Factors Affecting The Performance Of The Grade 11 Students In General Mathematics During The Modular Distance Learning Modality

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Abstract

The quality of students' academic performance remains at top priority for educators. But traditional learning method was changed when China was shaken by COVID-19 which rapidly spread across the world. Because of this situation the modality in learning in the Philippines must shift to ensure the continuity of education. This research aims to determine the factors affecting the performance of grade 11 students during the modular distance learning modality for S.Y. 2020 - 2021. This study employed a descriptive correlational method. The respondents of this study were 186 grade 11 students who took general mathematics. They answered the modified survey questionnaires from Tuntirojanawong (2013). Frequency, simple percentage, weighted mean, chi-square test and Pearson r were used to treat the gathered data. The study revealed that the profile which had negligible relationship with the readiness factors were age, gender and number of siblings. The senior high school strand, and gadgets used, internet connectivity and combined family income of the respondents had significant relationship with the readiness factor. The three readiness factors such as Technology access, technology skills time management skills and academic performance of the respondents had weak positive correlations. The psychological factors such as motivation self-efficacy had weak positive correlation with the academic performance of the respondents while the study skills of the respondents had weak positive correlation with the respondents' academic performance. Researchers recommended the learners enhancement plans for each identified school to be implemented and monitored to enhance the learners need during their modular distance learning.

Keywords: Bohol, Cebu, Mandaue, Modular distance Learning, Teaching Mathematics, descriptive study, Academic Performance

I. INTRODUCTION

Education provides individual knowledge of the world around him or her and changes it into something better. It develops a person's perspective of looking at life. It makes someone capable of interpreting things among other things. It is not just about lessons in textbooks. It is about the lessons of life. For older people education is a treasure that no one can steal.

The students' performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for the country's

economic and social development. It is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Thus, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfil the employer's demand.The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally.

In the Philippine education,the transfer of knowledge from one generation to another is through teaching and learning using face to face or the traditional learning method. But traditional learning method was changed when China was shaken by COVID-19 which rapidly spread across the world. Because of this unexpected situation, the modality in learning must shift to ensure the continuity of education especially in Mathematics. The Department of Education (DepEd) implemented the Blended Learning modality which has three different types of modality Modular Distance Learning (MDL), Online Distance Learning (ODL) and TV/Radio-Based Instruction. The study will focus on MDLmodality. MDL is a learning method in which students are not required to be physically present in a classroom setting or school. It can be done through the correspondence of the school or online.

Though MDL is already practiced here in the Philippines for several years by higher education, the big question is, if the grade 11 senior high school students are ready to adopt this type of modality. The researchers and at the same time mathematics teachers have observed that many students were having difficulties in learning Mathematics even in traditional method. The teaching of Mathematics needs collaborative learning, thus the interaction between the teacher and students are deemed necessary in order to take place a better teaching-learning process.

As mathematics teachers, the researchers wanted to know how the readiness and psychological will affect the performance of the grade 11 students in general mathematics during the modular distance learning modality. The readiness factor involves technology access, technology skills and time management skills of the student. While psychological factor involves motivation, study skills, mathematics self-efficacy factor of the students.

Conducting this study will help to enhance the implementation of modular distance learning modality in mathematics ofthe grade 11 senior high school students.

II.   FRAMEWORK

The study is anchored on the theory of Michael Moore's Transactional Distance Theory, Social Cognitive Theory by Albert Bandura and Self-Efficacy Theory by Albert Bandura.Also, this is supported by the following legal bases: 1] DepEd Order #12, s. 2020 on Adoption of the Basic Education Learning Continuity Plan for School Year 2020 – 2021 in Light of the COVID-19 Public Health Emergency; and 2] DepEd Order #7., s. 2020 on School Calendar and Activities for School Year 2020 – 2021.

Moore's (2015) concept of "transactional distance" encompasses the distance that, he says, exists in all educational relationships. This distance is determined by the amount of dialogue

that occurs between the learner and the instructor, and the amount of structure that exists in the design of the course. Greater transactional distance occurs when an educational program has more structure and less student-teacher dialogue, as might be found in some traditional distance education courses. Education offers a continuum of transactions from less distant, where there is greater interaction and less structure, to more distant, where there may be less interaction and more structure. This continuum blurs the distinctions between conventional and distance programs because of the variety of transactions that occur between teachers and learners in both settings.
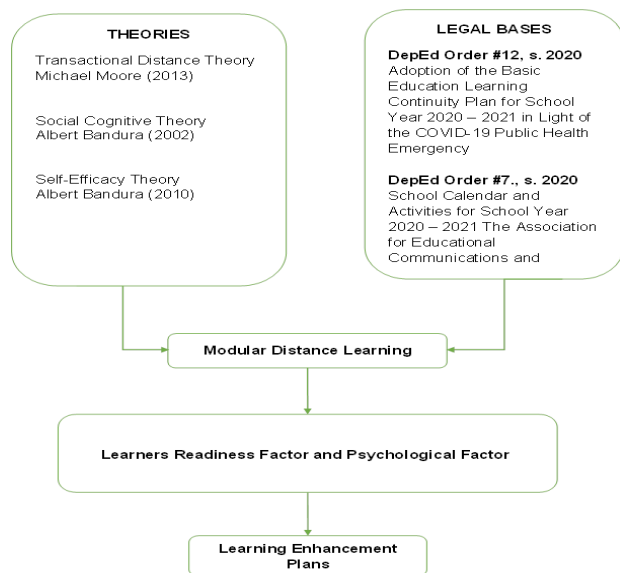
Figure1. Theoretical Framework of the Study

THEORIES

Transactional Distance Theory
Michael Moore (2013)

Social Cognitive Theory
Albert Bandura (2002)

Self-Efficacy Theory
Albert Bandura (2010)

LEGAL BASES

DepEd Order #12, s. 2020
Adoption of the Basic
Education Learning
Continuity Plan for School
Year 2020 – 2021 in Light of
the COVID-19 Public Health
Emergency

DepEd Order #7., s. 2020
School Calendar and
Activities for School Year
2020 – 2021 The Association
for Educational
Communications and

Modular Distance Learning

Learners Readiness Factor and Psychological Factor

Learning Enhancement Plans

According to Moore (2013), the nature of the transaction developed between teachers and students in distance learning needs to take into account three factors: dialogue, structure, and learner autonomy. Moore's theory states that there two elements of distance education which include two-way communication and the responsiveness of a program to the learner's needs. It also states that the learner has to have a high degree of independence and autonomy.

