and advance the right to elementary and secondary students' access to quality basic education. R.A.'s Executive Order No. 9155 and R.A. No.

10533. Specifically, its DepEd directive on flexible learning and resources, which was issued in accordance with legislative requirement, D.O. No. 21, S. 2019.

The policy guidelines enabled DepEd to provide learning resources in the implementation for the learning modality mode. One of this is a Modular Distance Learning (MDL) to the most deprived places that is not accessible to internet. Teachers are tasked to be responsible of delivery and retrieval of the printed material, and encouraged the learners/parents to return the printed learning materials in a specific time and in the designated place, the teacher adviser or the one in-charge to receive and check the printed learning material, to ensure that it coincides with the name of the learner who received it. This study aimed to determine the teachers' behavioral response and extent of delivery and retrieval of printed learning materials.

Conceptual Framework

The study was anchored to the 1987 constitution stated in Article XIV Sec. 1 and 2, RA 9155 and RA 10533 or the Enhanced Education Act of 2013. The DepEd was mandated to protect and promote the right to access, to qualify basic education accordingly and legally task a learner centered, inclusive more responsive and contextualized K-12 basic education. On the other hand, teachers' behavior response and extent of delivery and retrieval of printed learning materials in Bagumbayan is timely and relevant on the new normal situation in education.

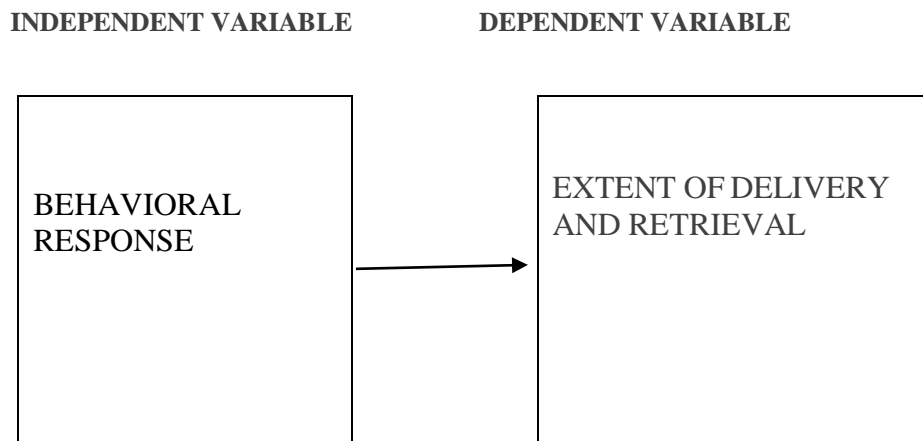


Figure 1. Conceptual Framework of the study

Statement of the Problem

Generally, this study aimed to determine the teachers' behavioral response and extent of delivery and retrieval of printed learning materials in selected schools at Bagumbayan.

1. What is the socio-demographic profile of the respondents in terms of;
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Marital Status
 - 1.4 Length of Service
 - 1.5 School- Home travel
2. What is the behavioral response of teachers in the delivery and retrieval of learning materials?

3. What is the extent of delivery and retrieval of learning materials?
4. Is there a significant relationship between teachers' profile and behavioral response in the delivery and retrieval of learning materials?
5. Is there a significant relationship between teachers' profile and extent of delivery and retrieval of learning materials?
6. Is there a significant relationship between teachers' behavior and extent of delivery and retrieval of learning materials?

Research Methodology

The study used descriptive-correlational research since it assessed the relationships between and among two or more variables (Walinga and Stangor, 2020). This study design determined the teacher's behavioral response and extent of delivery and retrievals of printed learning materials in Bagumbayan. Thirty (30) selected teachers in the different schools in Bagumbayan, Sultan Kudarat was utilized as the respondents of the study. Stratified random sampling was used as sampling technique. The researcher utilized a survey questionnaire made by the researcher based on the develop instrument by Accad (2014). The survey questionnaire undergone content validity by the group of experts. The statistical used in this study include frequency distribution, percentage, mean, and Pearson r correlation.

Results and Discussions

Socio-Demographic Profile of the Respondents

Table 1. Socio-Demographic Profile of the Respondents in terms of Age

Age Interval	frequency (f)	Percentage
53 and above	3	10%
47 - 52	1	3%
41 - 46	9	30%
35 - 40	6	20%
29 - 34	4	13%
23 - 28	7	27%
n=30		$\Sigma = 100\%$

Table 1.1 presents the socio-demographic profile of the respondents in terms of age. The result shows that there are more middle age teachers ages 41 to 46 who are actively at work with the percentage of 30%. According to Joseph Bersin and Tomas Chomorro Presongic 2019 those over the age of 40 are 3 times more likely to create successful company as a result of their patient and their collaborative natures.

