

Analyzing Student Performance and Assessing Teachers' Competencies in Modular Distance Learning as a Foundation for Language Learning and Development

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Abstract

This research examines the proficiency of instructors and the academic progress of students engaged in modular distance learning, with a particular focus on English language development. Modular remote learning has gained popularity due to its adaptability across diverse educational contexts. However, it is crucial to evaluate educators' instructional abilities within this medium and monitor students' language acquisition and advancement. Instructors in modular distance learning are assessed based on their competence in delivering English instruction using modular materials, their effective utilization of technology, their facilitation of student communication and interaction, their provision of timely feedback, and their capacity to adapt teaching methods to accommodate diverse learners. Enhancing English language education necessitates a thorough understanding of instructors' strengths and areas where they can improve. Additionally, the study assesses the performance of students engaged in modular remote learning. It evaluates students' comprehension of the English language, their communication skills, and their language development. This assessment enables educators to identify any learning gaps and propose targeted solutions to support students' progress.

By evaluating instructors' competencies and analyzing students' performance, it becomes possible to design and implement effective instructional strategies, personalized interventions, and supportive resources tailored to the needs of modular distance learning students. Ultimately, this research ensures that students receive a quality English language education within a digital learning environment.

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1. INTRODUCTION

The COVID-19 pandemic, commonly referred to as the coronavirus, has resulted in a significant loss of lives. Consequently, numerous individuals have had to make significant adjustments to their daily routines, including missing school or work. People are swiftly adapting by avoiding crowded and poorly ventilated places, as well as maintaining a safe distance from others in public settings (Xiaohui et al., 2022). In response to these challenges, some Asian countries are transitioning to a new educational paradigm that places less emphasis on face-to-face interactions. Even in the midst of the pandemic, educators, researchers, and other stakeholders have committed to the continuation of modular learning. This commitment is mandated by the Department of Education, which requires students to have access to distance learning modules (German et al., 2022). Notably, a Department of Education survey found that the majority of public-school students prefer modular remote learning (Magsambol, 2020). At its core, remote modular education revolves around customized printed learning modules tailored to each student's individual interests and needs. Teachers provide these self-study modules to parents or guardians responsible for overseeing their students' education outside the traditional classroom environment. Students are expected to complete these assignments before a designated retrieval date. Home visits by teachers serve as an effective means of establishing connections with students and their families. This technology also has the potential to help teachers engage with parents and assess students' grasp of specific topics, as highlighted by Yulianti et al. (2022). In cases where scheduling conflicts arise, teachers may even visit students' homes to provide instruction. Given that many educators are not well-versed in modular learning, there is a need for support in its implementation (Culp-Roche et al., 2021). The repercussions of the pandemic pose a threat to the academic success of today's students. Despite these challenges, students persevere in their educational pursuits, striving for self-improvement. Researchers are keenly interested in evaluating teachers' capabilities and their students' performance. As the shift towards Modular Distance Learning becomes more pronounced, educators must be adequately prepared both technologically and pedagogically (Culp-Roche et al., 2021). It is worth noting that students' financial circumstances vary widely, particularly when it comes to acquiring mobile phones for educational purposes (Magsambol, 2020). Unfortunately, not everyone has access to such devices. This disparity has contributed to the widespread adoption of modular education in both public and private educational institutions.

2. STATEMENT OF THE PROBLEM

A current research inquiry is exploring whether the adoption of remote learning modules could lead to improved learning outcomes for young children, specifically those in kindergarten. The study's foundational assumption posits a link between the level of preparedness exhibited by educators, their classroom effectiveness, and the academic achievements of their students. The findings from this investigation will contribute to the development of an intervention strategy. Additionally, the study aims to address the following interconnected issues:

1. What is the current standing of teachers concerning their preparedness for the modular remote learning approach, encompassing both technological and academic readiness?

2. How do teachers' Individual Performance Commitment and Review Forms (IPCRFs) compare to other evaluation criteria for assessing their effectiveness, including the design and assessment of lessons, proficiency in subject matter, consideration of classroom dynamics and student diversity, and the calculation of weighted student averages?
3. Is there a discernible relationship between teacher effectiveness and General Weighted Averages (GWAs) when implementing the modular model for distance learning?
4. Finally, what recommendations for training and professional development can be derived from the research findings?

