

Academic Performance of Grade 9 Students in San Guillermo National High School, San Marcelino Zambales Using Teacher Coaching in Modular Learning Approach

Christine Joy A. Leano

Teacher I, Taltal National High School, Department of Education-Philippines

Abstract

This study assessed the level of effectiveness of teacher coaching in the modular learning modality as an approach to improve academic performance of Grade 9 students in San Guillermo National High School, San Marcelino, Division of Zambales during S.Y. 2021-2022.

Teacher coaching, unlike any conventional or cognitive models, delivers feedback at the point of instruction. Whether it's changing classroom culture or improving instructional strategy, we see results in as little as one week.

The present study focused on the academic performance of the students prior to, and after implementing Teacher Coaching in the Modular Learning Modality. This study utilized the experimental research design from the sample of fifty (50) Grade 9 student-respondents.

Findings revealed that the academic performance of the grade 9 students before the implementation of Teacher Coaching resulted to a descriptive equivalent of Did Not Meet Expectation, while the academic performance of the same group of students after the implementation of Teacher Coaching was Satisfactory. The t-test result found a highly significant difference on the pre-test and post-test performances of the students learning through the use of teacher coaching in the modular learning modality. These results show how the academic performance of the grade 9 students were improved using teacher coaching.

The acceptability and usefulness of using teacher coaching in the modular leaning modality were very evident as shown in the results. This study suggested that for better understanding and comprehension, the use of teacher coaching in Filipino is highly encouraged; that the teachers are encouraged to provide more reading activities to students written in Filipino and be provided with dictionaries and meaning for Filipino words beyond comprehension and for better understanding; to conduct an in- service capability program in order to enhance the competence of teachers in using teacher coaching as an intervention program to improve student academic performance.

Keywords: Teacher Coaching, Modular Learning Approach

1. Introduction

Today's situation in educational system all over the world poses a lot of challenges. COVID-19 pandemic brought us questions not just on how the economy will survive but also how our education will continue. With the theme "Education in a Post-COVID-19 World, the first SEAMEO e-forum provided a platform for education leaders and experts to share their knowledge and solutions on how to manage the effects of COVID-19 on the education landscape in Southeast Asia (Manila Bulletin, 2020).

According to the Manila Bulletin article DepEd: No Filipino learner will be left behind, Education Secretary Leonor Briones cited that the first principle that we adhered to and which we are committed to, in compliance with the President's directive is to protect the safety, health, and well-being of our learners, teachers and personnel and to prevent further transmission of COVID-19. But at the same time, we want to ensure learning continuity, our battle cry is [that] learning must continue.

Aside from Briones, education ministers from Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Timor-Leste, Thailand and Vietnam, also shared their education frameworks and innovations to frame the new normal in education and laid out their preparations for the opening of classes in their respective countries. The basic choice for us is this COVID-19 will be with us for some time, a year and likely longer, until a vaccine is found. We cannot afford to keep schools closed for such a long time because it has a significant long-term impact on our children. It has been a tough period for every school system in the world but there is a silver lining in every dark cloud. School systems in many countries have had to adjust to blended forms of learning in response to the pandemic, using the internet, TV, and even radio as alternated platforms for students to gain access to education resources (Manila Bulletin as cited by Ong, 2020). As they recognized the efforts made by the educators and education stakeholders in member countries, the ministers expressed hope that by sharing education strategies, "no Southeast Asian learner is left behind" especially in these unprecedented times (Manila Bulletin, 2020).

The reopening of classes has been the subject of many debates. No matter how much the parents would like their children to continue schooling, there are still factors to consider before going into this. Many lost their livelihoods due to the pandemic. Many suffered from stress and anxiety. In the United States: Interview Survey Study, out of 195 college students, 138 (71%) indicated increased stress and anxiety due to the COVID-19 outbreak. Multiple stressors were identified that contributed to the increased levels of stress, anxiety, and depressive thoughts among students. These included fear and worry about their own health and of their loved ones (177/195, 91% reported negative impacts of the pandemic, difficulty in concentrating (173/195, 89%), disruptions to sleeping patterns (168/195, 86%), decreased social interactions due to physical distancing (167/195, 86%), and increased concerns on academic performance (159/195, 82%). The findings of their study highlight the urgent need to develop interventions and preventive strategies to address the mental health of college students (Son et. al, 2020)

Education is really a thing to everybody, especially to our young learners who have the power to change the world someday. But how can we be sure of quality in education in this time of pandemic? COVID-19 pandemic is now reshaping our education here in the Philippines and in other countries. It welcomes the rise of different educational platforms in continuing the teaching and learning process. The use of

online learning and modular learning helps both the parents, students and teachers to still monitor the learning progress.

Kang as cited by Sumnar (2021) distance education has a long history; the first attempts at distance learning were made during the nineteenth century when print –based course materials were sent to learners through the postal service. More recently, the second generation of distance education involved a combination of multimedia (such as radio, television, cassette tapes, and CD-ROMs) and print materials. The third generation of distance learning is internet-based.

In an online learning, we have a lot of applications to be used both by the students and teachers. Some of these are Microsoft Teams, Google Classroom, Edmodo and Khan Academy. These applications provide an online classroom so students and teachers can find new ways to continue to focus on learning. This method of acquiring knowledge is very helpful but not applicable to all our Filipino students. Buying a laptop, computer, or even a tablet or mobile phones plus securing an internet connection aren't something all Filipino parents can easily do for their children no matter how much they would like to.

Aside from online learning, Modular Learning is the most popular type of Distance Learning. In the Philippines, this learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bernardo, 2020). This is also in consideration of the learners in rural areas where internet is not accessible for online learning.

The teacher takes responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d.). Printed modules will be delivered to students, parents or guardians by the teachers or through the Local Government Officials.

More than 40% of all full-time secondary educators have some coaching responsibility (Fletcher, 2013). These educators are referred to as teacher-coaches (TCs). It has often been said that good coaches are good teachers. Indeed, good coaches teach their players how to practice, manage their time, work with their teammates, handle adversity, etc. Good coaches are able to motivate their pupils because they form deep relationships with them. A good coach knows when to step in and when to step back. The point is that a good coach knows what buttons to push because she or he has an intimate relationship with his players. That is when the most effective classroom teaching occurs, too.

Significance of the Study

The significance of the study on Using Teacher Coaching in the Modular Learning Approach to Improve Academic Performance of Grade 9 Students to the following groups of people:

School Administrators. Findings on this study provided the school administrators plan of action that is essential to address the problems regarding the effect of teacher coaching in the use of modular learning modality in students' academic performance.

Stakeholders. Stakeholders may also benefit from the results. Through the data obtained, stakeholders determined their role for the school to provide appropriate means to overcome the effect of modular learning modality to the grade 9 student's academic performance.

Students. The students are the recipients of the benefits if the effect of teacher coaching on the use of modular learning modality in their academic performance clearly identified and overcome.

Teachers. Teachers benefit from the results. Through these data, the effect of teacher coaching on the use of modular learning modality in grade 9 students' academic performance and how it may affect the future scenarios in the four-cornered 21st century classrooms was clearly understood.

Statement of the Problem

This study assessed the effectiveness of using teacher coaching in the modular learning modality as an approach to improve academic performance of Grade 9 students in San Guillermo National High School, San Marcelino, Division of Zambales during S.Y. 2021-2022

Specifically, the researcher sought to answer the following questions:

1. What is the level of academic performance before the teacher coaching be described in the following areas in learning Filipino:
 - 1.1. Istrukturang Wika;
 - 1.2. Gramatika; and
 - 1.3. Panitikan?
2. Is there significant difference on the level of academic performance of Grade 9 students in the Pre-test and Post-test assessment along the three learning areas in Filipino:
 - 2.1. Istrukturang Wika;
 - 2.2. Gramatika; and
 - 2.3. Panitikan?
3. Is there significant difference on the level of academic performance of Grade 9 students in the Pre-test assessment along the three learning areas in Filipino?
4. Is there significant difference on the level of academic performance of Grade 9 students in the Post-test assessment along the three learning areas in Filipino?
5. What intervention plan may be proposed based from the findings of the study?

Scope and Limitation

This study determined the effectiveness of using teacher coaching in the modular learning approach to improve the academic performance of Grade 9 students in San Guillermo National High School, San Marcelino, Division of Zambales during S.Y. 2021-2022.

The researcher utilized the experimental research design with researcher-made questionnaire as the main instrument in gathering data from the sample of fifty (50) Grade 9 students of San Guillermo National High School.

The study determined the level of academic performance during the pre-test and post-test assessment along the three (3) learning areas in Filipino namely, Istrukturang Wika, Gramatika and Panitikan.

2. Review of Related Literature and Studies

Outbreak of COVID 19 Pandemic

The outbreak of the new coronavirus infection known as COVID-19 has first occurred at Huanan Seafood Market in Wuhan City of China in December 2019 (Wikipedia, 2020), and within a couple of months it has turned out to be a global health emergency. It has rapidly affected thousands of people, who are sick or being killed due to the spread of this disease. The COVID-19 pandemic also resulted in a widespread disruption such as travel restrictions, closure of schools and global economic recession.

The Implementation of Modular Learning Modality

According to Dangle and Sumaoang as cited by Tria (2020) most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections. Face-to-face engagement of students and teachers within the school has also been suspended. The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Distance Learning.

What is Modular Learning?

Distance Learning refers to a learning delivery modality, where learning takes place between the teachers and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (Quinones, 2020). Modular Teaching Approach is an extension and advanced shape of programmed instruction/learning. The trend of using modules as teaching-learning approach is becoming very popular in recent times. In this approach the teacher uses teaching modules prepared for specific purposes instead of traditional textbook.

Vergara as cited by Balderas (2016) described the modules in the following on a distinctive, identifiable skills or set of skills or outcomes other than skills. It is fairly short so as to make students use their study time efficiently. It is essentially self-teaching, even though it may encourage group work. It blends theory and practice, and combines doing with reading and reflecting. It provides a list of further readings and sources related to the skill being promoted. It provides suggestions to students for the participating in the design of their own projects, explanatory activities, and evaluation criteria. It is reality-oriented in the sense that it involves the students in real situation if not possible, tried to use stimulation technique. It provides feedback for improvement and redesigning.

Vergara as cited by Mercedes (2016) talk about the difference between a “module” and a “unit”. A module aims at developing a clearly identifiable and certifiable portion of the curriculum, expressed in terms of competence objectives. These objectives should be achieved within a clear and realistic time limit (language modules usually range between 20 and 30 hours). This time limit is an important feature of the modular organization, since the whole curriculum is built around the idea that time and human and material resources should be spent to achieve foreseeable results. This, of course, may introduce an element of rigidity – this is why a modular organization implies constant

monitoring and feedback to ensure that learning is really work-in-progress. Units, too, are generally based on clearly defined objectives (often described in terms of grammar, vocabulary, functions, skills, etc.). Modules, however, seem to be aiming higher – to enable learners to achieve a level of competence which should be described in terms other than just grammar, vocabulary or functions. Units often remain a subdivision of modules (although they may also be called in different ways: stages, steps, etc.), but the focus of modules – their overall organizing principle - should be of a different kind. Mercedes also define module as having the statement of purpose, desirable prerequisite skills, instructional objectives, implementers of the modules, the modular program, related experience, evaluative pre-test, and assessment of module.

Benefits of Modular Learning Modality to Students

The use of modules encourages independent study, this statement is according to Nardo, 2017. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. According also to the study of Nardo, 2017, students develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered.

Benefits of Modular Learning Modality to Teachers

There are following reasons why modules are needed in teaching according to Vergara as cited by Balderas (2016). The first is to develop learning autonomy, ensure satisfactory minimum standards, provide remedial units, provide basic education, upgrade content, enhance competencies of teachers, integrate theory and practice, cater for individual differences in learning, cater for different groups within the one course, consolidate critical points in a course, facilitate industrial certification, provide resources for distance education, encourage mastery and encourage a changed role for the teachers. Vergara also defined module as the one that provides opportunity for organizing numerous sequences of experience to reflect special interests of the teacher or student. Self-instructional units allow the teacher to focus on student deficiencies in subject matter that must be corrected and also serve to eliminate the necessity of covering subject already known to the student. It provides a way of assessing students' progress in learning. It reduces the routine aspects of instruction learning. The teacher is free to engage in personal contact with the student. The independent nature of self-instructional units facilitated the updating of study materials without major revisions. It serves as model for teachers who wish to develop their own materials and insert their own personality.