(Bandura, 2002) in his research said that the capacity to exercise control over the nature and quality of one's life is the essence of humanness. Human agency is characterized by a number of core features that operate through phenomenal and functional consciousness. These include the temporal extension of agency through intentionality and forethought, self-regulation by self-reactive influence, and self-reflectiveness about one's capabilities, quality of functioning, and the meaning and purpose of one's life pursuits. Personal agency operates within a broad network of socio structural influences.Social cognitive theory distinguishes among three modes of agency: direct personal agency, proxy agency that relies on others to act on one's behest to secure desired outcomes, and collective agency exercised through socially coordinative and interdependent.

Bandura (2010) stated further that unless people believe they can produce desired effects by their actions, they have little incentive to undertake activities or to persevere in the face of difficulties. Whatever other factors may serve as guides and motivators they are rooted in the core belief that one can make a difference by one's actions.

When the World Health Organization declared COVID-19 a pandemic, Schools to discontinue all face-to-face classes. As a result,

education has shifted dramatically, with the unusual rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Supporting the continuation of teaching and learning during the COVID-19 Pandemic, UNESCO (2020) states that education systems around the world are facing an unprecedented challenge in the wake of massive school closures mandated as part of public health efforts to contain the spread of COVID-19. Governmental agencies are working with international organizations, private sector partners and civil society to deliver education remotely through a mix of technologies in order to ensure continuity of curriculum-based study and learning for all.

DepEd Order #12 s. 2020. The COVID-19 pandemic poses challenges to various sectors, especially in responding to basic rights. With the physical distancing and community quarantine being among the measures to contain COVID-19, basic education is among the sectors heavily affected as schools and community learning centers are closed for physical conduct of classes.

In order to provide clear guidance to all offices, units, schools, and community learning centers (CLCs) of the DepEd, learners and their parents, partners, and stakeholders, the Department developed a Basic Education Learning Continuity Plan (BE-LCP), a package of education interventions that will respond to basic education challenges brought about by COVID-19. In developing the BE-LCP, DepEd engaged internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety, and well-being of all learners, teachers, and personnel of the Department.

Based on DepEd Order #7 s. 2020 the unprecedented outbreak of COVID-19, which resulted in the implementation of various forms of community quarantine, has greatly affected the education system. While our united efforts in the past months against the COVID-19 pandemic are producing positive results, it is not yet fully contained, and our country and the world at large continue to face challenges brought about by this unforeseen health crisis.

The DepEd is committed to ensure educational continuity amidst the challenges. Education must continue to give hope and stability, contribute to the normalization of activities in the country, facilitate development of our learners and bring normalcy to their lives, but health and safety of learners and school personnel are of utmost importance and must be protected at all times.

After consultations and internal discussions, DepEd has reached a decision to set the opening of School Year (SY) 2020-2021 on August 24, 2020. However, the days in August prior to the formal school opening will be used to provide learners with assignments to explore foundational topics for deepening during the year, orientation on the utilization of alternative learning delivery modalities and corresponding learners' materials, and mental health and psychosocial support activities. These pre-opening activities devoted to the attainment of the learning objectives for the school year shall be counted as class days. The school year will end on April 30, 2021.

(Yen et al, 2018) in their research said that new learning delivery modalities will replace the traditional Face to Face method. One of these is Distance Learning which refers to a learning delivery modality where learning takes place between the teacher 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 (Belmonte, 2020). Modular Distance Learning involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like

Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline E-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message or instant messaging. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as para-teachers.

(Shurygin & Krasnova, 2016) states that studying mathematics through Modular Distance Learning has been a challenge to the learners due to the nature of communication to teachers and receiving of materials during instruction. Typically, mathematics was taught mainly through face-to-face interaction and the students were able to interact with materials provided and also interact among themselves in the classroom.

As Math teachers, the researchers are interested in wanting to know the perceptions of the senior high students towards modular distance learning in Mathematics. The main objective of this study is to assess students' perceptions towards Modular Distance Learning Modality in learning Mathematics of Senior High School students to determine their level of satisfaction in distance learning mode compare to their experiences in conventional classroom settings.

Ranieri, Raffaghelli & Pezzati, (2018). further point out that in giving consideration to how, as academics, we can teach in order to ensure that our students are engaging with the learning process, it is necessary to focus on the type of teaching strategies we can employ to achieve this end. The following approach will help you to think through and decide on appropriate teaching strategies for your module. First, take time to read over your module aims, learning outcomes and content material. Then, focus on how best you can involve students in making sense of the material through active engagement and application.

In concordance with Lowe, Mestel & Williams, G. (2016), visualization, as both the product and the process of creation, interpretation and reflection upon pictures and images, is gaining increased visibility in mathematics and mathematics education. This paper is an attempt to define visualization and to analyze, exemplify and reflect upon the many different and rich roles it can and should play in the learning and the doing of mathematics. At the same time, the limitations and possible sources of difficulties visualization may pose for students and teachers are considered.

Teaching mathematics in Modular Distance Learning has revealed many problems and possibilities.

On the basis of Fernan and Laguda (2020), the Philippines' Department of Education (DepEd) proposed to use online learning, modular approach, radio-television methods, face-to-face, and para-teachers for blended learning. But the lack of facilities like gadgets or computer sets, and connectivity in the Philippines is a unique challenge to DepEd.

Tambunan (2018), with track analysis is attained by dominant factor of teacher's role as motivator that is, factor of delivery of learning goal and learning comfort, delivery of learning objectives and variations of learning approaches, delivery of learning objectives, variations in the learning approach, learning comfort and variation of learning approach, pleasant class atmosphere.

As explained by Belanger and Jordan (2019), the 20th century has seen the creation and evolution of technologies beyond imagination a century ago. The computer enabled the digital presentation of knowledge, and increased the speed with which information can be captured and processed. At the dawn of the 21st century, we are witnessing unprecedented growth in the

number of commercial, governmental, and educational institutions planning or implementing some form of distance learning.

Conforming to Downes (2016) discusses the topic of learning objects in three parts. First, it identifies a need for learning objects and describes their essential components based on this need. Second, drawing on concepts from recent developments in computer science, it describes learning objects from a theoretical perspective. Finally, it describes learning objects in practice, first as they are created or generated by content authors, and second, as they are displayed or used by students and other client groups.

This review of literature and research into the effectiveness of distance education systems according to Sherry (2018). It deals with a number of factors which affect their success or failure. These include the influence of distance learning theory upon instructional design and delivery, redefining the roles of partners in distance education teams, media selection, technology adoption, change implementation, methods and strategies to increase interactivity, inquiry, and active learning, learner characteristics and modes of learning, teacher mediation and learner support, operational issues, policy and management issues, and cost/benefit tradeoffs.