3. METHODOLOGY

3.1 Research Design

This study employed questionnaires within a descriptive-correlational research framework. Descriptive research designs were utilized to assess and describe teachers' technical and pedagogical preparedness as well as their job performance. Additionally, a correlational approach was employed to investigate potential relationships between teachers' technical and pedagogical readiness, students' overall academic performance (as measured by their general weighted average), and teachers' effectiveness in their roles.

3.2 Respondents and Sampling Procedure

In the university, there were a total of 156 students and 12 teachers or advisers who participated in the study. The researcher employed a stratified sampling approach to select the required number of students from this pool of potential respondents (Nurtanio & Herwin, 2022). This method involves dividing the population into distinct strata or subgroups, with consideration given to the geographical location of the respondents. These subgroups often naturally form based on various factors, such as company size, gender composition, and job titles, and are commonly utilized in organizational settings. Stratified sampling is particularly useful when dealing with a large and diverse population, as it aims to ensure that each subgroup is adequately represented for a more comprehensive analysis of the research (Xiao et al., 2018).

3.3 Data Gathering Instrument

Questionnaires serve as a tool for evaluating the technical and pedagogical proficiency of educators. The provided survey form includes explicit prompts to ensure optimal understanding among respondents. Furthermore, academic outcomes are leveraged to explore the correlation between teachers' preparedness and students' accomplishments. Prior to data collection, the research office and the University Dean granted approval for all data-gathering instruments. Their feedback and adjustments were incorporated into the revised tools before the subsequent validation phase.

3.4 Data Gathering Procedure

The entire study spanned a duration of three months, and several strategic steps were implemented to streamline the data collection process. Initially, an approval letter signed by both the University Dean and the professors of the first-year college students participating in the study was submitted. The next phase focused on communication with the parents of the respondents, seeking their permission to access their children's academic records. Clearance from relevant authorities was obtained, and consent letters were distributed to the respondent's parents to ensure compliance with data protection regulations and ethical considerations. Once permission was secured, surveys containing research-related inquiries were dispatched to the participants. Collaborating with a statistician, the collected data underwent meticulous tabulation, sorting, cleaning, and

rigorous statistical examination. Subsequently, an intervention plan was formulated based on the study's outcomes. The researcher introduced themselves and the study to the volunteers, adhering to all ethical guidelines governing the study's moral conduct. Throughout the study, strict adherence to ethical regulations was maintained, and the collected information was analyzed using descriptive correlation techniques.

3.5 Statistical Treatment

The demographic characteristics of the respondents were scrutinized through the application of descriptive statistics, which encompassed frequency counts and percentages. The researcher employed the Pearson "R" scale to assess the gathered data, with a single survey designed for teachers to complete. To ensure a representative sample, a stratified sampling method was employed to select participants, encompassing students and faculty members ranging from first-year students to seniors in college.

4. RESULTS AND DISCUSSION

4.1 Teachers' and Students' Ability to Use Technology

Table 1 presents the evaluations provided by teachers regarding students' technical readiness for modular remote learning. The data indicates that educators possess a moderate level of competence in utilizing technology within the context of modular remote learning, as evidenced by a mean category score of 3.12 (SD = 0.39). Consequently, it is evident that teachers do possess relevant technical skills related to technology usage. However, educators who are less familiar with the pedagogical and technical aspects of remote learning may feel unprepared to effectively facilitate teaching and may require assistance in these domains (Culp-Roche et al., 2021).

Several studies (Dehghan et al., 2022; Anisa et al., 2022) have highlighted the increasing exploration of Learning Management Systems (LMSs) in educational settings. According to research findings (Almusawi et al., 2021; Bo Zhao et al., 2022), it is imperative for teachers to acquire comprehensive knowledge and practical experience with Information and Communication Technologies (ICTs) to successfully integrate them into their instructional practices. To enhance the integration of ICTs in the classroom and to reach a broader spectrum of students, it is recommended that instructors engage in additional training and professional development initiatives (Bauwens et al., 2020; Yifeng et al., 2022).