Effectiveness of Modular Learning Modality

Malik (2012) on her study about the effects of modular and traditional approaches on students' general comprehension, her paper addresses the differential effect on students' general comprehension taught through modular and traditional teaching approaches at secondary school level. The study was conducted in one male and one female secondary school. Sample for conducting experiment was selected randomly from population of grade 9 students. Data was obtained through administration of general comprehension based teacher-made test. The data was analyzed by applying statistical package for social science through independent sample t-test. Conclusions showed that there were significant differences between modular and traditional in general comprehension of students. Findings depicted

that students taught through modular approach gained higher mean score in teacher made general comprehension-based test than students taught through traditional approach. Findings reported significant gender difference in general comprehension of male and female students where male students performed significantly better than female students on general comprehension-based test.

What is Coaching?

Before exploring the methodology of different practices, let us take a look at the definition of teaching and coaching. Teaching by definition according to Oxford online dictionary means the action of guiding the studies of, imparting the knowledge of and conducting instructions. On the other hand, coaching means the action of training, giving extra help, and prompting or urging someone with instruction. Rachel Marie Paling, the founder of ELF Efficient Language Coaching, summarizes that teaching is a transfer of knowledge from the teacher to the learner whereas coaching incorporates teaching and training with more personalized aspects of teaching (ELF.com). We can also conclude that students tend to be more passive under teaching methodology while more active under coaching methodology.

Building on these definitions and focusing on coaching in education, Van Nieuwerburgh (2012) provided a more detailed definition of coaching: one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supporting and encouraging climate.

Coaching is a time-bound, formal intervention focused on shorter-term goals and challenges according to National College for Teaching & Leadership (2013). Recently, Beattie and colleagues (2014) proposed that coaching helps individuals with the performance and development of certain skills through some form of “facilitation activity or intervention”. At the same time, most of the skills required in a coach or a mentor are also similar. Both coaches and mentors need to be good listeners, ask powerful questions and encourage their clients to pursue their ambitions and aspirations (Van Nieuwerburgh, 2012). Apparently, according to a study conducted by Joo Sushko, & McLean year 2012, literature also uses the terms ‘coaching and mentoring’ interchangeably so that coaching and formal mentoring are similar in nature but different in name.

Defining Effective Coaching Practices Experimental and qualitative research supports the idea that several specific coaching practices are linked to improved teacher practice. In fact, these coaching practices can be effective in the early childhood setting proved on a study of Snyder et al., 2015 and Winton et al., 2015 as well as in the K-12 classroom (Wehby, Maggin, Partin, & Robertson, 2012). Although an emerging line of research exists on coaching teachers of infants, toddlers, and the very youngest learners (Snyder et al., 2015), less is known about the impact of these coaching practices on these children. Despite this point, coaching practices with the strongest evidence for improving teacher practice and learner outcomes include the following: Observation, Modeling also referred to as “demonstration”, Performance Feedback, Alliance-Building Strategies also referred to as “relationship-building strategies”.

Evolution of Coaching in Education

The concept of a 'mentor/ing' emerged in ancient Greece in Homer's Odyssey and as it developed both in myth and reality, while the concept of a 'coach/ing' grew in strength which developed in the disciplines of psychology, business, sports, psychotherapy, counseling, developmental theory, psychology, counseling, management and consultancy theory (National College for Teaching and Leadership n.d.).

Teacher as a Coach

William Arthur Ward once said "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." When a teacher tells or explains, she holds a dominant role in the teacher-student relationship. When a teacher demonstrates, a teacher allows herself to be in the students' points of view. When a teacher inspires, she is no longer the superior but the coach that facilitates the learning process while building trust with the coachee. The quote signifies the important role of a coach in the adult language learning process. However, not all teachers were trained with this very ideology.

Teachers today need to not only assimilate academic knowledge but also to incorporate knowledge derived from experiential and practical experiences in the classroom. They have to cater the needs of students from diverse racial, ethnic and socio-economic backgrounds, and students who range in interests, abilities and proficiency (Kaur, 2017).

The evolutionary nature of education with reforms of competency and performance-based teacher evaluation instrument that includes student test scores, adoption of higher academic standards, and the development of high stakes standardized tests aligned with these new standards; demands teachers to be lifelong learners.

As said by the leader of Measures of Effective Teaching (MET) Project, Professor Tom Kane, "If we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light" (Bill & Melinda Gates Foundation, 2013).

Teachers need to be enlightened with deep content knowledge, challenging pedagogical skills, advance technology developments and technique to cater for more individualized teaching and special learning needs through differentiated teaching and learning. Research also shows that teachers from countries that are top performers in PISA (Program for International Student Assessment) and TIMSS (The IEA's Trends in International Mathematics and Science Study) have more opportunities to learn content, pedagogical content and general pedagogy (Ministry of Education (Malaysia), 2013). Research by Hattie (2012), Kempton (2013) and Rand Education (2012) state that the teacher factor is vital for students' achievement and according to the National Staff Development Council, PD is imperative in enhancing teacher quality and raising students' achievement.

Professional Development creates opportunities for teachers to further enhance their professionalism in all aspects relevant to their knowledge, skills and the professional context of their career (Emery, 2013; Zein, 2016).

Students' achievement will not improve without making required changes in teachers' classroom practice (Cohen & Hill, 1998; Kennedy, 2016). Teacher coaching and mentoring approach is believed to be the distinct key lever in improving teachers' classroom instruction and translating knowledge into classroom practices (Charner & Medrich, 2017; Kretlow, Cooke, & Wood, 2012; Neufeld & Roper, 2003; Pomerantz & Pierce, 2013).

Frequently, the role of the coach is performed by a range of adults. For example, general education and special education teachers with expertise in instructional practices and school psychologists often assume the role of coach (Snyder et al., 2015; Stormont & Reinke, 2012). Based on a study of Snyder et al., 2015, although new general and special education teachers oftentimes are coached, experienced teachers may benefit from coaching as well. In the context of early learning, parents or caregivers may be coached.

Coaching also has occurred within the juvenile justice setting, with experts in behavior serving as coaches for facility-level leadership teams and juvenile correction officers (Sprague, Scheuermann, Wang, Nelson, Jolivette, & Vincent, 2013). Existing research on coaching has not yet offered definitive recommendations for ideal teacher-coach ratios.

Coaching practices complement the teaching practices in language learning because it emphasizes the importance of the energy, space, the state of being of the learners. This is something traditional teaching never talks about. Going back to the quote by William Arthur Ward at the beginning of the research paper, what "inspires" students aren't just the techniques of teaching but the importance of the energy level and the state of emotion of the students. With clear goals and motivation, students can feel energized and driven by the learning process.

American Institutes for Research (AIR) partnered with the National Center for Systemic Improvement (NCSI) published a paper on Effective Coaching in 2015. It stated that "experimental and qualitative research supports the idea that several specific coaching practices are linked to improving teacher practice." The practices that are said to be helpful in improving learner outcomes include observation, demonstration, performance feedback, and relationship-building-strategies (Stormont & Reinke, 2012; Snyder et al., 2015). With blended coaching and teaching, language coaches can create an interesting, creative, goal-driven, and cooperative environment for language learners everywhere.

The Promise and Goals of Coaching

Annenberg Foundation for Education Reform conducted a study on coaching in 2014 and reported that coaching is a promising element of effective professional development in the following ways (King et al., 2014):

- a. Effective coaching encourages collaborative, reflective practice. Coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone.
- b. Effective embedded professional learning promotes positive cultural change. The conditions, behaviors, and practices required by an effective coaching program can affect the culture of a school

- or system, thus embedding instructional change within broader efforts to improve school-based culture and conditions.
- c. Effective coaching encourages the use of data analysis to inform practice. Effective coaching programs respond to needs suggested by data, allowing improvement efforts to target issues such as closing achievement gaps.
 - d. Coaching promotes the implementation of learning and reciprocal accountability. Coaching is an embedded support that attempts to respond to student and teacher needs in ongoing, consistent, dedicated ways. The likelihood of using new learning and sharing responsibility rises when colleagues, guided by a coach, work together and hold each other accountable for improved teaching and learning.
 - e. Coaching supports collective leadership across a school system. An essential feature of coaching is that it uses the relationships between coaches, principals, and teachers to create the conversation that leads to behavioral, pedagogical, and content knowledge change. Effective coaching distributes leadership and keeps the focus on teaching and learning. This focus promotes the development of leadership skills, professional learning, and support for teachers that target ways to improve student outcomes. Teacher coaching and mentoring approach is the promising approach that can provide a flexible blueprint for these efforts (Kraft, Blazar, & Hogan, 2018).

Teacher coaching has emerged as a promising alternative to traditional models of professional development. We review the empirical literature on teacher coaching and conduct meta-analyses to estimate the mean effect of coaching programs on teachers' instructional practice and students' academic achievement. Combining results across 60 studies that employ causal research designs, we find pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for prekindergarten and elementary school teachers in the United States. Although these findings affirm the potential of coaching as a development tool, further analyses illustrate the challenges of taking coaching programs to scale while maintaining effectiveness. Average effects from effectiveness trials of larger programs are only a fraction of the effects found in efficacy trials of smaller programs. We conclude by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.

Coaches may provide support with early learning, literacy, math, or behavior as they work in these different settings. Subsequently, coaches often may fulfill a wide range of responsibilities. For example, coaches may analyze data, maintain action plans or other records of progress, or directly work with teachers. Given variation that occurs with coaching- as well as the expectation that coaching produces powerful changes in teaching and learning-educators and leaders alike benefit from a clear understanding of who may be coached, who typically serves as coach, and the goals of coaching. Moreover, it is important to ensure that coaching consists of effective coaching practices.

Despite the diversity that exists with coaching, the goals of this form of professional development remain focused on two areas: • Improving teaching practice, with a particular emphasis on increasing the use of practices shown to be highly effective, including evidence-based practices (Snyder et al., 2015). • Improving learner academic and behavioral outcomes through improved teaching practices (Snyder et al., 2015).

Difficulties of Teacher in Coaching

According to Fletcher, 2013, more than 40% of all full-time secondary educators have some coaching responsibility. These educators are referred to as teacher-coaches (TCs). They are required to fulfill dual roles of both teaching and coaching. This combined role causes conflict within their profession (Richards & Templin, 2012).

Some of the factors that contribute to role conflict include role ambiguity and lack of time to effectively handle both roles (Richards & Templin, 2012). This study will contribute to the body of knowledge that addresses these problems by identifying ways in which TCs can learn to resolve their inter-role conflict and may also promote change in the ways schools address role conflict.

Other practices educators can adapt from the traditional coaching world is the practice of coaching presence and creating trust and intimacy with the clients. The PCC Markers under the International Coaching Federation, states that the coach needs to “acknowledges and respect the client’s work in the coaching process.” In addition, the “coach encourages and allows the client to fully express him/herself.” Both competencies are applicable in the language coaching sessions where clients or language learners feel that they can fully trust the language coach and be able to make mistakes. At the same time, the language coach’s constant encouragement can strengthen the learner’s ability to progress. In Competency 4 of the PCC Marker, Coaching Presence, it states that “coach is observant, empathetic, and responsive”. This is important for the language coach to pay attention to because the clients will go through learning difficulties that may be caused by past negative learning experiences, current life obstacles, or just lack of concentration. By being empathetic and responsive, the language coach can observe the problematic areas and adjust the lessons or strategies accordingly. In the same competency, it states that the “coach notices and explores energy shifts in the client.” This is so critical in both one on one and in group learning sessions. Observing the energy level of the lessons allows the instructors to seize the opportunity of any given teaching moment and to change the dynamic of the class when necessary. For example, when the energy is low, the language coach should change the set-up of the group from sitting down to standing up, execute a faster-paced activity, asking more interesting questions, or simply taking a quick break. When the energy is high, the language coach can seize the opportunity and creates more learning by creating the relevancy of the content. As a coach, by allowing ourselves to be more present in the classroom, the learning result will exceed the expectation.