According to Holmberg (2016), distance education is practiced in all parts of the world to provide study opportunities for those who cannot—or do not want to— take part in classroom teaching. This does not mean that there is universal agreement about its characteristics.

As stated by Peters (2016), digitalization, which is penetrating many areas of our daily working and private lives with increasing speed, is also having an effect on university teaching, especially since the introduction of the Internet. Traditional universities and distance universities are being confronted with new tasks. Both teachers and students must acquire new attitudes to these digital media because they considerably alter the pedagogical structure of studying at university. They have to find their way in the new situation, recognize the specific teaching and learning potentials of modern information and communication media, devise and test new forms of learning and teaching, and integrate them into their daily work.

According to the study of Tuntirojanawong (2013), the rapidly changing global economies enhance people and organizations to keep up with the rapid changes that define the Internet world. E-learning is a new education concept by using the Internet technology, its deliveries the digital content, provides a learner-orient environment for the teachers and students. To achieve this, every Distance Learning Institutions extend support to its learner, all these activities beyond the production and delivery of course material assist in the progress of students in term of learning, interacting and effective communication. As above mentioned, student support services provided by Distance Learning Institutions are still based on factors of the learning process such as attention, motivation, emotional aspects, and students' readiness to different e-learning strategies.

Wettergren (2017) also stated that motivated students are important in all forms of education even more so in distance-education where students are alone in their efforts. Distance education can in many aspects be a lonely affair where students are left to motivate themselves and to push through barriers and hurdles with less help and support from peers and teachers, the sense of isolation is ever present.

The overall results of the study of Bernard et al. (2016) indicated the effect sizes of essentially zero on all three measures and wide variability. This suggests that many applications of distance education outperform their classroom counterparts and that many perform more poorly. Dividing achievement outcomes into

synchronous and asynchronous forms of distance education produced a somewhat different impression. In general, mean achievement effect sizes for synchronous applications favored classroom instruction, while effect sizes for asynchronous applications favored distance education. However, significant heterogeneity remained in each subset.

The research of Liyanagunawardena (2016) revealed that ICTs have indeed increased opportunities for higher education; but mainly for people of affluent families from the Western Province. Issues identified were categorized under the themes: quality assurance, location, language, digital literacies and access to resources. Recommendations were offered to tackle the identified issues in accordance with the study findings. The study also revealed the strong presence of a multifaceted digital divide in the country. In conclusion, this research has shown that although ICT-enabled distance education has the potential to increase access to higher education the present implementation of the system in Sri Lanka has been less than successful.

The Theories, Legal Bases and the Review of the Related Literature shows that there is a need to continue with the present investigation to affirm or negate the findings of other Inquiries about the same research problem or topic so that generalizations or principles may be formulated. These generalizations and principles would be the contributions of the present investigation together with other studies to fund of knowledge. This study is not a duplication of other studies. The present inquiry may only be a replication of another study. In spite of similar studies, the present study is still necessary to find out if the findings of studies in other places are also true in the local of the present study. This study will measure the readiness factor and the psychological factor of the learners towards modular distance learning.

III.   OBJECTIVE OF THE STUDY

The study aimed to determine the factors affecting the performance of the Grade 11 students in General Mathematics during the modular distance learning modality in the identified schools in Talisay City Cebu, Mandaue City Cebu, and Bien Unido Bohol for the school year 2020-2021 as the basis for learning enhancement plan. Specifically, it intended to discover the following queries:

1. profile of the respondents in terms of age and gender, SHS Strand, internet connectivity, gadget used, parent occupation, combined monthly family income and number of siblings; 2. level of academic performance of the respondents in General Mathematics; 3. as perceived by the respondents, the extent of readiness factor towards modular distance learning as to technology access, technology skills, and time management; 4. as perceived by the respondents, what is the extent of psychological factors towards modular distance learning as to, motivation, study skills and mathematics self-efficacy; 5. significance of the relationship between the identified profile of the respondents and the readiness factors and psychological factors; 6. significance of the relationship between the academic performance of the respondents, and readiness factors and psychological factors.

IV.   METHODOLOGY

Thestudy employed descriptive correlational survey using universal sampling among grade 11 senior high school students with the use of the questionnaire adopted from Tuntirojanawong (2013) that the researcher modified. This was used to find out the factors affecting the performance of the grade 11 student's in general mathematics during modular distance learning modality. These were the readiness factors and psychological factors. The correlation method was used to differentiate the relationship between the readiness factors, psychological factors and

the performance of the students in Mathematics. The researchers distributed the questionnaires personally, conducted the survey and collected the accomplished questionnaires. Descriptive correlational survey using universal samplingapproach was used in gathering, measuring and analyzing data.

The study focused on factors affecting the performance of the grade 11 students in general Mathematics during the modular distance learning modality.

The study has a total population of 400grade 11 senior high school students from the different locality where the study was conducted. The research respondents were the selected 186students in grade 11 in three different schools which were the subject of the study. Fifty (50) in Adventist Academy- Cebu, 71 in Center for Healthcare Profession Cebu Inc. and 65 in Ponciano L. Padin National High School in the School Year: 2020 – 2021. The grade 11 students were chosen as our correspondence for they are in the level of maturity to answer the questionnaires. They were also the focus of this study for they were the first to experience the modular distance learning modality in mathematics. The study used the universal sampling in which the selection of the respondents was based on the convenience of the researchers.

The distribution of cases is shown below:

Table 1 Distribution of Respondents

Respondents	Number of Respondents	Percentage
Adventist Academy- Cebu	50	26.88
Center for Healthcare Profession Cebu Inc.	71	38.17
Ponciano L. Padin National High School	65	34.95
Total	**186**	**100**

Data gathering were done through a survey questionnaire, the focus of which was on respondents' profile, readinessand the psychological factorof the respondents towards modular distance learning modality. The findings obtain in this study are limited by the perceptions and opinions of the respondents. Basically, the Likert style of item construction is adapted wherein the intended respondents are to specify their answer according to the prescribed scale. The formulated questions in the instrument are patterned from Tuntirojanawong (2013).