Table 1. Teachers' and Students' Ability to Use Technology

Statement	Mean	Standard Deviation	Descriptive Interpretation
At home, I use a laptop or desktop computer with internet access.	4.00	0.74	Frequently
I have a laptop or desktop computer at home but need internet access.	2.33	1.23	Seldom
I am using my laptop or desktop computer, but there is no internet signal in the area.	2.42	1.24	Seldom
I have a mobile device but no internet access.	2.83	.58	Sometimes
At home, I have a smart or LED TV with cable access.	3.67	.98	Frequently
I have taken Distance Learning classes.	3.75	.45	Frequently
I am competent in using email	2.75	1.22	Sometimes
I am familiar with blogs.	2.50	1.09	Seldom
Google Classrooms, Edmodo, Blackboard Learn, Moodle, Canvas, Talent LMS, Showbie, and Brightspace are all learning management systems that I am familiar with.	3.42	.67	Frequently
Google Classrooms, Edmodo, Blackboard Learn, Moodle, Canvas, Talent LMS, Showbie, and Brightspace are among the learning management systems that I am familiar with.	3.17	.58	Sometimes
I can create online assessment tools.	2.83	.58	Sometimes

I am capable of facilitating online services such as chatting and forums.	3.33	.49	Sometimes
I can post my lessons and classroom activities on the internet.	3.08	.90	Sometimes
I am capable of creating electronic learning activities.	3.08	.51	Sometimes
Category Mean	3.12	0.39	Sometimes

Legend: 4.20-5.00: Almost Always/ Very High Extent, 3.40-4.19: Frequently/ High, Extent 2.60-3.39: Sometimes/Moderate, 1.80-2.59: Seldom/ Low Extent, 1.79: Rarely/ Very Low Extent

4.2 Teacher Competence in Pedagogy

Table 2 presents the outcomes of the assessment conducted to gauge the preparedness of Teacher-Respondents in utilizing modular distance learning. The data illustrates that instructors from the selected schools generally exhibited a pedagogically proficient level, with a mean score of 3.74 (SD = 0.38). This finding indicates that educators are enthusiastic about sharing their expertise in utilizing technological tools within the educational environment. Additionally, the data revealed a significant level of involvement from parents and the community in the context of modular or online learning. In situations where a classroom teacher may be absent, it is advisable to consider involving family members and other community stakeholders who have received training as learning facilitators to support students (Zhong & Rohaya, 2022).

Table 2. Teacher Competence in Pedagogy

Statement	Mean	Standard Deviation	Descriptive Interpretation
I can use technology to help me teach.	3.67	.65	Frequently
I am acquainted with methods for incorporating technology into the curriculum.	3.50	.52	Frequently
Digital curriculum is just as rigorous as printed curriculum.	4.00	.60	Frequently
High-quality learning experiences can occur even without direct interaction with students.	3.42	.51	Frequently
Interaction and collaboration among students can be used to teach and learn.	4.08	.29	Frequently
I understand that parental and community involvement are critical components of digital curriculum.	4.58	.51	Almost Always
I encourage my students to bring their life experiences into the classroom and create activities based on them.	4.08	.67	Frequently
I feel at ease communicating online and confident in conveying my message.	3.33	.65	Sometimes
In a technologically enhanced classroom, I can effectively manage my time.	3.50	.52	Frequently
I can identify appropriate digital platforms.	3.25	.45	Sometimes
Category Mean	3.74	.38	Frequently

Legend: 4.20-5.00: Almost Always/ Very High Extent, 3.40-4.19: Frequently/ High Extent, 2.60-3.39: Sometimes/Moderate, 1.80-2.59: Seldom/ Low Extent, 1.79: Rarely/ Very Low Extent

4.3 Content Knowledge and Pedagogy of Teacher-Respondents

Table 3 presents a comprehensive overview of the subject matter expertise and instructional proficiency exhibited by instructors engaged in modular online courses. The educators who participated in the survey demonstrated an average expertise level of 4.58 (with a standard deviation of 0.51). Consequently, despite the challenges posed by the pandemic, respondents continue to apply their considerable expertise in their respective fields and teaching methodologies within the realm of modular distance education. This observation is consistent with prior research conducted by (Akyuz, 2018; Fauzi et al., 2022) that focused on the implementation of TPACK (Technological Pedagogical and

Content Knowledge)-based hyper content modules in online courses. These modules have previously undergone rigorous testing and validation in traditional classroom settings, consistently yielding improvements in students' academic performance.