Language coaching is the opposite of traditional language teaching. In fact, many educators argued that learners ultimately need to do the learning and take on a more active role in the process. This involvement of learners in the learning process overlaps with the coaching ideology.

Similarly, Rachel Marie Paling of Efficient Language Coaching addressed that the coaching style signifies a more active role for the coachee and more active learning by allowing the coach to adapt to the coachee and the coachee’s way of learning. This way, the coach can tailor-made the lessons and materials for the coachee. She stated that “continuous feedback and

acknowledgment creates an excellent learning environment and keeping the coachee motivated and committed also falls on the couch.” It is clear that the language coach and coachee have equal status and the client is accountable for its own learning process and the result. Hence, this creates motivation and often leads to more cost-effective learning proves. This mirrors the traditional coaching practices of coaching presence and creating trust and intimacy with the client.

Importance of Teacher-Student Communication

Teacher-student communication is one of the elements of a successful teaching-learning process but how is it in this pandemic time where modular learning modality is most used? The topic of communication in teaching is so generic that it has turned out to be almost oceanic. Currently, the topic of communication skills development is very commonly researched. A teacher in a society is a highly respected individual, and teaching is considered the most important and distinctive profession. How effective instructors are is very much linked to how they communicate. They express ideas, information and expectations in a number of ways: by speaking, by gestures and other body language, and by written words (Duta et al., 2015).

Instructors need to be mindful of how they interact because communicating effectively will help instructors have a presence in the classroom that motivates students and encourages learning; they might send unintended messages if they do not know things about their own body language; new technologies provide new opportunities to connect with students (Duta et al., 2015).

Based on the literature review of Alawamleh et.al as cited by Majid et al. (2010), the teaching and learning process shall not take place without communication. Instructors with strong communication skills can thus create a more positive learning and teaching atmosphere for the students.

One study of Jurik et al. (2014) certainly points out the significance of communication between teachers and students, “Verbal teacher-student interactions and student characteristics are meaningful for student learning and motivation.” In this study, authors reviewed how teacher questions and feedback related to individual student traits and gender predict cognitive learning activity and intrinsic learning motivation. A random sample was selected which included 79 high school physics classrooms in Germany and Switzerland. Individual student traits (cognitive abilities, pre-knowledge, self-concept and interest) were checked at the start of the school year to identify five student profiles. Four months after that, a teaching unit was videotaped in the same classrooms. After the teaching unit was videotaped, a questionnaire on cognitive learning activity and intrinsic learning motivation was conducted. The results show that teaching skills should be fostered to improve teachers in asking questions and providing feedback (Jurik et al., 2014).

Another study by Domenech-Betoret and Gomez-Artiga (2014) examines the relationship among students’ and instructors’ thinking styles, student psychological needs (autonomy, competence and relatedness), and their reports of intrinsic motivation in the psychology degree context. They concluded that psychological need satisfaction has a significant and positive impact on student intrinsic motivation (Duta et al., 2015).

Learning Environment at Home

Learning environment at home is also one that has something to do with today's daily routine in education and may have a relationship to the effect of modular learning modality to students' general comprehension in any subject areas. Home learning has emerged as a substitute to the conventional schooling methods, which should be made effective to provide essential learning skills to children at home using the limited available resources. Online resources which are adapted to our curriculum's expectations can be implemented at home. The curricula should incorporate cautiously curated online courses which include physical and psychosocial components other than the academic goals (Bhamani as cited by Mason, 2018).

Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (FlipScience, 2020).

According to the Department of Education (DepEd), parents and guardians' perform the various roles in Modular Learning such as Module-ator, Bundy-clock, and as Home Innovator. As a Module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy-clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Lastly, as a Home Innovator, they must provide their child with a productive learning environment to help them focus more on learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction. According to Bhamani as cited by Papamitsiou (2014) the limitations remain like how parents with different educational backgrounds will follow through the instructions; therefore, online schooling to support home learning can be a go-to strategy where teachers deliver education online. Centralized data dashboards, an adaptive interactive educational technology can be used to measure, monitor, organize and analyze data to keep the students, teachers and schools on target. Opportunities for enhancing teachers' quality and lifelong professional development should be encouraged to be at the forefront of this transformative process.

When parents and children collaborate in learning activities, bonding between parents and children increases as they are able to spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (Wang, Zhang, Zhao, Zhang, & Jiang, 2020). Online schooling system with parental support guidelines could help in improving the bond between children and their parents.

Amount of Activities on the Modules

According to Dangle and Sumaong (2020), the great number of activities in each module is one of the main problems that emerged in the implementation of Modular Distance Learning. The Department of Education should consider this problem, reduce the activities, and take out the unnecessary topics so that

mastery will be attained as much as possible. As what some of the parents said, the lesser the better. One of the concerns of the students is that they do not have enough time to answer all the modules within a week. Therefore, if DepEd cannot extend the duration of accomplishing the modules, they must lessen the activities. We all know that mistakes cannot be avoided at times. Thus, teachers should re-evaluate the modules, and they must make sure that all the lessons or activities are appropriate to the needs of the learners. The parents, as well as the students, are right; the instructions in every exercise must be clear enough for the learners to understand. The topics must be simplified, and teachers must give more examples. Moreover, all the printed pictures in the modules should be clear.

Distribution and Retrieval of Modules

Modular teaching relies more on the availability of modules to be used by the learners. The school ensures 100% production of modules so that every learner has its own copy of their learning materials (Kapur, 2019). To successfully implement modular teaching, Perras (2016) suggested that it is important to conduct the distribution and retrieval phase. This can be done through the help of the parents and the barangay officials who serve as partners of the schools in the distribution and retrieval phase. Prior to the conduct of the distribution of modules, simulations are conducted by every school to show the process to the teachers and at the same time to the parents. Schools conduct dry run in the distribution of modules. Likewise, they also present their remedies once their parents fail to get their modules in the assigned pick-up points (Meniano, 2020). During the dry run, difficulties and challenges are identified by the teachers. Together, the teachers talk about the lapses that observed during the distribution of the modules. This paves the way to establish the school guidelines to follow in the distribution of modules (Saavedra, 2020). School heads set a meeting with the barangay officials to solicit their help and assistance in the distribution of modules of the learners. They see the necessity of delivering the modules to the residence of the learners; so, they pledge their support to the school (Krupp, 2020).

School heads conduct orientation to the parents regarding the processes and the things to follow during the distribution and retrieval of modules. They emphasize that parents must follow the schedules in the distribution and retrieval of modules (Kennedy, 2019). It is important for the parents to be updated with the schedules of the schools to avoid problems in the submission of the finished learning outputs of their children. They need to consider the number of days to be spent by their children in doing the required tasks in their modules (Reid, et. al., 2019). Teachers provide the parents with their schedules in the distribution and retrieval of modules. In most cases, the schedule falls on Monday or Friday. This provides longer time for their children in answering the activities stipulated in their modules (Mitchell, 2016).

Schools establish processes in the distribution and retrieval of modules. This is also presented to the parents during the orientation intended for them (Baccay, 2020). Schools consider the health and safety protocols that require the parents to wear their face masks and face shields upon entering the school premises. Their body temperature must also be recorded, contact tracing log must be filled-up, and the health declaration form (Pelayo, 2020). Aside from that, they need also to sanitize or wash their hands with soap. It is also important to bring with them their own ballpen especially in accomplishing the different forms and even the log sheets. From time to time, they are reminded to practice social distancing with the other parents to avoid contamination of the virus (Mitchell, 2020). It is important for

the parents to follow religiously the roles and processes set by the school. This is for their health and safety (Hopkins, 2018).

On a study of Sherrington (2019), there are also instances that parents neglect to pick-up the modules of their children. This serves as one of the difficulties and challenges of the teachers. In this case, teachers contact the parents of the children. They remind them regarding the modules of their children. Most of the time, according to Gonzalez (2018), the teachers deliver the modules of the learners at home to ensure that they have something to use in learning their lessons. It is considered as additional expenses of the teachers because they are personally using their fund for transportation. However, because of love of teaching and because of caring to their learners, teachers are happy to serve their learners. This is according to Kiebel (2018). They always consider what is best for their learners. They must provide help to their learners to ensure that they would never be left behind in their studies. Being a teacher requires a service with a heart (Bottorff, 2020).

In the retrieval of modules, the same procedures are being implemented by the schools. Parents are signing the distribution and retrieval form as an evidence that they receive and return the modules of their children (Adonis, 2020). In most cases, the distribution and retrieval of modules are executed on the same day. Teachers make a way that they are available in the schedules during these schedules to immediately address the concerns of the parents (Coloma, 2020).

Theoretical Framework

This study is anchored on Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978)

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner, 1999). The key point of the concept developed by Vygotsky refers to the difference between a learner's ability to perform a task independently and guidance. The theory of Zone of Proximal Development (ZPD) has deliberated by Vygotsky. The assistance is provided by the teacher, the expert, or a more capable person in giving help or assistance.

Conceptual Framework

Figure 1. The Paradigm of the Study

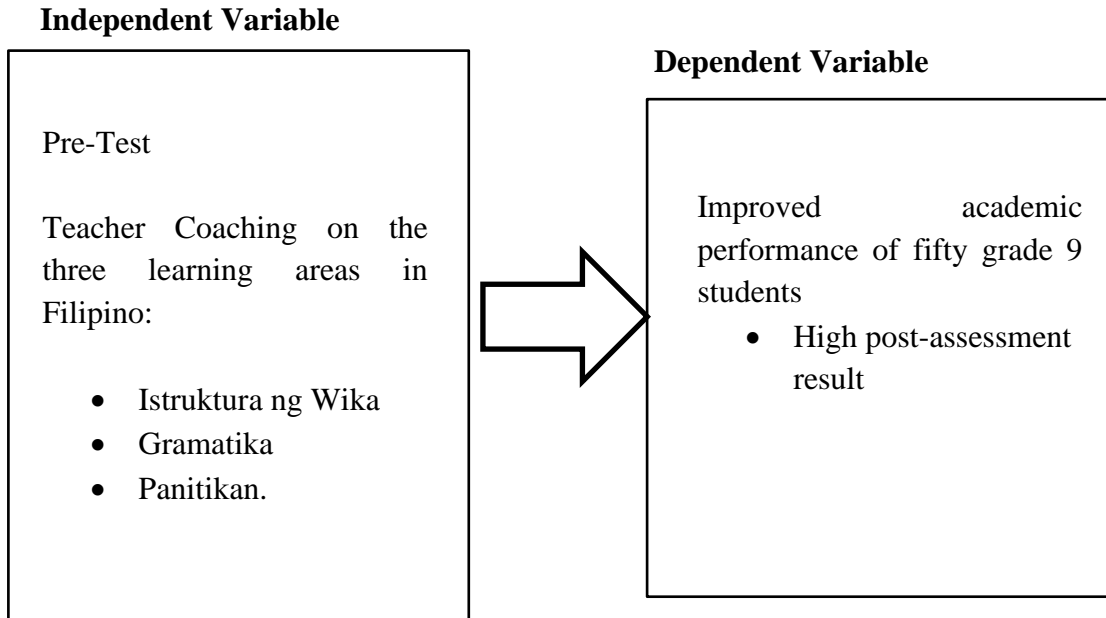


Figure 1, the researcher employed the used of IV-DV Model of framework.

For the Independent Variable frame, it dealt with the administered Pre-Test with regard to the students’ general comprehension in Filipino and it dealt also in the implementation of intervention Teacher Coaching by the researcher on the three (3) learning areas in Filipino as to (1) Istruktura ng Wika, (2) Gramatika; and (3) Panitikan.