The questionnaire consists of three parts: Part I, deals on the profile of the respondents as to age, gender, strand they take, parent occupation combined monthly family income, number of siblings, internet connectivity and gadget used. Part II contains the respondents' readiness factors towardsmodular distance learning modality in Mathematics. Part III contains the respondents' psychological factors towardsmodular distance learning modality in Mathematics. There were thirty-five questions throughout the three areas. The fifteen items were for the students' readiness towards modular distance modality of learning. The other twenty items were the students' psychological factor towards modular distance learning modality.

To ensure the smoothness and systematic conduct of the study, the researchers send a letter to the school principals of Adventist Academy – Cebu Inc., Center for Healthcare Profession Cebu

Inc, and Ponciano L. Padin National High School for the distribution of the questionnaires to the respondents. After the permit was granted, the questionnaires were distributed by the researchers in the form of printouts or google form. The respondents were made to understand that their participation through their answers to the survey will be dealt with utmost confidentiality. The respondents were given enough time to answer the tool and address their questions.

The responses then were tallied and collated in tables for the purpose of analysis and interpretation. The data were subject to statistical treatment to test the hypothesis. The findings became the basis for drawing conclusions and recommendations of the study.

The researcher used the student's report card to determine the level of performance of the students in General Mathematics. With the permission of the school principal, the researcher then asked politely to the teacher to get an access to the student's final academics record in first semester specifically their grade in general mathematics. The grading scale was based on the report card.

The data to be gathered on this study was treated and validated using the following:

Chi-square test. Thiswas used to determine whether there is an association between categorical variables.

Weighted Mean. This technique was used to measure the tendency where some values are given importance over others. This was used to gauge the average value of responses to items in the questionnaire.

Pearson Product-Moment Correlation. Thiswas used to determine the relationship between the readiness factors, psychological factors and Mathematics Performance.

V. RESULTS AND DISCUSSIONS

The results of the respondents' profile in terms of age and gender, track and strand enrolled in, final grade in Grade 10 mathematics, type of school graduated are given in Table 1. The mathematics performance of the respondents is also presented in Table 1. The level of the attitude of the respondents in terms of perceived confidence in learning mathematics, and usefulness of mathematics are shown in Tables 2 and 3. The respondents' attitude towards blended learning is presented in Table 4. Further, the significance of the relationship between the mathematics performance and the level of attitude towards mathematics, and blended learning are exhibited in Tables 5 and 6, respectively. Finally, the significance of the difference in the level of attitude towards mathematics, and blended learning when grouped by the profile of the respondents are depicted in Tables 7 and 8, respectively.

Profile of the respondents

This part presents the profile of the respondents from the three identified School in terms of age and gender, Senior high strand, internet connectivity, gadgets used, parents' occupation, combined monthly family income, and number of siblings.

Table 1. Age and Gender

Age (in years)	Male		Female		Total	
	f	%	f	%	f	%
19 and above	9	4.84	12	6.45	21	11.29
18	16	8.60	22	11.83	38	20.43
17	24	12.90	64	34.41	88	47.31

16	8	4.30	31	16.67	39	20.97
Total	**57**	**30.65**	**129**	**69.35**	**186**	**100.00**

Table 1 presented the profile of the respondents as to age and gender. These aspects were believed to affect the performance of the respondents in general mathematics during the modular distance learning modality.

Among the 186 respondents, a total of 88 or 47.31 percent were 17 years old, 24 or 12.90 percent were male and 64 or 34.41 percent were female. A total 39 or 20.97 percent were 16 years old, eight or 4.30 percent were male and 31 or 16.67 percent were female. A total 38 or 20.43 percent were 18 years old, 16 or 8.60 percent were male and 22 or 11.83 percent were female. A total of 21 or 11.29 percent of the respondents were 19 years old and above, nine or 4.84 percent were male and 12 or 6.45 percent were female. The data showed that most of the learners belong to the age of 17 and most of them were female. At this age the learner still needs guidance in their psychological attitudes towards learning. The learners at this age were not matured enough to perform their task on their own. Hence, the learners need the presence of the teachers during performing of their task.

Table 2. Senior High Strand

Strand	f	%
ABM	8	4.30
GAS	65	34.95
HUMMS	37	19.89
STEM	29	15.59
TECHVOC	47	25.27
Total	**186**	**100.00**

Table 2 presented the different strands of the respondents. Accordingly, 65 or 34.95 percent were taking GAS, 47 or 25.27 percent of the respondents were taking TECHVOC, 37 or 19.89 percent were taking HUMMS, 29 or 15.59 percent of the respondents were taking STEM and eight or 4.30 percent were taking ABM. The data showed that most of the learners were majoring GAS and TECHVOC strand. This strand needs the collaboration between teachers and learners. The researchers find it difficult for the learner to learn at their fullest. Full support and guidance of the teachers were needed.

Table 3. Internet Connectivity

Internet Connectivity	f	%
Data	76	40.86
Wi-Fi	53	28.49

Peso Net	33	17.74
None	24	12.90
Total	**186**	**100.00**

Table 3 presented the internet connectivity of the respondents. Accordingly, 76 or 40.86 percent of the respondents were using data, 53 or 28.49 percent were using wi-fi, 33 or 17.74 percent were using peso net and 24 or 12.90 percent does not have internet connection. The data showed that internet connectivitywasavailable to most of the learners. Internet connectivity is important in modular distance learning modality since the way of communication between learners and teachers is oftentimes thru internet technology.

Table 4. Gadgets Used

Gadgets	f	%
Laptop	18	9.68
Tablet	2	1.08
Smartphone	151	81.18
Personal Computer	8	4.30
None	7	3.76
Total	**186**	**100.00**

Table 4 presented the gadgets used by the respondents. The table showed that 151 or 81.18 percent respondents were using smart phone, 18 or 9.68 percent were using laptop, eight or 4.30 percent were using personal computer, two or 1.08 percent were using tablet and seven or 3.76 percent does not own a gadget. The data showed that gadget was available to most of the learners in different forms. Gadget also plays an important role in modular distance learning modality where gadget is the device being used by the learners to access internet.

Table 5. Parents' Occupation

MOTHER			FATHER		
Occupation	f	%	f	%	Occupation
Housewife	126	67.74	60	32.26	Fisherman
Teacher	15	8.06	17	9.14	Driver
Vendor	7	3.76	8	4.30	Teacher
Self-employed	4	2.15	9	4.84	Self-employed
Businesswoman	3	1.61	8	4.30	Company Worker
Store owner	3	1.61	8	4.30	Vendor
Government employee	2	1.08	5	2.69	Businessman

Farmer	2	1.08	4	2.15	Seaman
Brgy. Health Worker	2	1.08	4	2.15	Farmer
Others	19	10.22	3	1.61	Govt. Employee
None	2	1.08	3	1.61	Engineer
Deceased	1	0.53	3	1.61	Pastor
			3	1.61	Welder
			3	1.61	Security guard
			3	1.61	Construction worker
			2	1.08	Accountant
			2	1.08	Minister
			2	1.08	Store Owner
			2	1.08	Carpenter
			2	1.08	Mechanic
			2	1.08	Technician
			22	11.83	Others
			6	3.23	None
			5	2.69	Deceased
Total	**186**	**100.00**	**186**	**100.00**	**Total**

Table 5 presented the parent's occupation of the respondents.