Table 3. Content Knowledge and Pedagogy of Teacher-Respondents

Statement	Mean	Standard Deviation	Interpretation
I use learning material inside and beyond curricular teaching areas and modular-based education to boost students' reading and numeracy abilities).	4.58	.51	Almost Always

Legend: 4.20-5.00: Almost Always/ Very High Extent, 3.40-4.19: Frequently/ High Extent, 2.60-3.39: Sometimes/Moderate, 1.80-2.59: Seldom/ Low Extent, 1.79: Rarely/ Very Low Extent

4.4 Ecology of Education and Student Variety

Within Table 4, the evaluation of respondents' proficiency in handling learners' behavior yielded a commendable mean score of 4.18, with a standard deviation of 0.72. This data underscores the teachers' continued ability to effectively manage various learner behaviors even in the midst of a pandemic. In the contemporary educational landscape, educators encounter substantial complexities arising from the diversity among learners. To address this challenge, teachers must possess a repertoire of instructional strategies and employ culturally responsive pedagogy. A crucial step in this process involves gathering information about the unique backgrounds of their students to enable more personalized and effective instruction (Adisel et al., 2022).

Table 4. Learning Environment and Diversity of Learners of Teacher-Respondents

Statement	Mean	Standard Deviation	Interpretation
(I monitor student attitudes positively via non-threatening punishment to maintain a learning-centered classroom.)	4.18	.72	Frequently

Legend: 4.20-5.00: Almost Always/ Very High Extent, 3.40-4.19: Frequently/ High Extent, 2.60-3.39: Sometimes/Moderate, 1.80-2.59: Seldom/ Low Extent, 1.79: Rarely/ Very Low Extent

4.5 Curriculum Planning of Teacher-Respondents

Curriculum planning survey questions are used to assess whether or not educators are taking the time to think through and use effective methods of instruction.

Table 5. Curriculum Planning of Teacher-Respondents

Statement	Mean	Standard Deviation	Interpretation
In order to satisfy the needs of the curriculum and a variety of classroom settings, I engage in the process of curriculum planning, which entails the following statements:	3.58	.51	Frequently

Legend: 4.20-5.00: Almost Always/ Very High Extent, 3.40-4.19: Frequently/ High Extent, 2.60-3.39: Sometimes/Moderate, 1.80-2.59: Seldom/ Low Extent, 1.79: Rarely/ Very Low Extent

Table 5 provides insights into how educators structure their lessons when utilizing remote learning modules. The findings reveal that the median level of curriculum planning stands at 3.58, with a standard deviation of 0.51. This data suggests that despite the challenges posed by the epidemic, instructors have managed to effectively implement their modular learning plans. The primary objective of curriculum planning is to ensure the efficiency of the educational system, ultimately enhancing collaboration between instructors and students (Brevik et al., 2019; Irwan et al., 2022). It's worth noting that the depth of the

curriculum is influenced by factors such as the facilitator's experience, position, and breadth of expertise (Moote et al., 2019).

4.6 Assessment and Reporting of Teacher-Respondents

Survey questions related to assessment and reporting are designed to assess teachers' performance in administering assessments that align with the learning objectives. The evaluations and outcomes of Teacher-Respondents are presented in Table 6. The data has been categorized as frequently occurring, with a mean score of 3.92 and a standard deviation of 0.90. These results indicate that instructors often evaluate students' progress within the context of modular education. To effectively implement criteria for assessment and reporting, it is imperative to enhance teachers' assessment literacy and refine assessment procedures (Rebels & Pierre, 2019). As an illustrative example, we can refer to an extensive study conducted on Standards-based reform in the middle school years.