For the DV (Dependent Variable) frame, it dealt with the final objective of the study which is to improve the academic performance of Grade 9 students. It was determined because of the post-test result after the implementation of teacher-coaching.

Hypotheses

The following hypotheses was tested:

1. There is no significant difference on the level of academic performance of Grade 9 students in a pre-test and post-test assessment along the three learning areas in Filipino.
2. There is no significant difference on the level of academic performance of Grade 9 students in the pre-test assessment along the three learning areas in Filipino.
3. There is no significant difference on the level of academic performance in the Post-Test assessment along the three learning areas in Filipino.

Definition of Terms

For better and clear understanding of the study, the following terms were defined for the purpose of the study:

Academic Performance.

This refers to the result of the pre-test and post-test assessment along the three (3) areas in Filipino (1) Istruktura ng Wika, (2) Gramatika; and (3) Panitikan.

Amount of Activities.

It refers to the number of activities that can be found in the self-learning modules.

Delivery and Retrieval of Modules.

This refers to one of the effects on the use of modular learning modality that may affect or influence the general comprehension and academic performance of the students. It is composed of several statement indicators pertaining to the delivery and retrieval of modules.

Difficulty of Activities.

It refers to the level of difficulty of the content and instruction of the self-learning modules.

Difficulties of Teacher in Coaching.

These are the challenges faced by the teacher while helping students to learn at their own.

Learning Environment.

It refers to the diverse physical locations, context, cultures in which students learn.

Modular Learning Modality.

This refers to the form of distance learning that uses Self-Learning Modules based on the most essential learning competencies (MELCs) provided by DepEd. The modules include sections on motivation and assessment that serve as a complete guide of both teachers' and students' desired competencies.

Parental Involvement.

This refers to one of the effects on the use of modular learning modality that may affect or influence the general comprehension and academic performance of the students. It is composed of several statement indicators pertaining to the parental engagement and involvement in accomplishing tasks and assessment as required in the modules.

Teacher Coaching.

Teacher coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future. Coaching is unlocking a person's potential to maximize their own performance. It is teaching them while helping them to learn.

Teacher-Student Communication. This refers to the interaction of the teachers and learners to improve the teaching-learning process and which can be done physically and virtually. It also refers to the different indicators stated in negative or positive statements pertaining to teacher-student communication that may influence and affect the general comprehension and academic performance of the students.

3. Research Methodology

This portion of the study presents the methodology that was applied which includes the research design, the location and respondents or samples, the instruments and validation process, the data-gathering procedures and data analysis procedures.

The Research Design

The design of this research is Experimental Research Design. According to Sugiyono (2006:80), experimental research is a research which has the purpose to find the cause-effect relationship among variables in a controlled condition. The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events, in which they are interested, introduce an intervention and measure the difference that it makes. An experiment involves making a change in the value of one variable – called the independent variable and observing the effect of that change on another variable – called the dependent variable (Louis, 2007:291). There are several

types of Experimental research design. Sugiyono (2006: 81) states that some types of experimental research design are pre experimental design, true experimental design, factorial design and quasi experimental design. The type of the experimental research design used in this research is pre-experimental design. Pre-experiments are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some treatment presumed to cause change. There are some form of the pre-experimental design, those are one-shot case study, one group pre-test and post-test design and intact group comparison.

This study classified in to experimental research that use one group pre-test and post-test design. In the one group pre-test and post-test design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before it by applying pre-test. A pre-test provides a measure on some attribute or characteristic that the researcher assess for participants in an experiment before the group receive a treatment, while a post-test measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008).

The test illustration of one group pre-test and post-test design is seen in this table.

The Illustration of Research Design

Pre-test	Independent Variable	Post-test
Y1	X	Y2

X : Teacher Coaching

Y1 : students' scores on the three learning areas in Filipino subject before coaching

Y2 : students' scores on the three learning areas in Filipino subject after coaching

The procedures of pre-experimental research that use one-group pre-test and post-test design in this study are described as follows:

1. Administering a pre-test (Y1) with a purpose of measuring academic performance Grade IX students in San Guillermo National High School before applying the treatment.
2. Applying the experimental treatment (X) teacher coaching to the Grade 9 students in San Guillermo National High School
3. Administering a post-test (Y2) with a purpose of measuring academic performance of Grade IX students in San Guillermo National High School after applying the treatment.

In this research, the researcher used experimental research with quantitative approach. The researcher wants to know the academic performance of Grade 9 students in San Guillermo National High School using Teacher Coaching in Modular Learning Approach. Since the design belongs to pre-experimental, the researcher used purposive sampling in determining the sample. In purposive sampling, sample elements are judged to be typical and representative. Based on the criteria made and recommendation from the Grade 9 teachers, the researcher decided to take fifty (50) students from 5 sections. The effectiveness was known after finding out the significant difference between the students taught before using teacher coaching in the use of modular learning modality and after using teacher coaching in the use of modular learning modality by comparing pre-test and post-test score.

The Respondents

The respondent of the study had taken from a sample size of fifty students from 5 sections of Grade 9 students in San Guillermo National High School, San Marcelino District, Division of Zambales. Table 1 shows the distribution of the Grade 9 students.

Table 1
Frequency Distribution of the Student-Respondents

Grade Level and Section	Number of Respondents
9- Sunstone	10
9-Opal	10
9- Pearl	10
9- Ruby	10
9- Garnet	10
Total	50

Research Instrument

Research instrument refers to any equipment used to collect the data (Arikunto, 2010:262). As an experimental research, the instrument used in this research was tests. According to Ary et.al (2006:201), test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.

There were two kinds of test in this study, those were pre-test and post-test. Pre-test intended to measure students' level of academic performance before the treatment given, while post-test was to measure students' level of academic performance after the treatment given. The tests were in the form of multiple choice to measure students' level of academic performance.

The survey test assessment was the main and primary means of collecting and gathering data from the respondents. The survey test assessment was a researcher-made where it is consisted of three (3) main parts.

Part 1 dealt with the assessment on Isruktura ng Wika which is composed of ten (10) items; Gramatika, twenty (20) items, and Panitikan, ten (10) items.

Data Collection

After getting the approval of the school head, the researcher prepared a letter addressed to the advisers and students who are involved in the study and as a preparation for the floating of the research instrument.

We are in the present time of COVID-19 pandemic so there are many restrictions and protocols to be followed to avoid possible contamination from the dreadful virus. In this case, the researcher maximized the use of educational online platform- the Quizizz application, the use of Messenger application and Google Meet for teacher-student communication purposes.

With the help of Grade 9 advisers, the researcher randomly selected 50 students from five sections of Grade 9. The 50 student-respondents added in the group chat created by the researcher. The schedule of pre-test, teacher-coaching and post-test were announced in the group chat which was created. The purpose of the activity was clearly explained to the respondents.

As per the researcher instruction on taking the pre-assessment, the students installed the Quizizz app and enter the code provided by the application. Each question was given 20 seconds up to 30 seconds to take in just 1 attempt. In the researcher's application dashboard, results like names, scores, seconds took on answering each question, the correct and wrong answers of the student-respondents were retrieved accurately and properly.

After the pre-assessment, a three-week teacher-coaching about the topics in the next page was conducted through Google Meet. The 50 student-respondents were divided into two groups. In each group, students were combined based on their pre-test scores. In the 3-week teacher-coaching, one group was scheduled in the morning while the other one is in the afternoon. In a day, the researcher allotted 1 hour and 30 minutes in each group.

Figure 3. Gantt Chart on the Three-Week Teacher Coaching
Three-Week Teacher-Coaching

Legend:

- Istrukturang Wika
- Gramatika
- Panitikan

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kahulugan ng Wika Ang Ponema Ang Ponalohiya															
Ang Morpema at Morpolohiya															
Ang Semantika Ang Pangungusap Ayos ng Pangungusap Ang Talata Ang Sugnay(Makapag-iisa at Di- Makapag-iisa															
Ang Simuno at Panaguri															

Decision Rule:

Decision Rule 1: If the computed significance (Sig.) value is less than or equal to the 0.05 level of significance ($\text{Sig.} \leq 0.05$), reject the null hypothesis. There is a significant difference.

Decision Rule 2: If the computed significance (Sig.) value is greater than the 0.05 level of significance ($\text{Sig.} \geq 0.05$), accept the null hypothesis. There is a no significant difference.

4. t- Test. This tool was utilized to test the level of academic performance in the pre-test and post-test performance.

Decision Rule:

Decision Rule 1: If the computed significance (Sig.) value is less than or equal to the 0.05 level of significance ($\text{Sig.} \leq 0.05$), reject the null hypothesis. There is a significant difference.

Decision Rule 2: If the computed significance (Sig.) value is greater than the 0.05 level of significance ($\text{Sig.} \geq 0.05$), accept the null hypothesis. There is a no significant difference.

5. Interpretation on the Academic Performance

Interpretation on the Academic Achievement

Numerical Value	Scores	Descriptive Equivalent	Symbol
5	30-40	Outstanding	O
4	26-29	Very Satisfactory	VS
3	20-25	Satisfactory	S
2	15-19	Fairly Satisfactory	FS
1	14 below	Did Not Meet Expectation	DME

4. RESULTS AND DISCUSSIONS

This chapter presents the gathered and processed data in the tabular form, analyzed and provided interpretation for better understanding on the questions asked earlier in Chapter 1.

1. Assessment on student performance in the Pre-Test and Post-test

1.1 Istruktura ng Wika

The performance of Grade 9 students in the pre-and post-test assessment in Istruktura ng Wika is shown in Table 2.

Table 2 Performance of the Students in the Pre-Test and Post-Test in Istruktura ng Wika
N=50

Transmuted Grade	Pre-test			Post-test		
	Raw Score	(f)	%	Raw Score	(f)	%
90-100 Outstanding	9-10	3	6.00	9-10	21	42.00
85-89 Very Satisfactory	8	2	4.00	8	4	8.0

80-84 Satisfactory	7	2	4.00	7	8	16.00
75-79 Fairly Satisfactory	6	11	22.00	6	3	6.00
Below 75 Did not meet Expectation	0-5	32	64.00	0-5	14	28.00
Total		50	100.00		50	100.00
Mean	4.70			7.26		
Interpretation	Did not meet Expectation			Satisfactory		

In the pre-test examination for Istruktura ng Wika, majority of the students obtained raw scores of 0-5 with 32 equivalent to DepEd Transmuted Grade Below 75 with qualitative interpretation of “Did not meet the Expectation”. The computed mean on the performance of the student in the pre-test assessment in Istruktura ng Wika was 4.70 with qualitative interpretation of “Did Not Meet the Expectation”.

The poor level of performance in Istruktura ng Wika could be accounted that on some Filipino words are deeper and harder to understand than that of the English language. Some parents practiced their children to talk in English more fluently than in our own language. It can also be attributed on the lack of proper Filipino translation for many words associated with our history and the lack of effort on the art of the institution assigned with the development of Filipino language. Some notable reasons on the difficulty among the students in learning Filipino particularly on the Istruktura ng Wika was accounted on some of the lesson or words in Filipino subject were not properly introduced to the students. The slang Filipino or known as “balbal” words were already infused in our language on all levels of the society.

In the post-test examination for Istruktura ng Wika, majority of the students obtained raw scores of 9-10 with 21 equivalents to DepEd Transmuted Grade of 90-100 with qualitative interpretation of “Outstanding”. The computed mean on the performance of the student in the post-test assessment in Istruktura ng Wika was 7.26 with qualitative interpretation of “Satisfactory”.

The incremental result on the post-test is accounted on the efforts of the researcher in the conduct of teaching coaching. The teacher demonstrates patience in dealing individual or sometimes in group of students to assure clarity of understanding on the principles on Istruktura ng Wika. Students’ achievement will not improve without making required changes in teachers’ classroom practice (Kennedy, 2016). Teacher coaching and mentoring approach is believed to be the distinct key lever in improving teachers’ classroom instruction and translating knowledge into classroom practices (Charner & Medrich, 2017; Joyce & Showers, 1996; Kretlow, Cooke, & Wood, 2012; Neufeld & Roper, 2003; Pomerantz & Pierce, 2013).