For mothers, the table showed that 126 or 67.74 percent were housewives, 15 or 8.06 percent were teachers, seven or 3.76 percent were vendors, four or 2.15 percent were self-employed, three or 1.61 percent were business women, three or 1.61 percent were store owners, two or 1.08 percent were government employees, two or 1.08 percent were farmers, two or 1.08 percent were barangay health workers, 19 or 10.22 percent does not specified, two or 1.08 percent does not have a job and one or 0.53 percent deceased.

For fathers, the table showed that 60 or 32.26 percent were fishermen, 17 or 9.14 percent were drivers, nine or 4.84 percent were self-employed, eight or 4.30 percent were teachers, eight or 4.30 percent were company worker, eight or 4.30 percent were vendors, five or 2.69 percent were businessmen, four or 2.15 percent were seamen, four or 2.15 percent were farmer, three or 1.61 percent were government employees, three or 1.61 percent were engineers, three or 1.61 percent were pastors, three or 1.61 percent were welders, three or 1.61 percent were security guards, three or 1.61 percent were construction workers, two or 1.08 percent were accountants, two or 1.08 percent were ministers, two or 1.08 percent were store owners, two or 1.08 percent were carpenters, 22 or 11.83 percent does not specified, six or 3.23 percent does not have a job and five or 2.69 percent were deceased. The data showed that most of the parent's had an occupation and were generating and income. This showed that they were capable in providing their children gadgets and internet connectivity that can be used during modular distance modality.

The study of Tazouti & Jarlégan, (2019). examined the process of how socioeconomic status, specifically parents' education and income, indirectly relates to children's academic achievement through parents' beliefs and

behaviors. Using structural equation modeling techniques, the author found that the socioeconomic factors were related indirectly to

children's academic achievement through parents' beliefs and behaviors but that the process of these relations was different by racial group.

Table 6. Combined family monthly income

Monthly Income (in pesos)	f	%
Above 40,000	24	12.90
30,001 – 40,000	7	3.76
20,001 – 30,000	14	7.53
10,001 – 20,000	44	23.66
below 10,000	97	52.15
Total	**186**	**100.00**

Table 6 presented the combined family income of mother and father of the respondents. The table showed that 97 or 52.15 percent respondents with combined parents' income of 10,000 and below, 44 or 23.66 percent were between 10,001 – 20,000, 24 or 12.90 percent were above 40,000, 14 or 7.53 percent were between 20,001 – 30,000 and seven or 3.76 percent were between 30,001 – 40,000. The data showed that most of the parent's incomes were sufficient enough to provide their children gadgets and internet connectivity that can be used during modular distance modality.

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Table 7. Number of Siblings

Number of Siblings	f	%
9 and above	4	2.15
6 – 8	29	15.59
3 – 5	100	53.76
0 – 2	53	28.49

Total	**186**	**100.00**

Table 7 presented the number of siblings of the respondents. The table showed that 100 or 53.76 percent had between 3-5 siblings, 53 or 28.49 percent had between 0-2, 29 or 15.59 percent had between 6-8 and four or 2.15 percent had 9 and above.

Level of Academic Performance

Table 8. Level of Academic Performance of the Respondents

Level	Numerical Range	f	%
Outstanding	90 – 100	34	18.28
Very Satisfactory	85 – 89	49	26.34
Satisfactory	80 – 84	49	26.34
Fair Satisfactory	75 – 79	54	29.03
Did not meet the Expectations	Below 75	--	--
Total		**186**	**100.00**
Average		**83.94**	

Table 8 portrayed the level of performance of the respondents in general mathematics. The table showed that 54 or 29.03 percent were in the level of fair satisfactory, 49 or 26.34 percent were satisfactory, 49 or 26.34 percent were very satisfactory and 34 or 18.28 percent were outstanding. The overall average was in satisfactory level.

Extent of readiness factor towards modular distance learning

This part presents the readiness factor towards Modular Learning as to Technology Access, Technology Skills and Time Management Skills in the three identified School

Table 9. Technology Access

S/N	Indicators	$\bar{x}$	sd	Verbal Interpretation
1	I have access to a gadget on a daily basis.	2.87	0.719	Ready
2	I have access to a gadget with an Internet connection at home.	2.60	0.872	Ready
3	I have a virus protection on my gadget.	2.66	0.785	Ready

4	I have access to a gadget with the necessary software installed.	2.73	0.686	Ready
5	I have access to a gadget in campus with stable internet connection.	2.05	0.780	Somewhat Ready
Overall Mean		**2.58**		**Ready**
Overall Standard Deviation			**0.768**	

Legend: 3.26 – 4.00 – Very Ready; 2.51 – 3.25 – Ready; 1.76 – 2.50 – Somewhat Ready; 1.00 – 1.75 – Not Ready

Table 9 presented the mean rating on the extent of readiness of the respondents towards modular distance learning as to technology access based on the indicators given.

The mean rating of each indicator are arranged from highest to lowest and the following are:(1) access to a gadget on a daily basis with an average mean of 2.87 interpreted as ready, (2) access to a gadget with the necessary software installed with an average mean of 2.73 interpreted as ready, (3) have a virus protection on my gadget with an average mean of 2.66 interpreted as ready, (4) access to a gadget with an Internet connection at home with an average mean of 2.60 interpreted as somewhat ready, and (5) have access to a gadget in campus with stable internet connection with an average mean of 2.05 interpreted as somewhat ready. The overall mean is 2.58 and interpreted as ready.

The result shows that the respondents were ready with the implementation of modular distance learning modality in terms of technology access. Result was consistent with Tuntirojanawong (2013) which states that, sufficient access of technology such as internet connection, gadgets and software that will help both teachers and learners in production and delivery of course material, assist the progress of students in term of learning, interacting and effective communication. Learners must have these technology access when doing modular distance learning modality.