Table 6. Assessment and Reporting of Teacher-Respondents

Statement	Mean	Standard Deviation	Interpretation
I plan, choose, and implement assessment methods (diagnostic, formative, and summative) that align with the course's objectives.	3.92	.90	Frequently

Legend: 4.20-5.00: Almost Always/ Very High Extent, 3.40-4.19: Frequently/ High Extent, 2.60-3.39: Sometimes/Moderate, 1.80-2.59: Seldom/ Low Extent, 1.79: Rarely/ Very Low Extent

4.7 Standardized Distribution of Modular Distance Learning Mode Students

Table 7 presents the average student-to-instructor ratio at the University for the academic year 2022-2023. The student population spans from first-year students to seniors. Among the students who participated in the survey, 87% achieved General Weighted Averages (GWAs) falling within the range of 85 to 89, while 13% attained GWAs between 70 and 74. Notably, no students received GWAs within the 75 to 79 range, and none fell within the 90 to 100 range. The unforeseen and widespread impact of COVID-19 has underscored the continued need for students to prepare for active engagement in modular distance learning or online instruction. Modular remote learning has proven to be a viable approach, ensuring that students receive a comprehensive education. Research (Amiruddin et al., 2022) has shown that students encounter challenges when studying in the absence of direct professorial guidance. Furthermore, students possess varying levels of intellect and comprehension. However, Amiruddin et al. (2022) emphasize that students can effectively learn and progress at their own pace through access to educational materials in Self-Learning Modules, coupled with ongoing instructor support.

Table 7. General Weighted Average of Learner Respondents

DESCRIPTORS	Score Range	Frequency (n=156)	Percentage
Outstanding	91-100	0	0
Very Satisfactory	86-90	135	87
Satisfactory	81-85	21	13
Fairly Satisfactory	76-80	0	0
Poor/Did not meet expectations	Below 76	0	0
Mean Grade= 86.57 SD= 0.36	Total	156	100

4.8 Teacher Effectiveness and Students' Technical Competence

In Table 8, the calculated P value of 0.084 suggests the absence of a significant correlation between instructor effectiveness and technical proficiency. Consequently, we accept the null hypothesis, indicating that there is no substantial difference between

teachers' performance and their level of technical readiness. This implies that instructors' effectiveness does not appear to be closely tied to their degree of technical preparedness. While this study did not uncover a significant connection between preparation and performance, it prompts further exploration into this matter. The lack of statistical significance could potentially be attributed to factors that were not considered in this investigation. (Rajak & Shaw, 2021; Fauzi et al., 2022), the data indicates a high degree of technology adoption among the respondents, particularly in areas related to training and courses, training program design and support, and facilities. Despite this favorable stance towards technology, it is noteworthy that teachers still require preparation for effectively integrating mobile phones into the classroom. Given the limited sample size of only 12 participants in this study, it is advisable to conduct similar research with larger cohorts to validate and reinforce the findings.

Table 8. The Relationship between Teachers' Performance and Technical Readiness

Variables	Mean	R	P-value
teachers' performance	4.07	-.519	.084 ns
technical readiness	3.11		

*= significant at 0.05 level; ns=not significant at 0.05 level NOTE: All other variables are not significant

4.9 Modular Distance Learning: How Instructor Effectiveness Relates to Students' Weighted Averages

Table 9 presents data indicating the absence of a correlation between instructors' effectiveness and students' academic achievement, both before, during, and after the introduction of modular learning. The correlation coefficient (R-value) stands at 0.425, with a p-value of 0.168, suggesting a weak and non-significant connection between these two variables. This implies that the effectiveness of instructors appears to be unrelated to the academic success of students within the classroom. Therefore, in situations where a classroom instructor is not present, it is advisable to consider involving family members and other community stakeholders who have received training as learning facilitators to provide necessary instructional support (Zhong & Rohaya, 2022).

Interestingly, this result suggests that students can achieve high grades, as indicated by their mean score of 86.57 (with a standard deviation of 0.56), irrespective of the instructors' competence in delivering modular distance learning. The findings also highlight the effective supervision and assistance provided by parents to the participants during their home-based modular learning experiences. While this study did not establish a significant association between instructors' performance and students' overall weighted average, it prompts further investigation to explore the potential differences that may exist in this regard, despite the current findings.

Table 9. The Relationship between Teachers' Performance and the General Weighted Average of Students on Modular Distance Learning Modality

Variables	Mean	R	P-value
teachers' performance	4.07	.425	.168 ns
Students General Weighted Average	86.58		

*= significant at 0.05 level; ns=not significant at 0.05 level NOTE: All other variables are insignificant.