Frequently, the role of the coach is performed by a range of adults. For example, general education and special education teachers with expertise in instructional practices and school psychologists often assume the role of coach (Denton & Hasbrouck, 2009; Kretlow & Bartholomew, 2010; Snyder et al., 2015; Stormont & Reinke, 2012). Although new general and special education teachers oftentimes are coached, experienced teachers may benefit from coaching as well (Kretlow & Bartholomew, 2010). In the context of early learning, parents or caregivers may be coached (Snyder et al., 2015).

1.2 Gramatika

Table 3 shows the performance of the students in the pre-and post-test assessment in Gramatika.

In the pre-test examination for Gramatika, majority of the students obtained raw scores of 0-11 with 37 equivalents to DepEd Transmuted Grade Below 75 with qualitative interpretation of “Did not meet the Expectation”. The computed mean on the performance of the student in the pre-test assessment in Gramatika was 9.50 with qualitative interpretation of “Did Not Meet the Expectation”.

The poor level of performance in Gramatika is a manifestation and demonstrate students’ difficulty. It shows that the students are struggling in learning Gramatika. The difficulty could be ascribed on many of the students were still confused on how to use words in Filipino that have the same pronunciation but different in meaning.

Table 3 Performance of the Students in the Pre-Test and Post-Test in Gramatika
N=50

Transmuted Grade	Pre-test			Post-test		
	Raw Score	(f)	%	Raw Score	(f)	%
90-100 Outstanding	17-20	1	2.00	17-20	20	40.00
85-89 Very Satisfactory	16	0	0.00	16	0	0.00
80-84 Satisfactory	14-15	2	4.00	14-15	5	10.00
75-79 Fairly Satisfactory	12-13	10	20.00	12-13	9	18.00
Below 75 Did not meet Expectation	0-11	37	74.00	0-11	16	32.00
Total		50	100.00		50	100.00
Mean	9.50			14.56		
Interpretation	Did not meet Expectation			Satisfactory		

The students do not know when and how to use the different part of speech. The students find hard and confused on the use of proper conjunctions that will fit to make correct sentence or statement. Likewise, it demonstrates that the students lack motivation to learn the grammar in Filipino subject.

In view of the big difference in style, tone, and construction between the academic Filipino and conversational Filipino, we find ourselves limiting the use of the former in school work and other tasks requiring the use of formal and technically-correct Filipino. We use the latter when talking with our family, friends, and the people we meet. It would take considerable efforts on the part of the institution assigned with the development of the Filipino language to reconcile everyday learning with institutional learning.

In the post-test examination for Gramatika, majority of the students obtained raw scores of 17-20 with 20 equivalents to DepEd Transmuted Grade of 90-100 with qualitative interpretation of “Outstanding”. The computed mean on the performance of the student in the post-test assessment in Gramatika was 14.56 with qualitative interpretation of “Satisfactory”.

Through the help of the teacher-coach who participated in didactic instruction such as workshops, institutes and trainings and applied these practices to the learning environment as originally found by Joyce and Showers (1982), the post-test scores of the students were rated higher than their pre-test assessment result.

1.3 Panitikan

Table 4, on the next page, shows the Performance of the students in the pre-and post-test assessment in Panitikan.

Table 4 Performance of the Students in the Pre-Test and Post-Test in Panitikan
N=50

Transmuted Grade	Pre-test			Post-test		
	Raw Score	(f)	%	Raw Score	(f)	%
90-100 Outstanding	9-10	1	2.00	9-10	23	46.00
85-89 Very Satisfactory	8	6	12.00	8	10	20.00
80-84 Satisfactory	7	9	18.00	7	1	2.00
75-79 Fairly Satisfactory	6	7	14.00	6	6	12.00
Below 75 Did not meet Expectation	0-5	27	54.00	0-5	10	20.00
Total		50	100.00		50	100.00
Mean	5.38			7.96		
Interpretation	Did not meet Expectation			Satisfactory		

In the pre-test examination for Panitikan, majority of the students obtained raw scores of 0-11 with 27 equivalents to DepEd Transmuted Grade Below 75 with qualitative interpretation of “Did not meet the Expectation”. The computed mean on the performance of the student in the pre-test assessment in Panitikan was 5.38 with qualitative interpretation of “Did Not Meet the Expectation”.

The poor level of performance in Panitikan is a manifestation of difficulty in learning because they are not familiar with the words. They hardly comprehend on the differences between the types and kinds of Panitikan or Filipino Literature. Students do not read articles or books pertaining Filipino literature and prestigious and credible newspapers were publish and written in English language. It could also be accounted on the lack of worthy books to read in Filipino language.

In the post-test examination for Panitikan, majority of the students obtained raw scores of 9-10 with 23 equivalents to DepEd Transmuted Grade of 90-100 with qualitative interpretation of “Outstanding”. The computed mean on the performance of the student in the post-test assessment in Panitikan was 7.96 with qualitative interpretation of “Satisfactory”.

The satisfactory level could be accounted on the performance feedback conducted by the teacher after teacher-coaching. In the performance feedback is the third critical coaching practice and entails the coach’s presentation of data to the teacher on his or her teaching practice. Providing this type of feedback is highly effective in improving early childhood teacher practice (Shannon, Snyder, & McLaughlin, 2015; Artman-Meeker & Hemmeter, 2012; Diamond & Powell, 2011) as well as K-grade 12 teacher practice and learner outcomes (Cornelius & Nagro, 2014; Scheeler, Ruhl, & McAfee, 2004; Solomon, Klein, & Politylo, 2012; Stormont, Reinke, Newcomer, Marchese, & Lewis, 2015). In fact, giving feedback is so effective in improving teacher practice and K-grade 12 learner outcomes that it is considered by some researchers as an evidence-based practice (Fallon, Collier-Meek, Maggin, Sanetti, & Johnson, 2015; Solomon et al., 2012; Stormont et al., 2015). Some studies of performance feedback also suggest early learning outcomes may also improve (Snyder et al., 2015).

1.4. Summary on the Assessment

Table 5 shows the Summary Table on the Assessment of Students in the Pre-Test and Post-Test along the three (3) learning areas in Filipino.

Table 5, Summary Table on the Assessment of Students in the Pre-Test and Post-Test

Areas	Pre-test		Post-test	
	Mean	Interpretation	Mean	Interpretation
Istruktura ng Wika	4.70	Did not meet Expectation	7.26	Satisfactory
Gramatika	9.50	Did not meet Expectation	14.56	Satisfactory
Panitikan	5.38	Did not meet Expectation	7.96	Satisfactory
Grand Mean	6.53	Did not meet Expectation	9.93	Satisfactory

In the Pre-Test assessment, the student obtained mean scores of 4.70 for Istruktura ng Wika; 9.50 for Gramatika; and 5.38 for Panitikan all of which has qualitative interpretation of “Did not Meet the Expectation”.

In the Post-test assessment, the student obtained mean scores of 7.26 for Istruktura ng Wika; 14.56 for Gramatika; and 7.96 for Panitikan all of which has qualitative interpretation of “Satisfactory”.

The computed grand mean for the pre-test assessment along with the three (3) learning areas was 6.53 interpreted as “did not meet the expectation”; while for the post-test assessment, with grand mean of 9.93 with qualitative interpretation of “Satisfactory”.

Clearly gleaned from the data on the difficulty of the students along the three (3) areas in learning Filipino particularly on Istruktura ng Wika, Gramatika and in Panitikan.

Learning the Filipino language as a subject in school is entirely different. The rules that have to be observed in producing a strictly grammatically-correct paragraph can prove to be quite a challenge even for adults like me who have supposedly gone through at least 15 years of formal schooling. This is because the Filipino language taught in school is more formal and has to conform with the established guidelines in relation to its status as the national language of the country.

Learning is generally effortless and often happens from mimicking sounds and intonations as done by adults. Reading Filipino text presents no exceptional difficulty since words are pronounced as they are spelled.

Students would often ask me why sentence construction has to be made a lot more difficult than our regular conversation would entail. Come to think of it, the "difficulty" is actually just comparable to learning the English language except that we have had more exposure to the English language as a means of instruction. Filipino only represents one subject taught in the vernacular. At least one other subject previously known as Social Studies is now being taught in Filipino. Actual experience would show that the shift in the language of instruction appeared to have made the subject harder than it was during our time mainly because of the lack of proper Filipino translation for many words associated with our history.

2. Test of Difference between pre-test and post-test assessment

2.1. Istruktura ng Wika

Table 6 shows the t-test to determine differences between Pre-test and Post-test in Istruktura ng Wika.

There is significant difference on the level of academic performance of the students in the Istruktura ng Wika between pre-test and post-test assessment manifested on the computed Sig. or P-value of 0.000, hence the null hypothesis is rejected.

This finding is similar to the study of Annenberg Foundation for Education Reform (2014) and reported that coaching is a promising element of effective professional development in the following ways (King et al., 2014):

- a) Effective coaching encourages collaborative, reflective practice. Coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone. Coaching supports teachers to improve their capacity to reflect and apply their learning not only to their work with students, but also to their work with each other (Neufeld & Roper, 2003).

Table 6 t-test to determine differences between Pre-test and Post-test in Istruktura ng Wika
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	4.7000	50	2.17828	0.30806
Post-test	7.2600	50	2.79073	0.39467

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test & Post-test	-2.56000	3.41760	.48332	-3.53127	-1.58873	-5.297	49	0.000

This is consistent with Joyce and Showers (1996, p. 13) findings that groups of teachers “...developed skills in collaboration and enjoyed the experience so much that they wanted to continue their collegial partnerships after they accomplished their initial goals”.

b) Effective embedded professional learning promotes positive cultural change. The conditions, behaviors, and practices required by an effective coaching program can affect the culture of a school or system, thus embedding instructional change within broader efforts to improve school-based culture and conditions (Neufeld & Roper, 2003).

c) Effective coaching encourages the use of data analysis to inform practice. Effective coaching programs respond to needs suggested by data, allowing improvement efforts to target issues such as closing achievement gaps. A coaching program guided by data helped create coherence within a school (Barr, Simmons, & Zarrow, 2003) by focusing on strategic areas of need that are suggested by evidence, rather than by individual and sometimes conflicting opinions.

d) Coaching promotes the implementation of learning and reciprocal accountability. Coaching is an embedded support that attempts to respond to student and teacher needs in ongoing, consistent, dedicated ways. The likelihood of using new learning and sharing responsibility rises when colleagues, guided by a coach, work together and hold each other accountable for improved teaching and learning (Barr et al., 2003). And because instructional coaching takes place in a natural setting of the classroom, observation, learning, and reflection can occur in real situations (Neufeld & Roper, 2003)

e) Coaching supports collective leadership across a school system. An essential feature of coaching is that it uses the relationships between coaches, principals, and teachers to create the conversation that leads to behavioral, pedagogical, and content knowledge change. Effective coaching distributes leadership and keeps the focus on teaching and learning. This focus promotes the development of leadership skills, professional learning, and support for teachers that target ways to improve student outcomes. Teacher coaching and mentoring approach is the promising approach that can provide a flexible blueprint for these efforts (Kraft, Blazar, & Hogan, 2018).

2.2. Gramatika

Table 7 shows the t-test to determine differences between Pre-test and Post-test in Gramatika.

Table 7 t-test to determine differences between Pre-test and Post-test in Gramatika
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	9.5000	50	3.37004	0.47660
Post-test	14.5600	50	4.67368	0.66096

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pre-test & Post-test	-5.06000	5.76906	.81587	-6.69955	3.42045	-6.202	49	0.000

There is significant difference on the level of academic performance of the students in the Gramatika between pre-test and post-test assessment manifested on the computed Sig. or P-value of 0.000, hence the null hypothesis is rejected.