Table 10. Technology Skills

S/N	Indicators	$\overline{x}$	sd	Verbal Interpretation
1	I can save/open documents to/ from a hard disk or other removable storage device.	2.72	0.762	Ready
2	I can navigate the Web pages. (go to next, or previous page)	2.85	0.746	Ready
3	I can send and receive email attachments.	2.88	0.805	Ready
4	I can resolve commons errors while surfing the internet such as page not found or connection time out.	2.53	0.737	Ready

| 5 | I can use the advanced Internet skills, such as using a search engine, identifying and downloading appropriate files, and installing or updating software. | 2.71 | 0.786 | Ready |

| **Overall Mean** | **2.74** | | **Ready** |
| **Overall Standard Deviation** | | **0.767** | |

Table 10 presented the mean rating on the extent of readiness of the respondents towards modular distance learning as to technology skills based on the indicators given.

The mean rating of each indicator are arranged from highest to lowest and the following are:(1) can send and receive email attachments with an average mean of 2.88 interpreted as ready, (2) can navigate the Web pages with an average mean of 2.85 interpreted as ready, (3) can save/open documents to/ from a hard disk or other removable storage device with an average mean of 2.72 interpreted as ready, (4) can use the advanced Internet skills, such as using a search engine, identifying and downloading appropriate files, and installing or updating software with an average mean of 2.71 interpreted as ready, and (5) can resolve commons errors while surfing the internet such as page not found or connection

time out with an average mean of 2.53 interpreted as ready. The overall mean is 2.74 and interpreted as ready.

The result shows that the respondents were ready with the implementation of modular distance learning modality in terms of technology skills. Result was consistent with Towhidi (2016) which states that, the system of education is rapidly changing as well as technology. Older technology is replaced by new technological phenomena and the new ones are being adopted and these are affecting the educational systems. Technology skills like computer operation and internet navigation literacy plays an important role in our educational system today. Learners must equip themselves with these technology skills when doing modular distance learning modality.

Table11. Time Management

S/N	Indicators	$\bar{x}$	sd	Verbal Interpretation
1	I can schedule time to provide timely responses to other students and/or the instructor.	2.83	0.673	Ready
2	I can control my desire to postpone important tasks.	2.75	0.668	Ready
3	I can get assignment done ahead of time.	2.78	0.728	Ready
4	I can sacrifice personal time to complete assignments and reading.	2.96	0.723	Ready

5	I have the self-discipline to login and participate in an online course several times a week.	2.59	0.747	Ready

Overall Mean	**2.78**		**Ready**
Overall Standard Deviation		0.708	

Table 11 presented the mean rating on the extent of readiness of the respondents towards modular distance learning as to time management skills based on the indicators given.

The mean rating of each indicator are arranged from highest to lowest and the following are:(1) respondents can sacrifice personal time to complete assignments and reading with an average mean of 2.96 interpreted as ready, (2) can schedule time to provide timely responses to other students and/or the instructor with an average mean of 2.83 interpreted as ready, (3) can get assignment done ahead of time with an average mean of 2.78 interpreted as ready, (4) can control my desire to postpone important tasks with an average mean of 2.75 interpreted as ready, and (5) have the self-discipline to login and participate in an online course several times a week with an average mean of 2.59 interpreted as

somewhat ready. The overall mean is 2.78 and interpreted as ready.

The result shows that the respondents were ready with the implementation of modular distance learning modality in terms of time management skills. Result was consistent with Guangxin (2019) which states that while allowing learners to decide when and how to study, it also presents great challenges to those who are not skillful at using time efficiently. Suggested strategies for time management include using structured learning to strengthen time management.

Time management skills is one of the attitudes needed by the learners especially when doing modular distance learning modality.The fact that the students had the possibility to change their daily schedule in such a way to fit with their study requirements due dates, made it possible to solve the problem of time management.

Summary on the extent of readiness factorstowards modular distance learning

Table 12. Summary on the Extent of Readiness Factors

Readiness Factors	$\overline{x}$	sd	Verbal Interpretation
Technology Access	2.58	0.768	Ready
Technology Skills	2.74	0.767	Ready
Time Management Skills	2.78	0.708	Ready
Grand Mean	**2.70**		**Ready**
Grand Standard Deviation		0.748	

Table 12presented the summary on the extent of readiness of the respondents towards modular distance learning.

Arranging the mean from highest to lowest the following are;timemanagement skills with an average mean of 2.78 interpreted as ready, technology skills with an average mean of 2.74 interpreted as ready and technology access with an average mean of 2.58 interpreted as

somewhat ready. The grand mean is 2.70 and interpreted as ready.

Extent of psychological factors towards modular distance learning

This part presents the extent of psychological factors towards modular distance learning as to motivation, study skills and mathematics self-efficacy in the three identified schools.

Table 13. Motivation

S/N	Indicators	$\bar{x}$	sd	Verbal Interpretation
1	I would be able to complete my study even when there are distractions in my environment.	2.76	0.726	High
2	I can set goals and objectives for Learning.	3.13	0.518	High
3	I consider flexibility in time as an important motivating factor in answering the self-learning module.	3.00	0.597	High
4	I enjoy learning that is both interesting and challenging.	3.17	0.632	High
5	I undertake reading activities indicated because I have to.	2.95	0.609	High
Overall Mean		**3.00**		**High**
Overall Standard Deviation			**0.616**	

Legend: 3.26 – 4.00 – Very High; 2.51 – 3.25 – High; 1.76 – 2.50 – Low; 1.00 – 1.75 – Very Low

Table 13 presented the mean rating on the extent of motivation of the respondents towards modular distance learning based on the indicators given.

The mean rating of each indicator are arranged from highest to lowest and the following are:(1) the respondents enjoy learning that is both interesting and challenging with an average mean of 3.17 interpreted as high, (2) can set goals and objectives for learning with an average mean of 3.13 interpreted as high, (3) consider flexibility in time as an important motivating factor in answering the self-learning module with an

average mean of 3.00 interpreted as high, (4) undertake reading activities indicated because I have to with an average mean of 2.95 interpreted as high, and (5) would be able to complete my study even when there are distractions in my environment with an average mean of 2.76 interpreted as high. The overall mean is 3.00 and interpreted as high.

The result shows that respondent's motivations were high and ready with the implementation of modular distance learning modality. Result was consistent with Wettergren (2017) which states that, motivated students are

important in all forms of education even more so in distance-education where students are alone in their efforts. Distance education can in many aspects be a lonely affair where students are left to motivate themselves and to push through barriers and hurdles with less help and support from peers and teachers, the sense of isolation is ever present.