Table 2. Socio-Demographic Profile of the Respondents in terms of Sex

Sex	frequency (f)	Percentage
Male	7	23%
Female	23	77%
n=30		$\Sigma = 100\%$

Table 2 presents the socio-demographic profile of the respondents in terms of sex. As shown, 23 or 77% of the respondents were female. This means that majority of the respondents were female. There are less male participants than female teachers. Women out numbering men in all level in education due to mostly of men are working in the construction or in the manufacturing (Courtney Connly, 2020).

Table 3. Socio-Demographic Profile of the Respondents in terms of Years in Teaching

Years in Teaching	frequency (f)	Percentage
32 - 39	1	3%
24 - 31	4	13%
16 - 23	3	10%
8 - 15	11	37%
0 - 7	11	37%
n=30		$\Sigma = 100\%$

Table 3 presents the socio-demographic profile of the respondents in terms of years in teaching. As shown, there were 11 respondents or 37% both with 8-15 and 0-7 years in teaching respectively. This means that majority of the teacher respondents were already spent more years teaching experiences. They have already mastered the system, work description and being capacitated to handle different classes.

Table 4. Socio-Demographic Profile of the Respondents in terms of Marital Status

Marital Status	frequency (f)	Percentage
Single	10	33%
Married	17	57%
Widow	3	10%
n=30		$\Sigma = 100\%$

Table 4 presents the socio-demographic profile of the respondents in terms of marital status. As shown, there were 17 or 57% of the respondents were married while 10 or 33% were single and the rest were widowed. This means that most of them have already settled down and enjoyed their marriage life.

Table 5. Socio-Demographic Profile of the Respondents in terms of Home to School Distance

Travel Time	frequency (f)	Percentage
More than 120 mins.	1	3%
91 mins. – 120 mins.	3	10%
61 mins. - 90 mins.	7	23%
30mins – 60 mins.	13	43%
Less than 30 mins.	6	20%
n=30		$\Sigma = 100\%$

Table 5 presents the socio-demographic profile of the respondents in terms of home to school distance. As shown, about 43% (13 respondents) travelled from their home to school every day at least 30 to 60 minutes, while there are 23% (7 respondents) travelled from their home to school at least 61 to 90 minutes every day. This means that most of the teachers have long distance or their homes were far away from their respective stations. The creativity actually increase when teachers are working away from home, because if teachers are working near their home there are a lot of disturbances like our children (Berezhansky 2020).

Behavioural Response of Teachers in the Delivery and Retrieval of Learning Materials

Table 6. Level of Behavioral Response of Teachers in the Delivery and Retrieval of Printed Learning Materials.

TEACHERS BEHAVIOR	Mean	Description
I feel comfortable in the distribution of printed learning materials	3.3	Almost of the time
I feel satisfied when I finished my delivery of printed learning materials.	3.4	Almost of the time
I feel difficulties of distributing and receiving printed materials.	2.7	Almost of the time
I feel an additional burden to my part to reach the dropping points of distribution and retrievals of printed materials	2.9	Almost of the time
I feel happiness meeting parents during distribution of modules	3.0	Almost of the time
I establish a strong relationship to encouragement parents to support and assist their children in reading and answering the learning materials.	3.6	All the time
I feel humble in encourage parents to be more patients in assisting their children	3.5	All the time
I am patient in dealing parents behavior in receiving and returning learning materials	2.8	Almost of the time
I feel eagerness in contacting parents who have not yet get and returned printed materials	3.5	All the time
I follow health protocols in distributing printed learning materials	3.5	All the time
I feel comfortable in the distribution of printed learning materials	3.3	Almost of the time
Overall Mean	3.2	Almost of the time

Table 6 presents the level of behavioural response of teachers in the delivery and retrieval of printed learning materials. Teachers feel eagerness in contacting parents who have not yet get and returned printed

materials, follow health protocols in distributing printed learning materials and feel humble in encourage parents to be more patients in assisting their children obtained the highest mean of 3.50. This means that teachers all the time manifested their good behaviour responses during the delivery and retrieval of learning material.

The overall mean of 3.2 indicates that most of the time manifested their behavioural responses because there are cases that uncontrollable circumstance soured in the delivery and retrieval like unfilled schedule and missing or lacking modules.