The statistical analysis shows that the difference demonstrate effectiveness of the teacher coaching. Teacher coaching has emerged as a promising alternative to traditional models of professional development. We review the empirical literature on teacher coaching and conduct meta-analyses to estimate the mean effect of coaching programs on teachers’ instructional practice and students’ academic achievement. Combining results across 60 studies that employ causal research designs, we find pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for prekindergarten and elementary school teachers in the United States. Although these findings affirm the potential of coaching as a development tool, further analyses illustrate the challenges of taking coaching programs to scale while maintaining effectiveness. Average effects from effectiveness trials of larger programs are only a fraction of the effects found in efficacy trials of smaller programs. We conclude by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.

Coaches may provide support with early learning, literacy, math, or behavior as they work in these different settings. Subsequently, coaches often may fulfill a wide range of responsibilities. For example, coaches may analyze data, maintain action plans or other records of progress, or directly work with teachers. However, despite the variability in coaching roles and responsibilities, few certification programs or university preparation programs exist that specifically train and produce coaches (Denton &

Hasbrouck, 2009; Galluci, Van Lare, Yoon, & Boatright, 2010). Given variation that occurs with coaching- as well as the expectation that coaching produces powerful changes in teaching and learning-educators and leaders alike benefit from a clear understanding of who may be coached, who typically serves as coach, and the goals of coaching. Moreover, it is important to ensure that coaching consists of effective coaching practices.

Despite the diversity that exists with coaching, the goals of this form of professional development remain focused on two areas: • Improving teaching practice, with a particular emphasis on increasing the use of practices shown to be highly effective, including evidence-based practices (Knight, 2009; Kretlow & Bartholomew, 2010; Neufeld & Roper, 2003; Snyder et al., 2015). • Improving learner academic and behavioral outcomes through improved teaching practices (Bean, Knaub, & Swan, 2000; Joyce & Showers, 2002; Kretlow & Bartholomew, 2010; Snyder et al., 2015).

2.3. Panitikan

Table 8 shows the t-test to determine differences between Pre-test and Post-test in Panitikan as learning area in Filipino.

Table 8
t-test to determine differences between Pre-test and Post-test in Panitikan

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	5.3800	50	2.00906	0.28412
Post-test	7.9600	50	2.07964	0.29411

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test & Post-test	-2.58000	2.87203	.40617	-3.39622	-1.76378	-6.352	49	0.000

There is significant difference on the level of academic performance of the students in Panitikan between pre-test and post-test assessment manifested on the computed Sig. or P-value of 0.000, hence the null hypothesis is rejected.

The data clearly implies on the effectiveness of the teaching coaching. More than 40% of all full-time secondary educators have some coaching responsibility (Fletcher, 2013). These educators are referred to

as teacher-coaches (TCs). They are required to fulfill dual roles of both teaching and coaching. This combined role causes conflict within their profession (Richards & Templin, 2012). These dual roles cause the TCs to choose a singular role on which to focus causing the other role to suffer (Millslagle & Morley, 2004). The stress involved in this dual responsibility can result in burnout and role conflict (Drake & Herbert, 2002).

Some of the factors that contribute to role conflict include role ambiguity and lack of time to effectively handle both roles (Richards & Templin, 2012). This study will contribute to the body of knowledge that addresses these problems by identifying ways in which TCs can learn to resolve their inter-role conflict and may also promote change in the ways schools address role conflict.

3. Test of Difference on the pre-test assessment of students in the three (3) learning areas in Filipino

Table 9 shows the Analysis of Variance to test differences on the pre-test assessment of students in the three (3) learning areas in Filipino.

There are no significant differences on the pre-test assessment of students in the three (3) learning areas in Filipino as to Istruktura ng Wika, Gramatika and Panitikan manifested on the computed F value of 0.0515 which is lower than the F critical value of 3.9823, therefore the null hypothesis is accepted.

Table 9

Analysis of Variance to test differences on the pre-test assessment of students in the three (3) learning areas in Filipino

Anova: Single Factor						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Istruktura ng Wika	5	50	10	165.5		
Wika at Gramatika	4	50	12.5	283		
Panitikan	5	50	10	99		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	17.8571	2	8.92857	0.0515	0.95003	3.9823
Within Groups	1907	11	173.364			
Total	1924.86	13				
Decision: Accept HO (Not Similar)						

The data clearly demonstrated on the similarity and likeness of poor performance in the pre-test assessment along the three (3) learning areas in Filipino particularly in Istruktura ng Wika, Gramatika and Panitikan. It further demonstrate on the hardship and difficulty encountered by the students in learning Filipino along the 3 learning areas.

In an article written by Kevyn (2019) averred that Filipino or commonly known as *Tagalog*– the irony of it all is that Filipinos have a hard time being literate at it. This would include speaking, understanding it, writing it, and reading it. For many, the only time they use Filipino is in a state of emotion (commonly in a state of rage) or if they’re in a place that demands the language. But other than that, they revert to English.

But there is another thing to consider about the Filipinos. They live on an archipelago. And it’s common that they don’t have a single language. In fact, the Philippines has 170 languages with some even being umbrella terms such as *Bisaya*. The word “*Bisaya*” is a common reference to any language that comes from the Visayas region. Languages there can include *Bikolano*, *Cebuano*, *Waray*, and other languages from the different areas. So, there’s really no *one* language that everyone can understand. But because of our period of being a colony of Western powers, we have English.

In fact, one of the funny revelations is that even some people from the Visayas prefer English. If you can’t speak their mother tongue, they will insist you speak in English. But it begs the question: when will the Philippines ever settle on a single language? There’s a possibility we never will. But that doesn’t mean we can’t try to learn the language.

4. Test of Difference on the post-test assessment of students in the three (3) learning areas in Filipino

Table 10 shows the Analysis of Variance to test differences on the post-test assessment of students in the three (3) learning areas in Filipino.

There are no significant differences on the post-test assessment of students in the three (3) learning areas in Filipino as to Istruktura ng Wika, Gramatika and Panitikan manifested on the computed F value of 0.15614 which is lower than the F critical value of 3.9823, therefore the null hypothesis is accepted.

The data clearly manifested on the equal competence of the students obtained in the post-test assessment after teaching coaching had been administered.

Table 10

Analysis of Variance to test differences on the post-test assessment of students in the three (3) learning areas in Filipino

Anova: Single Factor						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Istruktura ng Wika	5	50	10	56.5		
Wika at Gramatika	4	50	12.5	45.6667		
Panitikan	5	50	10	66.5		
ANOVA						

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	17.857	2	8.92857	0.15614	0.8573	3.9823
Within Groups	629	11	57.1818			
Total	646.86	13				
Decision: Accept HO (Not Significant)						

The teaching coaching had been an effective medium to enhance the students competence and comprehension towards the 3 learning areas in Filipino.

After several teaching coaching thru online or face to face interaction, the difficulty of learning somehow develop among the student the independency to assimilate the learning.

Language coaching is the opposite of traditional language teaching. In fact, many educators argued that learners ultimately need to do the learning and take on a more active role in the process. Nunan suggested that there are several different ways to involve learners in the learning process, such as helping learners to create their own goals as well as teaching learners how to create their own learning tasks (Nunan, 2003). This involvement of learners in the learning process overlaps with the coaching ideology.

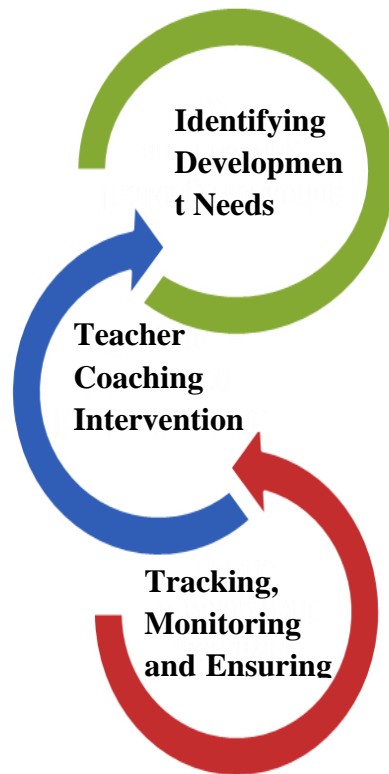
Similarly, Rachel Marie Paling of Efficient Language Coaching addressed that the coaching style signifies a more active role for the coachee and more active learning by allowing the coach to adapt to the coachee and the coachee’s way of learning. This way, the coach can tailor-made the lessons and materials for the coachee. She stated that “continuous feedback and acknowledgment creates an excellent learning environment and keeping the coachee motivated and committed also falls on the couch.”

5. A Proposed Intervention Model/Framework was developed/ formulated to improve students’ academic performance—the IDENTETRA Process Model

Proposed MODEL/plan to help address the difficulty performance using teacher-coaching intervention

Presented below is Figure 4, the proposed and development plan which aims to help improve the difficulty performance of the students in their academic performance using teacher coaching intervention. The model/plan was based from the findings of the study. The detail of the proposed model plan is exhibited in Appendix E.

Figure 4. Proposed Intervention Plan- The IDENTETRA process model



5. Summary, Conclusions And Recommendations

Summary of Findings

1. Assessment on student performance in the Pre-Test and Post-test

1.1. Istruktura ng Wika

In the pre-test examination for Istruktura ng Wika, majority of the students obtained raw scores of 0-5 with 32 equivalent to DepEd Transmuted Grade Below 75 with qualitative interpretation of “Did not meet the Expectation”. The computed mean on the performance of the student in the pre-test assessment in Istruktura ng Wika was 4.70 with qualitative interpretation of “Did Not Meet the Expectation”.

In the post-test examination for Istruktura ng Wika, majority of the students obtained raw scores of 9-10 with 21 equivalents to DepEd Transmuted Grade of 90-100 with qualitative interpretation of “Outstanding”. The computed mean on the performance of the student in the post-test assessment in Istruktura ng Wika was 7.26 with qualitative interpretation of “Satisfactory”.

1.2. Gramatika

In the pre-test examination for Gramatika, majority of the students obtained raw scores of 0-11 with 37 equivalents to DepEd Transmuted Grade Below 75 with qualitative interpretation of “Did not meet the Expectation”. The computed mean on the performance of the student in the pre-test assessment in Gramatika was 9.50 with qualitative interpretation of “Did Not Meet the Expectation”.

In the post-test examination for Gramatika, majority of the students obtained raw scores of 17-20 with 20 equivalents to DepEd Transmuted Grade of 90-100 with qualitative interpretation of “Outstanding”. The computed mean on the performance of the student in the post-test assessment in Gramatika was 14.56 with qualitative interpretation of “Satisfactory”.

1.3. Panitikan

In the pre-test examination for Panitikan, majority of the students obtained raw scores of 0-11 with 27 equivalents to DepEd Transmuted Grade Below 75 with qualitative interpretation of “Did not meet the Expectation”. The computed mean on the performance of the student in the pre-test assessment in Panitikan was 5.38 with qualitative interpretation of “Did Not Meet the Expectation”.

In the post-test examination for Panitikan, majority of the students obtained raw scores of 9-10 with 23 equivalents to DepEd Transmuted Grade of 90-100 with qualitative interpretation of “Outstanding”. The computed mean on the performance of the student in the post-test assessment in Panitikan was 7.96 with qualitative interpretation of “Satisfactory”.

2. Test of Difference between pre-test and post-test assessment

2.1. Istruktura ng Wika

There is significant difference on the level of academic performance of the students in the Istruktura ng Wika between pre-test and post-test assessment manifested on the computed Sig. or P-value of 0.000, hence the null hypothesis is rejected.

2.2. Gramatika

There is significant difference on the level of academic performance of the students in the Gramatika between pre-test and post-test assessment manifested on the computed Sig. or P-value of 0.000, hence the null hypothesis is rejected.

2.3. Panitikan

There is significant difference on the level of academic performance of the students in Panitikan between pre-test and post-test assessment manifested on the computed Sig. or P-value of 0.000, hence the null hypothesis is rejected

3. Test of Difference on the pre-test assessment of students in the three (3) learning areas in Filipino

There are no significant differences on the pre-test assessment of students in the three (3) learning areas in Filipino as to Istruktura ng Wika, Gramatika and Panitikan manifested on the computed F value of 0.0515 which is lower than the F critical value of 3.9823, therefore the null hypothesis is accepted.