4.10 Implementation of a Study-Informed Learning and Improvement Strategy

The suggested intervention program for faculty at the university is laid out in Table 10. After collecting and evaluating the data, the researcher develops the interventions to aid the educators and students.

Table 10. Learning and Development Program for Teachers

Program	Objectives	Steps to be Taken	Persons Responsible	Time Frame
Improving Teachers' Teaching Competencies to Enhance Learners' Performance in Modular Distance Learning Modality	Improve the effectiveness of educators in the classroom regarding subject matter and pedagogy, classroom setting and student diversity, instructional materials, evaluation, and documentation.	Seminars Training Workshops	Principal Teachers/Advisers The Researcher	4 th Quarter

5. CONCLUSION

The primary aim of this research was to evaluate the quality of education at an Asian university and investigate the relationship between teacher effectiveness and student academic performance. In summary, the study's outcomes underscore the significance of scrutinizing student achievements and teacher proficiency within the context of modular distance learning, particularly concerning the acquisition and enhancement of English language skills. To fully harness the potential of modular distance learning, it is essential to consistently assess the progress made by both instructors and students. Teachers' competencies are gauged based on their ability to cater to the diverse needs of their student body, considering their knowledge, pedagogical skills, content delivery, and integration of technology. Enhancing the proficiency of English language educators can be achieved through deeper expertise in their subject matter and recognizing their potential for growth. One-way teachers can gauge their students' English language development is by assessing how effectively students apply what they have learned in the classroom. By closely monitoring students' progress and offering relevant feedback, educators can help students overcome potential learning obstacles. This study contributes valuable insights to the body of literature concerning the impact of modular distance learning on second language acquisition. The data collected through assessments of teacher competence and student accomplishments can be used to refine teaching methodologies, customize interventions, and optimize supplementary educational resources. Ultimately, the overarching objective of this research is to enhance the quality of English instruction, equipping today's students to excel in an educational landscape increasingly dominated by technology. Continual improvement in the teaching and learning processes of modular remote learning has the potential to enhance their effectiveness and accessibility.

6. RECOMMENDATIONS

Based on the findings derived from this study, several recommendations can be put forth to enhance the quality of teaching and learning within the framework of modular distance learning for English language acquisition at the University in the Asian country:

1. Continuous Professional Development (CPD) for Teachers: Establish a robust CPD program aimed at elevating teachers' competencies in modular distance learning. Provide avenues for educators to enhance their proficiency in pedagogy, content delivery, and technology integration. This approach will empower them to effectively address the diverse needs of their students and stay abreast of the latest instructional methodologies.

2. **Individualized Support for Teachers:** Extend personalized support and mentorship to English language instructors to further cultivate their expertise and target specific areas of improvement. This may involve granting access to resources, facilitating workshops, and fostering collaborative learning communities to foster their professional growth.
3. **Formative Assessment Strategies:** Encourage the regular implementation of formative assessment strategies by teachers to continually monitor students' progress and furnish timely feedback. This proactive approach will aid in identifying learning gaps and enable teachers to design tailored interventions that cater to individual student needs.
4. **Student-Centered Approaches:** Advocate for student-centered approaches within the realm of modular distance learning, wherein students actively engage in the learning process and assume responsibility for their language development. Promote collaborative activities, project-based learning, and interactive discussions to foster effective language acquisition and application.
5. **Technology Integration:** Offer comprehensive training and support to educators to proficiently integrate technology tools and resources into their instructional practices. This encompasses harnessing online platforms, multimedia materials, and interactive applications to enrich language learning experiences, encouraging meaningful communication, and fostering interactive engagement.
6. **Research and Evaluation:** Promote a culture of ongoing research and evaluation within the modular distance learning program. Concentrate on assessing the effectiveness of instructional strategies, monitoring student outcomes, and comprehensively evaluating the program's impact on English language acquisition. This iterative approach will facilitate the identification of areas for enhancement and inform evidence-based decision-making.

Implementation of these recommendations holds the potential to substantially enhance the efficacy of modular distance learning for ESL students. The university's capacity to equip its students with the requisite language skills necessary for success in today's technology-driven, globalized world hinges on its commitment to continuous development and innovation.

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