Extent of Delivery and Retrieval of Learning Materials

Table 7. Extent of the Delivery and Retrieval of Learning Materials

Delivery and Retrieval of Learning Materials	Mean	Description
The printed materials match the code to the distribution upon retrieval.	3.1	Almost of the time
The printed pages of the printed material are complete.	3.2	Almost of the time
The printed materials were distributed and retrieved in the designated area.	3.3	Almost of the time
The printed materials are neat and clean.	3.0	Almost of the time
The printed materials delivered in the specified date.	2.7	Almost of the time
The printed modules clear and adhere to the DepEd standard.	3.3	Almost of the time
The printed materials answered by the pupils religiously.	2.5	Almost of the time
The printed Learning materials return on time.	2.7	Almost of the time
The printed materials were safeguard by any form of damage.	2.7	Almost of the time
Overall Mean	2.94	Almost of the time

Table 7 presents the extent of the delivery and retrieval of learning materials. As shown, the overall mean of 2.94 indicates that teachers almost of the time have successfully delivered and retrieved modules to the respective learners and parents. The result implies that delivery and retrieval of modules is one of the responsibilities of the teachers to ensure effective delivery of the modular distance learning in accordance to their work responsibilities and job description performed and tasked given with the school year.

When taken singly, the printed materials were distributed and retrieved in the designated area and the printed modules clear and adhere to the DepEd standard were obtained the highest mean of 3.3 respectively. On the contrary, the printed materials answered by the pupils religiously was obtained the lowest mean of 2.5 described as almost of the time.

All subject areas for all grade levels are covered by the self-learning modules, with the exception of mother tongue, which ought to have been produced in all districts and schools. The proposed time period for the learners' assigned assignments will be supplied. To ensure that students have secured mastery of the learning contents, which is also a crucial prerequisite for success in the following modules, flexibility is accorded to learners with respect to their learning needs, characteristics, and level of understanding when it comes to completing each module. In order to support learners in achieving the most fundamental learning abilities and to assist reinforce the coherence of the curriculum, it is important to monitor student progress and set up a feedback mechanism. For consultation and intervention reasons, timely and appropriate monitoring and feedback must be implemented through a variety of contact points, including text messaging and audio/video conversations, depending on the learner's accessibility. Face-to-face interaction may be used for this purpose if it is practicable and permitted. In the absence of a classroom instructor, family members and other community stakeholders who have received training as learning facilitators will be enlisted to assist students with their academics as needed (Gallano, 2021).

Table 8. Test of Significant Relationship between Teachers' Profile and Behavioral Response in the Delivery and Retrieval of Learning Materials

Predictor	Coefficient	Estimate	Standard Error	t-statistics	ρ – value
Behavioral Response	β_0	5.19	0.61	8.56	0.00
Age	β_1	0.05	0.02	3.03*	0.01
Sex	β_2	0.08	0.23	0.33*	0.22
Marital Status	β_3	0.07	0.21	0.34*	0.28
Years in Service	β_4	0.01	0.02	0.45 ^{ns}	0.66
Travel Time	β_5	0.00		1.36*	0.19

Table 8 shows the test of Significant Relationship between teachers' profile and behavioral responses in the delivery and retrieval of learning materials. Results revealed that the Age, Sex, Marital Status of teachers and Travel Time from home to school is significantly related to the behavioral responses in the delivery and retrieval of learning materials. This also revealed that number of years in service is not significantly related to the behavioral responses in the delivery and retrieval of learning materials.

Table 9. Test of Significant Relationship between Teachers' Profile and Extent of Delivery and Retrieval of Learning Materials

Predictor	Coefficient	Estimate	Standard Error	t-statistics	ρ – value
Delivery &					
Retrieval	β_0	6.60	0.61	10.79	0.00
Age	β_1	0.07	0.02	3.87*	0.00
Sex	β_2	0.27	0.23	1.17*	0.25
Marital Status	β_3	0.03	0.21	0.12 ^{ns}	0.91
Years in Service	β_4	0.00	0.02	0.26 ^{ns}	0.66
Travel Time	β_5	0.00		0.50*	0.34

Table 9 shows the test of Significant Relationship between teachers' profile and extent of delivery and retrieval of printed learning materials. Results showed that teachers' Age, Sex and Travel Time from home to school is significantly related to the extent of delivery and retrieval of learning materials. This also revealed that Marital Status is not significantly related to the extent of delivery and retrieval of learning materials.