Table 14. Study Skills

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S/N	Indicators	$\overline{x}$	sd	Verbal Interpretation
1	I can follow a structured approach to find solutions to a problem.	2.99	0.606	High
2	I can communicate effectively with other students using online technologies.	2.85	0.689	High
3	I can follow a structured approach to find solutions to a problem.	2.98	0.657	High
4	I can learn new technologies; I do not put it off or avoid it.	2.89	0.606	High
5	I am comfortable doing academic work independently and without regular face-to-face interaction with an instructor.	2.41	0.860	Low
Overall Mean		**2.82**		**High**
Overall Standard Deviation			**0.684**	

Table 14 presented the mean rating on the extent of study skills of the respondents towards modular distance learning based on the indicators given.

The mean rating of each indicator are arranged from highest to lowest and the following are:(1) respondents can follow a structured approach to find solutions to a problem with an average mean of 2.99 interpreted as high, (2) can follow a structured approach to find solutions to a problem with an average mean of 2.98 interpreted as high, (3) can learn new technologies; I do not put it off or avoid it with an average mean of 2.89 interpreted as high, (4) can communicate effectively with other students using online technologies with an average mean of 2.85 interpreted as high, and (5) comfortable doing academic work independently and without regular face-to-face interaction with an instructor with an average mean of 2.41 interpreted as low. The overall mean is 2.82 and interpreted as high.

The result shows that respondent's study skills were high and ready with the implementation of modular distance learning modality and succeed due to their effective study habits. Result was consistent with Ojo & Olakulehin (2016) which states that, although distance learning is more flexible, the fact remains that this educational approach demands a great deal of personal sacrifice on the part of learners.

Table 15. Mathematics Self-efficacy

S/N	Indicators	$\bar{x}$	sd	Verbal Interpretation
1	I prefer Mathematics than other subjects.	2.44	0.812	Low
2	In my Mathematics class, I understand even the most challenging work	2.53	0.744	High
3	I have never felt incapable of learning Math	2.50	0.676	Low
4	I am good at Mathematics.	2.36	0.709	Low
5	I am capable of making a good grade in Mathematics.	2.61	0.691	High
6	I do extra work to learn Mathematics.	2.76	0.713	High
7	Learning Mathematics gives me meaning to learn activities.	2.92	0.689	High
8	Even if the work in Mathematics is hard, I can learn it.	2.85	0.689	High
9	Every question in Mathematics is answerable.	2.70	0.694	High
10	I am sure I can learn the skills taught in Mathematics class well.	2.97	0.689	High
Overall Mean		**2.66**		**High**
Overall Standard Deviation			**0.710**	

Table 15 presented the mean rating on the extent of self-efficacy of the respondents towards modular distance learning based on the indicators given. The mean rating of each indicator are arranged from highest to lowest and the following are:(1) respondent is sure I can learn the skills taught in mathematics class well with an average mean of 2.97 interpreted as high, (2) learning mathematics gives respondent meaning to learn activities with an average mean of 2.92 interpreted as high, (3) Even if the work in Mathematics is hard, respondent can learn it with an average mean of 2.85 interpreted as high, (4) respondent do extra work to learn Mathematics with an average mean of 2.76 interpreted as high, (5) every question in mathematics is answerable with an average mean of 2.70 interpreted as high,

(6) capable of making a good grade in Mathematics with an average mean of 2.61 interpreted as high, (7) In Mathematics class, respondent understand even the most challenging work with an average mean of 2.53 interpreted as high, (8) respondents never felt incapable of learning math with an average mean of 2.50 interpreted as low, (9) respondents prefer mathematics than other subjects with an average mean of 2.44 interpreted as low, (10) respondents were good at mathematics with an average mean of 2.36 interpreted as low. the overall mean is 2.66 and interpreted as high.

The result shows that respondents' self-efficacies were high and ready with the implementation of modular distance learning. Result was consistent with the book of Cottrell

(2019) entitled, the study skills handbook which states that, self-efficacy or being able to 'manage yourself can make a significant difference to your time as a student and beyond. . It is one of the most important attributes to bring to study and to take into life beyond your course. It is worth spending time thinking about this and developing your self-management abilities.

Summary on the extent of psychological factors

Summary on the extent of psychological factors of the respondents towards modular distance learning of the identified schools.

Table 16. Summary on the Extent of Psychological Factors

Psychological Factors	$\overline{x}$	sd	Verbal Interpretation
Motivation	3.00	0.616	High
Study Skills	2.82	0.684	High
Self-efficacy	2.66	0.710	High
Grand Mean	**2.83**		
Grand Standard Deviation		**0.670**	**High**

Table 16 presented the summary on the extent of psychological factor of the respondents towards modular distance learning. Arranging from highest to lowest mean,motivation with an average mean of 3.00 interpreted as high, study skills with an average mean of 2.82 interpreted as high and self-efficacy with an average mean of 2.66 also interpreted as high. The grand mean is 2.83 and interpreted as high.

Test of significant relationship

This section presents the Test of Significant Relationship between the Identified Profile of the Respondentsand the Readiness Factors and Psychological Factors in the three identified School.

Table 17. **Readiness Factors**

Independent Variables	df	χ^2-value	p – value	Decision	Remarks
Age	15	14.517	0.487	Do not Reject Ho	Not Significant
Gender	3	1.988	0.575	Do not Reject Ho	Not Significant
SHS	12	23.383*	0.025	Reject Ho	Significant
Internet Connectivity	9	26.447**	0.002	Reject Ho	Significant

Gadgets Used	12	23.489*	0.024	Reject Ho	Significant
Monthly Income	6	18.384**	0.005	Reject Ho	Significant
Number of Siblings	6	10.262	0.114	Do not Reject Ho	Not Significant

*significant at $p < 0.05$ (two-tailed); **significant at $p < 0.01$ (two-tailed)

Table 17 presented the test relationship between the profile of the respondents and the readiness factor. The first variable which is age has a χ^2-value of 14.517 and P-value of 0.487 with the decision of not rejecting the Ho. Thus, it shows that there is no significant relationship between age the readiness factor. The second variable which is gender has a χ^2-value of 1.988 and P-value of 0.575 with the decision of not rejecting the Ho. Thus, it shows that there is no significant relationship between gender and the readiness factor. The third variable which is SHS strand has a χ^2-value of 23.383* and P-value of 0.025 with the decision of rejecting the Ho. Thus, it shows that there is a significant relationship between SHS Strand and the readiness factor. The fourth variable which is internet connectivity has a χ^2-value of 26.447** and P-value of 0.002 with the decision of rejecting the Ho. Thus, it shows that there is a significant relationship between internet connectivity and the readiness factor. The fifth variable which is gadget used has a χ^2-value of 23.489* and P-value of 0.024 with the decision of rejecting the Ho. Thus, it shows that there is significant relationship between gadget used and the readiness factor. The sixth variable which is monthly income has a χ^2-value of 18.384** and P-value of 0.005 with the decision of rejecting the Ho. Thus, it shows that there is significant relationship between monthly income and the readiness factor. The last variable which is number of siblings has a χ^2-value of 10.262 and P-value of 0.114 with the decision of not rejecting the Ho. Thus, it shows that there is no significant relationship between age the readiness factor.