4. Test of Difference on the post-test assessment of students in the three (3) learning areas in Filipino

There are no significant differences on the post-test assessment of students in the three (3) learning areas in Filipino as to Istruktura ng Wika, Gramatika and Panitikan manifested on the computed F value of 0.15614 which is lower than the F critical value of 3.9823, therefore the null hypothesis is accepted.

Conclusions

Based on the summary of the investigations conducted, the researcher has concluded that:

1. The level of academic performance in pre-test was “rated “did not Meet the Expectation” while “Satisfactory” level in the post-test assessment along the 3 learning areas (1) Istruktura ng Wika, Gramatika and Panitikan.
2. There are significant differences on the level of performance between the pre-test and post-test assessment along the 3 learning areas (1) Istruktura ng Wika, Gramatika and Panitikan.
3. There are no significant differences on the pre-test assessment of students in the three (3) learning areas in Filipino as to Istruktura ng Wika, Gramatika and Panitikan respectively.
4. There are no significant differences on the post-test assessment of students in the three (3) learning areas in Filipino as to Istruktura ng Wika, Gramatika and Panitikan respectively.
5. Figure 5 was the proposed intervention model

Recommendations

Based on the summary of the investigations conducted and the conclusions arrived at, the researcher have offered the following recommendations based on salient findings obtained in the study:

1. For better understanding and comprehension, the use of teacher coaching in Filipino is highly encouraged.
2. To conduct an in- service capability program in order to enhance the competence of teachers in using teaching coaching as an intervention program to improved student academic performance.
3. To conduct a follow-up study aimed to determine the difficulty performance of students in one learning area (e.g. Gramatika) which comprises the components and its aspects and using teacher coaching as intervention program.
4. The teachers are encouraged to provide more reading activities to students written in Filipino and be provided with dictionaries and meaning for Filipino words beyond comprehension and for better understanding.
5. For future researchers, to conduct a parallel or similar study with in-depth and wider in scope so as to validate and confirm the salient findings obtained in the study.

Appendices

Appendix A

Questionnaire

Survey Questionnaire

ACADEMIC PERFORANCE OF GRADE 9 STUDENTS IN SAN GUILLERMO NATIONAL HIGH SCHOOL, SAN MARCELINO, ZAMBALES USING TEACHER COACHING IN MODULAR LEARNING APPROACH

Dear Grade 9 Student-Respondents:

The undersigned researcher is currently taking up master in education at President Ramon Magsaysay State University on the title as specified above. The researcher is requesting your cooperation to fill-up the needed data for the completion of the noble study.

Rest assured for whatever data and information given shall be treated with utmost secrecy and confidentiality. Thank you.

(sgd) **CHRISTINE JOY A. LEAÑO**
Faculty-Researcher

(sgd) **JOSEPHINE L. RAGUINI, PhD.**
Principal IV

Pre-Test.

Panuto: Unawain at basahin nang mabuti ang mga katanungan. Piliin ang letra ng tamang sagot.

A. ISTRUKTURA NG WIKA

1. Ito ang tawag sa pinakamaliit na makabuluhang yunit ng tunog na nabubuo sa isang wika
 - a) Morpema
 - b) Ponema
 - c) Diskurso
2. Ito ang tawag sa pag-aaral ng yunit ng tunog ng isang wika
 - a) Morpolohiya
 - b) Ponolohiya
 - c) Sintaksis
3. Ito ang tawag sa pinakamaliit na yunit ng salita na nabubuo sa isang wika
 - a) Ponema
 - b) Morpema
 - c) Diskurso
4. Ito ang tawag sa pag-aaral ng yunit ng salita ng isang wika
 - a) Ponolohiya
 - b) Morpolohiya
 - c) Sintaksis
5. Ito ay ang pag-aaral ng pagpapakahulugan sa wika
 - a) Sintaksis
 - b) Semantika
 - c) Morpolohiya
6. Ito ang tawag sa grupo ng mga salita na may iisa at kumpletong diwa
 - a) Sugnay
 - b) Talata
 - c) Pangungusap
7. Ito ang tawag sa lipon ng mga pangungusap na naglalahad ng isang bahagi ng buong pagkukuro, palagay o paksang diwa
 - a) Sugnay
 - b) Talata
 - c) Pangungusap
8. Ito ay lipon ng mga salita na may paksa at panaguri na maaaring buo o hindi ang diwa
 - a) Sugnay
 - b) Talata
 - c) Pangungusap
9. Ito ang pinag-uusapan sa loob ng isang pangungusap
 - a) Paksa

- b) Panaguri
 - c) Sugnay
10. Ito ay ang tungkol sa pinag-uusapan sa loob ng isang pangungusap
- a) Paksa
 - b) Panaguri
 - c) Sugnay

B. GRAMATIKA

1. Alin sa mga sumusunod na pangungusap ang may tamang gamit ng NG?
 - a) Nag-ayos ng mga paninda si Aling Luz.
 - b) Nagulat si Alice ng biglang may dumaang pusa sa kanyang harapan.
2. Alin sa mga sumusunod na pangungusap ang may tamang gamit ng NANG?
 - a) Nag-ayos nang mga paninda si Aling Luz.
 - b) Nagulat si Alice nang biglang may dumaang pusamsa kanyang harapan.
3. Alin sa mga sumusunod na salita ang may diptonggo?
 - a) Bahay
 - b) Gatas
 - c) Alahas
4. Alin sa mga sumusunod na pangungusap ang may tamang gamit ng RIN?
 - a) Binigyan rin ng parangal si Luisa.
 - b) Natuto rin sa wakas si Luisa sa paggigitara.
5. Alin sa mga sumusunod na pangungusap ang may tamang gamit ng DIN?
 - a) Tila nagsaka din sa karatig-bayan ang ama ni Manuel.
 - b) Gitara din ang regalo ni Manuel sa kanyang kapatid.
6. Alin sa mga sumusunod na pangungusap ang may tamang gamit ng KUNG?
 - a) Kung ako man ang mapipili bilang kinatawan ng klase ay gagawin ko ang lahat ng aking makakaya.
 - b) Ang halaman kung kakaiba ay iniregalo ko na lamang sa aking lola.
7. Alin sa mga sumusunod na pangatnig ang nararapat gamitin sa pangungusap na:
Ang aking buong akala ay bibisita sina Elena _____ hindi pala _____ sila ay abala sa kanilang modyul.
 - a) Pero, kung
 - b) Ngunit, sapagkat
 - c) At, dahil
8. Ito ay ang aspekto ng pandiwa na nagsasaad ng kilos na natapos na.
 - a) Imperpektibo
 - b) Kontemplatibo
 - c) Perpektibo
9. Ito ay ang aspekto ng pandiwa na nagsasaad ng kilos na gagawin pa lamang
 - a) Imperpektibo
 - b) Kontemplatibo
 - c) Perpektibo
10. Ito ang tawag sa mga salitang humahalili sa ngalan ng tao, bagay, hayop, pook at iba pa.

- a) Pang-uri
 - b) Pang-abay
 - c) Panghalip
11. Ito ang tawag sa mga salitang naglalarawan sa tao, bagay, hayop, pook at iba pa
- a) Pang-uri
 - b) Pang-abay
 - c) Panghalip
12. Ang salitang SIYA ay nasa anong panauhan ng panghalip?
- a) Unang Panauhan
 - b) Ikalawang Panauhan
 - c) Ikatlong Panauhan
13. Ang salitang TAYO ay nasa anong panauhan ng panghalip?
- a) Unang Panauhan
 - b) Ikalawang Panauhan
 - c) Ikatlong Panauhan
14. Ito ay tumutukoy sa pagkakolokyal, lalawiganin, pambansa, pampanitikan at pagkabalbal ng wika
- a) Ayos ng Pangungusap
 - b) Antas ng Wika
15. Ito ay ang antas ng wika na ginagamitan ng pagkakaltas
- a) Pambansa
 - b) Lalawiganin
 - c) Kolokyal
16. Ito ay ang antas ng wika na ginagamit sa mga aklat at iba pang pormal na babasahin at sulatin
- a) Pambansa
 - b) Pampanitikan
 - c) Balbal
17. Ito ay ang tawag sa morpemang ikinakabit sa salitang-ugat upang makabuo ng panibagong salita at kahulugan.
- a) Pangatnig
 - b) Panlapi
 - c) Panghalip
18. Alin sa mga sumusunod na pangungusap ang nasa Karaniwang Ayos?
- a) Si Elena ay masipag na bata.
 - b) Masipag na bata si Elena.
19. Ang Dra. Ruth Morano ay nasa anong uri ng pangngalan?
- a) Pangngalang Pambalana
 - b) Pangngalang Pantangi
20. Ang salitang Jollibee ay nasa anong uri ng pangngalan?
- a) Pangngalang Pantangi
 - b) Pangngalang Pambalana

C. PANITIKAN

1. Ito ay ang uri ng panitikan na ang akda ay hango sa tunay na pangyayari
 - a) Piksyon
 - b) Di Piksyon
2. Ito ay ang uri ng panitikan na ang akda ay mula sa imahinasyon ng awtor
 - a) Piksyon
 - b) Di Piksyon
3. Ito ay ang anyo ng panitikan na nagpapahayag ng kaisipan at isinusulat sa paraang patalata o naratibo
 - a) Tuluyan/Prosa
 - b) Patula
4. Ang epiko ay nasa anong anyo ng panitikan?
 - a) Tuluyan/Prosa
 - b) Patula
5. Ito ay salaysaying tungkol sa pinagmulan ng mga bagay-bagay
 - a) Alamat
 - b) Maikling Kwento
6. Ito ay mga salaysaying kinasasangkutan ng hayop, halaman maging ng mga bagay na walang buhay
 - a) Parabula
 - b) Pabula
7. Ito ay isang matandang dulang Kastila na naglalarawan ng pakikipaglaban ng Espanya sa mga Muslim noong unang panahon.
 - a) Duplo
 - b) Moro-Moro
8. Ito ay ang kilalang Epiko ng mga Ilokano
 - a) Ullalim
 - b) Biag ni Lam-ang
9. Sino ang kinikilalang Ama ng Balagtasang Pilipino?
 - a) Juan Crisostomo Soto
 - b) Francisco Baltazar
10. Sino ang ama ng Dulang Tagalog?
 - a) Juan Crisostomo Soto
 - b) Severino Reyes