Table 10. Test of Significant Relationship between Behavioral Response and Extent of Delivery and Retrieval of printed Learning Materials.

SV	df	SS	MS	F-statistics	ρ – value
Due to regression	1	12.42	12.42	87.64*	0.49
Due to deviation from regression	28	3.97	0.14		
TOTAL	29	16.39			$r^2 = 75.79\%$

*Significant at .05

Table 10 flaunts the Test of Significance of b (regression coefficient) using Analysis of Variance (ANOVA) Technique in Simple Linear Regression Analysis between behavioral response and extent of delivery and retrieval of printed learning materials. Since $F_{\text{statistics}} = 87.64$ is greater than $\rho_{\text{value}} = 0.49$ at 5% level of significance; null hypothesis is rejected and it is concluded that there is a significant relationship between Teachers' Behavioral Responses and extent of delivery and retrieval of printed learning materials. With correlation coefficient $r = 0.87$, this means that there is a strong or high correlation or a dependable relationship between teachers' behavioral response and extent of delivery and retrieval of printed learning materials. It also conveyed that 75.79% of the variation on the behavioral response of teachers is being explained by the variation on the extent of delivery and retrieval of learning materials.

Conclusion

The result of the study shows that out of thirty (30) teachers or respondents mostly of them are in the Middle Ages range from 41 to 46 with the percentage of 30%, there are more females than males and mostly of them are married, there are 37% of teachers ages 8 to 15 years in the services and concerning to their behavioral response the overall mean is 3.2 which is almost of the time the extent of delivery and retrievals the overall mean is 2.94 which is almost of the time. The demographic profile reveals that except the length of service is significantly related to the behavioral response in the delivery and retrieval of learning material. In some point the demographic profile of the teacher except marital status is significantly related to the extent of delivery and retrieval of learning materials.

Finally, the study revealed that there is a significant relationship between behavioral response and extent of delivery and retrieval of printed learning materials with the $r = 0.87$ this mean that there is a strong or high correlation or dependable relationship between teachers' behavior response and extent of delivery and retrieval of printed learning materials.

Recommendations

It is recommended that teachers will exert more effort to be more responsive and adaptive to the demand of time, especially at this time of pandemic where Delivery and Retrieval of modules from the learners is much needed. Support from the parents is very much appreciated and also from our local government officials for the extent of delivery and retrieval of printed learning materials. It is further recommended for the strong support of the central office to the teachers, especially to their financial needs from the production to the delivery of modules.

References

- Aaron, Temperly, Barrar and Feong. (2007). University of Aucland, Teacher Professional Learning and Development
- Bernard J (2020) acting cost, Deped says should rely less his on printed modules for distance learning ABS CBN news [http: news abs-cbn com/news 9/10/20 costing cost dep-ed say](http://news.abs-cbn.com/news/9/10/20/costing%20cost%20dep-ed%20say)
- Bens Magsambol. (2020). Multi media Rapler magazine
- Benge, A. (n.d) How to design effective teaching modules UACCESS
- Berezhansky P .(2020). Vice Pres. Of product and creative Powtoon , How working remotely Is making us more creative
- Cariño EL (2020) instruction and timelines in the preparation of learning activity sheets (LAS)
- DepEd. (2020). D O-#12.s.2020 adoption of the BE Learning continuity plan (BE-LCP) for school year 2020, 2021
- DepEd. (2020). D.O.19 – s. 2019. Policy Guidelines k-12 Richard J Galano;
- Gallano, Richard J. (2021). Preparations for the modular distance learning (printed) amid the covid-19 pandemic: Assessment of public junior high school mathematics teachers' experiences. International Journal of Research Publications (IJRP.ORG), 74(1). 35-48. <http://www.ijrp.org/>
- Hlego, M.A (2020) DepEd learning modalities for school year 2020-2021/ teacher PH. [http; www,deped.gov.ph](http://www.deped.gov.ph).
- Malipot M.H. (2020) DepEd assures safety protocols in place of delivery of self- learning modules
- Manila Bulletin [http: Iiwib.gov.ph](http://Iiwib.gov.ph). deped. assures safety protocols in place in delivery of self-learning materials.
- Mary Buns (2011). Washington D.C.Education Development Center Incorporated

Milderd F. Accad, 2014 Sedreo of the DEERSurvey March 2014

PHILIPPINES CONSTITUTION 1987

R A 10533 Enhanced basic Education At of 2013