Table 18. Psychological Factors

Independent Variables	df	χ^2-value	p - value	Decision	Remarks
Age	15	12.307	0.656	Do not Reject Ho	Not Significant
Gender	3	2.441	0.486	Do not Reject Ho	Not Significant
SHS	12	7.790	0.801	Do not Reject Ho	Not Significant
Internet Connectivity	9	9.615	0.383	Do not Reject Ho	Not Significant
Gadgets Used	12	29.049**	0.004	Reject Ho	Significant

				Do not Reject Ho	Not Significant
Monthly Income	6	6.219	0.399	Do not Reject Ho	Not Significant
Number of Siblings	6	12.385	0.054	Do not Reject Ho	Not Significant

**significant at p < 0.01 (two-tailed)

Table 18 presented the test relationship between the profile of the respondents and the psychological factor. The first variable which is age has a χ^2-value of 12.307 and P-value of 0.656 with the decision of not rejecting the Ho. Thus, it shows that there is no significant relationship between age the psychological factor. The second variable which is gender has a χ^2-value of 2.441 and P-value of 0.486 with the decision of not rejecting the Ho. Thus, it shows that there is no significant relationship between gender and the psychological factor. The third variable which is SHS strand has a χ^2-value of 7.790 and P-value of 0.801 with the decision of not rejecting the Ho. Thus, it shows that there is no significant relationship between SHS Strand and the psychological factor. The fourth variable which is internet connectivity has a χ^2-value of 9.615 and P-value of 0.383 with the decision of not rejecting the Ho. Thus, it shows that there is no significant relationship between internet connectivity and the psychological factor. The

fifth variable which is gadget used has a χ^2-value of 29.049** and P-value of 0.004 with the decision of rejecting the Ho. Thus, it shows that there is significant relationship between gadget used and the psychological factor. The sixth variable which is monthly income has a χ^2-value of 6.219 and P-value of 0.399 with the decision of not rejecting the Ho. Thus, it shows that there is no significant relationship between monthly income and the psychological factor. The last variable which is number of siblings has a χ^2-value of 12.385 and P-value of 0.054 with the decision of not rejecting the Ho. Thus, it shows that there is no significant relationship between age the psychological factor.

Test of significant relationship

This section presents the Test of Relationship between the academic performance of the Respondents in General Mathematics and the Readiness Factors and Psychological Factors in three identified schools.

Table 19. Readiness Factors and Academic Performance

Variables	n	Pearson r	p - value	Decision	Remarks
Technology Access and Academic Performance	186	0.231**	0.002	Reject Ho	Significant
Technology Skills and Academic Performance	186	0.228**	0.002	Reject Ho	Significant
Time Management Skills and Academic Performance	186	0.249**	0.001	Reject Ho	Significant

**significant at p < 0.01 (two-tailed)

Table 19 presented the test relationship between readiness factor and academic performance of the respondents in General Mathematics. The first variable which is Technology Access and Academic Performance has a Person r -value of 0.231** and P-value of 0.002 with the decision of rejecting the Ho. Thus, it shows that there is significant relationship between Technology Access and Academic Performance. The second variable which is Technology skills and Academic Performance

has a Pearson r - value of 0.228** and P-value of 0.002 with the decision of rejecting the Ho. Thus, it shows that there is significant relationship between Technology skills and Academic Performance. The third variable which is Time Management skills and Academic Performance has a Pearson r - value of 0.249** and P-value of 0.001 with the decision of rejecting the Ho. Thus, it shows that there is significant relationship between Time Management skills and Academic Performance.

Table 20. Psychological Factors and Academic Performance

Variables	n	Pearson r	p - value	Decision	Remarks
Motivation and Academic Performance	186	0.145*	0.049	Reject Ho	Significant
Study Skills and Academic Performance	186	0.196**	0.007	Reject Ho	Significant
Self-efficacy and Academic Performance	186	0.157*	0.032	Reject Ho	Significant

*significant at $p < 0.05$ (two-tailed); **significant at $p < 0.01$ (two-tailed)

Table 20 presented the test relationship between Psychological factor and academic performance of the respondents in General Mathematics. The first variable which is Motivation and Academic Performance has a Person r -value of 0.145* and P-value of 0.049 with the decision of rejecting the Ho. Thus, it shows that there is significant relationship between Motivation and Academic Performance. The second variable which is study skills and Academic Performance has a Pearson r - value of 0.196** and P-value of 0.007 with the decision of rejecting the Ho. Thus, it shows that there is significant relationship between study skills and Academic Performance. The third variable which is self-efficacy and Academic Performance has a Pearson r - value of 0.157* and P-value of 0.032 with the decision of rejecting the Ho. Thus, it shows that there is significant relationship

between self - efficacy and Academic Performance.

VI. CONCLUSION

Based on the results of findings of the study, the researchers come up with the conclusion that both psychological factor and readiness factor were significant or has an impact to the academic performance of the respondents in general mathematics subject and is important for the implementation of modular distance learning modality.The researcher also concludes that most profile of the respondents had an impact on the readiness factors like SHS strand, internet connectivity, gadgets used and monthly Income but none in psychological factor.

Furthermore, the academic performance of the respondents in their general mathematics during the modular distance learning is only

satisfactory and needs improvement so that the respondents can go up to the next performance level. But the overall results showed that the respondents were ready for the implementation of modular distance learning.

VII.   RECOMMENDATIONS

The researchers strongly recommend that theenhancement plan will be adopted, implemented and monitored in each identified school to improve or enhance the performance of the grade 11 students during modular distance learning modality.

Disclosure statement

The authors reported no potential conflict of interest.

Statements and Declarations

All authors have completed and presented this study in the College Research Center of Cebu Technological University for Disclosure of Potential Conflicts of Interest. The College Research Center supports the publication of this research article. No other disclosures were reported.

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