Appendix B

Pre-test Results

PRE - TEST												
No	ISTRUKTURA NG WIKA				WIKAT GRAMATIKA				PANITIKAN			
	Raw Score	Initial Grade	Transmuted Grade	Descriptive Rating	Raw Score	Initial Grade	Transmuted Grade	Descriptive Rating	Raw Score	Initial Grade	Transmuted Grade	Descriptive Rating
1	9	90	93	O	11	55	73	DME	6	60	75	FS
2	6	60	75	FS	13	65	78	FS	6	60	75	FS
3	9	90	93	O	11	55	73	DME	9	90	93	O
4	5	50	72	DME	9	45	71	DME	8	80	87	VS
5	6	60	75	FS	10	50	72	DME	8	80	87	VS
6	5	50	72	DME	13	65	78	FS	7	70	81	S
7	6	60	75	FS	12	60	75	FS	6	60	75	FS
8	4	40	70	DME	10	50	72	DME	7	70	81	S
9	7	70	81	S	9	45	71	DME	5	50	72	DME
10	8	80	87	VS	9	45	71	DME	6	60	75	FS
11	5	50	72	DME	12	60	75	FS	4	40	70	DME
12	5	50	72	DME	9	45	71	DME	8	80	87	VS
13	6	60	75	FS	12	60	75	FS	5	50	72	DME
14	6	60	75	FS	8	40	70	DME	6	60	75	FS
15	3	30	67	DME	12	60	75	FS	7	70	81	S
16	3	30	67	DME	11	55	73	DME	5	50	72	DME
17	5	50	72	DME	13	65	78	FS	3	30	67	DME
18	6	60	75	FS	10	50	72	DME	3	30	67	DME
19	5	50	72	DME	9	45	71	DME	7	70	81	S
20	2	20	65	DME	13	65	78	FS	4	40	70	DME
21	5	50	72	DME	8	40	70	DME	5	50	72	DME
22	2	20	65	DME	12	60	75	FS	5	50	72	DME
23	6	60	75	FS	10	50	72	DME	4	40	70	DME
24	5	50	72	DME	9	45	71	DME	5	50	72	DME
25	5	50	72	DME	9	45	71	DME	6	60	75	FS
26	3	30	67	DME	7	35	68	DME	7	70	81	S
27	4	40	70	DME	9	45	71	DME	5	50	72	DME
28	6	60	75	FS	7	35	68	DME	5	50	72	DME
29	0	0	60	DME	9	45	71	DME	7	70	81	S
30	3	30	67	DME	7	35	68	DME	5	50	72	DME
31	2	20	65	DME	9	45	71	DME	4	40	70	DME
32	8	80	87	VS	3	15	63	DME	0	0	60	DME
33	0	0	60	DME	0	0	60	DME	0	0	60	DME
34	6	60	75	FS	7	35	68	DME	5	50	72	DME
35	4	40	70	DME	10	50	72	DME	4	40	70	DME
36	4	40	70	DME	6	30	67	DME	7	70	81	S
37	6	60	75	FS	6	30	67	DME	5	50	72	DME
38	2	20	65	DME	8	40	70	DME	6	60	75	FS
39	3	30	67	DME	9	45	71	DME	4	40	70	DME
40	6	60	75	FS	14	70	81	S	7	70	81	S
41	5	50	72	DME	13	65	78	FS	8	80	87	VS
42	4	40	70	DME	15	75	84	S	8	80	87	VS
43	7	70	81	S	10	50	72	DME	4	40	70	DME
44	2	20	65	DME	10	50	72	DME	4	40	70	DME
45	5	50	72	DME	7	35	68	DME	5	50	72	DME
46	2	20	65	DME	7	35	68	DME	7	70	81	S
47	4	40	70	DME	9	45	71	DME	5	50	72	DME
48	3	30	67	DME	9	45	71	DME	4	40	70	DME
49	2	20	65	DME	0	0	60	DME	0	0	60	DME
50	10	100	100	O	20	100	100	O	8	80	87	VS

Legend:
O - Outstanding
VS-Very Satisfactory
S-Satisfactory
FS-Fairly Satisfactory
DME-Did Not Meet Expectation

Post-test Results

No	ISTRUKTURA NG WIKA				WIKA AT GRAMATIKA				PANITIKAN			
	Raw Score	Initial Grade	Transmuted Grade	Descriptive Rating	Raw Score	Initial Grade	Transmuted Grade	Descriptive Rating	Raw Score	Initial Grade	Transmuted Grade	Descriptive Rating
1	10	100	100	O	20	100	100	O	10	100	100	O
2	3	30	67	DME	13	65	78	FS	4	40	70	DME
3	8	80	87	VS	15	75	84	S	8	80	87	VS
4	10	100	100	O	20	100	100	O	10	100	100	O
5	3	30	67	DME	7	35	68	DME	5	50	72	DME
6	7	70	81	S	14	70	81	S	8	80	87	VS
7	8	80	87	VS	12	60	75	FS	8	80	87	VS
8	10	100	100	O	20	100	100	O	10	100	100	O
9	9	90	93	O	10	50	72	DME	9	90	93	O
10	8	80	87	VS	13	65	78	FS	8	80	87	VS
11	7	70	81	S	10	50	72	DME	8	80	87	VS
12	10	100	100	O	20	100	100	O	10	100	100	O
13	10	100	100	O	20	100	100	O	10	100	100	O
14	4	40	70	DME	13	65	78	FS	6	60	75	FS
15	6	60	75	FS	10	50	72	DME	8	80	87	VS
16	6	60	75	FS	12	60	75	FS	9	90	93	O
17	10	100	100	O	20	100	100	O	10	100	100	O
18	4	40	70	DME	8	40	70	DME	6	60	75	FS
19	3	30	67	DME	10	50	72	DME	5	50	72	DME
20	10	100	100	O	13	65	78	FS	5	50	72	DME
21	3	30	67	DME	11	55	73	DME	6	60	75	FS
22	6	60	75	FS	13	65	78	FS	8	80	87	VS
23	10	100	100	O	20	100	100	O	10	100	100	O
24	5	50	72	DME	9	45	71	DME	4	40	70	DME
25	10	100	100	O	20	100	100	O	10	100	100	O
26	10	100	100	O	20	100	100	O	10	100	100	O
27	4	40	70	DME	9	45	71	DME	10	100	100	O
28	4	40	70	DME	7	35	68	DME	5	50	72	DME
29	8	80	87	VS	14	70	81	S	8	80	87	VS
30	7	70	81	S	14	70	81	S	7	70	81	S
31	1	10	62	DME	11	55	73	DME	6	60	75	FS
32	10	100	100	O	20	100	100	O	10	100	100	O
33	10	100	100	O	20	100	100	O	10	100	100	O
34	7	70	81	S	9	45	71	DME	5	50	72	DME
35	7	70	81	S	7	35	68	DME	6	60	75	FS
36	10	100	100	O	20	100	100	O	10	100	100	O
37	7	70	81	S	15	75	84	S	5	50	72	DME
38	10	100	100	O	19	95	96	O	10	100	100	O
39	7	70	81	S	13	65	78	FS	9	90	93	O
40	10	100	100	O	20	100	100	O	10	100	100	O
41	4	40	70	DME	11	55	73	DME	5	50	72	DME
42	7	70	81	S	17	85	90	O	8	80	87	VS
43	10	100	100	O	20	100	100	O	10	100	100	O
44	10	100	100	O	20	100	100	O	10	100	100	O
45	5	50	72	DME	13	65	78	FS	8	80	87	VS
46	10	100	100	O	20	100	100	O	10	100	100	O
47	2	20	65	DME	7	35	68	DME	5	50	72	DME
48	10	100	100	O	20	100	100	O	10	100	100	O
49	3	30	67	DME	11	55	73	DME	6	60	75	FS
50	10	100	100	O	18	90	93	O	10	100	100	O

Legend:

O - Outstanding

VS-Very Satisfactory

S-Satisfactory

FS-Fairly Satisfactory

DME-Did Not Meet Expectation

Appendix C

Transmutation Table

2019 DEPED TRANSMUTATION TABLE

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	100		
98.40 – 99.99	99	66.40 – 67.99	79
96.80 – 98.39	98	64.80 – 66.39	78
95.20 – 96.79	97	63.20 – 64.79	77
93.60 – 95.19	96	61.60 – 63.19	76
92.00 – 93.59	95	60.00 – 61.59	75
90.40 – 91.99	94	56.00 – 59.99	74
88.80 – 90.39	93	52.00 – 55.99	73
87.20 – 88.79	92	48.00 – 51.99	72
85.60 – 87.19	91	44.00 – 47.99	71
84.00 – 85.59	90	40.00 – 43.99	70
82.40 – 83.99	89	36.00 – 39.99	69
80.80 – 82.39	88	32.00 – 35.99	68
79.20 – 80.79	87	28.00 – 31.99	67
77.60 – 79.19	86	24.00 – 27.99	66
76.00 – 77.59	85	20.00 – 23.99	65
74.40 – 75.99	84	16.00 – 19.99	64
72.80 – 74.39	83	12.00 – 15.99	63
71.20 – 72.79	82	8.00 – 11.99	62
69.60 – 71.19	81	4.00 – 7.99	61
68.00 – 69.59	80	0 – 3.99	60

READ:

DepEd K to 12 Grading System Steps for Computing Grades
<https://www.teacherph.com/deped-grading-system/>

2019 DepEd Guidelines on Classroom Assessment
<https://www.teacherph.com/classroom-assessment/>

2019 DepEd Transmutation Table
<https://www.teacherph.com/transmutation-table/>

Appendix D

Data Matrix
Pre-test in Istruktura ng Wika

	Frequency	Percent	Valid Percent	Cumulative Percent
Did not meet Expectation (Below 75)	32	64.0	64.0	64.0
Fairly Satisfactory (75-79)	11	22.0	22.0	86.0
Valid Satisfactory (80-84)	2	4.0	4.0	90.0
Very Satisfactory (85-89)	2	4.0	4.0	94.0
Outstanding (90-100)	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Pre-test in Wika at Gramatika

	Frequency	Percent	Valid Percent	Cumulative Percent
Did not meet Expectation (Below 75)	37	74.0	74.0	74.0
Fairly Satisfactory (75-79)	10	20.0	20.0	94.0
Valid Satisfactory (80-84)	2	4.0	4.0	98.0
Outstanding (90-100)	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Pre-test in Panitikan

	Frequency	Percent	Valid Percent	Cumulative Percent
Did not meet Expectation (Below 75)	27	54.0	54.0	54.0
Fairly Satisfactory (75-79)	7	14.0	14.0	68.0
Valid Satisfactory (80-84)	9	18.0	18.0	86.0
Very Satisfactory (85-89)	6	12.0	12.0	98.0
Outstanding (90-100)	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Post-test in Istruktura ng Wika

	Frequency	Percent	Valid Percent	Cumulative Percent
Did not meet Expectation (Below 75)	14	28.0	28.0	28.0
Fairly Satisfactory (75-79)	3	6.0	6.0	34.0
Valid Satisfactory (80-84)	8	16.0	16.0	50.0
Very Satisfactory (85-89)	4	8.0	8.0	58.0
Outstanding (90-100)	21	42.0	42.0	100.0
Total	50	100.0	100.0	

Post-test in Wika at Gramatika

	Frequency	Percent	Valid Percent	Cumulative Percent
Did not meet Expectation (Below 75)	16	32.0	32.0	32.0
Fairly Satisfactory (75-79)	9	18.0	18.0	50.0
Valid Satisfactory (80-84)	5	10.0	10.0	60.0
Outstanding (90-100)	20	40.0	40.0	100.0
Total	50	100.0	100.0	

Post in Panitikan

	Frequency	Percent	Valid Percent	Cumulative Percent
Did not meet Expectation (Below 75)	10	20.0	20.0	20.0
Fairly Satisfactory (75-79)	6	12.0	12.0	32.0
Valid Satisfactory (80-84)	1	2.0	2.0	34.0
Very Satisfactory (85-89)	10	20.0	20.0	54.0
Outstanding (90-100)	23	46.0	46.0	100.0
Total	50	100.0	100.0	

Appendix E.

Proposed Intervention Plan

Proposed Plan on Using IDENTETRA

I. Title: IDENTETRA: Teacher’s Intervention Plan to Fill in Learning Gaps

II. Rationale: The advancement of technology and the introduction of numerous social networking platforms have had both positive and negative effect on students’ academic and social lives. In this digital era, learning gaps in different subject areas are increasing. Therefore, teachers should also think of a way on how to fill in learning gaps of students using also asynchronous/synchronous platforms to help them have fun learning and to track, monitor and ensure their progress.

III. Objective: To fill in learning gaps of students using the IDENTETRA process model-identifying development needs, teacher coaching intervention and tracking, monitoring and ensuring progress

IV. Target Participants

Participants	Number
Students who got 80 and below (in one class)	20
Teacher-in-charge of teacher coaching intervention	1
TOTAL	21

V. Budgetary Requirement

Unit	Item Description	Quantity	Estimated Unit Cost	Estimated Total Cost
Papers	Test Papers (Pre-test and Post-test)	200 sheets	NONE	NONE
Laptop	HP Laptops, Android/IOS cellular phones	1	NONE	NONE
			TOTAL	NONE

VI. Materials/ Equipment Needed

ITEMS	QUANTITY
1. Bond Papers	200 sheets
2. Papers	20
3. Laptops/Cellular Phones	11

VII. Specifications On Venue/ Meals And Snacks

The teacher’s intervention plan can be done virtually or in-person. Meals and snacks of targeted participants can be cared of the teacher-in-charge of coaching intervention and with the help also of School Heads. Participants may also bring their own meals and snacks.

VIII. Training Matrix

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