

The Compromised Most Essential Learning Competencies: A Qualitative Inquiry

Belen C. Gabriel*, Julios D. Nepomuceno, Mary Hope Kadusale,
Jingoy D. Taneo, Cyril A. Cabello

For affiliations and correspondence, see the last page.

Abstract

The recent health crisis experienced by all nations in the world created detrimental change in the countenance of educational sector especially in the new mode of delivering the instructions as measure in containing the virus and as well as continuing education. In the works of literature, little to no attention was given to the formulation of the most essential learning competencies (MELCs) as strategic measure for modular learning. This paves the way to probe the lived experiences of the teachers pertaining to the compromised competencies under MELCs. Anchoring to the Sociocultural Theory of Cognitive Development by Vygotsky, this study utilized Interpretative Phenomenological Research Design with Interpretative Phenomenological Analysis (IPA) popularized by Moustakas and modified by Van Kaam as approach to analyzed the transcripts. Using purposive sampling, there were 7 informants participated the study. They are all qualified according to the inclusion criteria set by the study. The study generated three themes which are: The Compromised, The Cut-short, and The Champion. These themes elaborated the lived experiences of the teachers using the Most Essential Learning Competencies forwarded to the students. It is recommended that the learning support should be magnified in the new learning modality. Hence, the Most Essential Learning Competencies will be not be compromised.

Keywords: Learning Support, Compromised MELCs, Modular Instruction, Pandemic, Phenomenology

Introduction

The COVID-19 pandemic brought a lot of challenges in the delivery of instruction (Olleras et al., 2022). The sudden change in instruction put the educators and leaders to a situation where they are unready; as a result they are compelled in quickly creating urgent distanced-education platform. Education scholars are starting to examine the effects of these closures on student learning progress, or lack thereof, in reaction to this disturbance (Donnelly & Patrinos, 2021).

Different approaches were implemented by the Department of Education to ensure the continuity of learning (Ando et al., 2022). Although various learning methods and approaches used by various nations have led to a nearly equal continuation of the education process, they have not been successful for learners at all levels. The most popular E-learning techniques have been adopted by practically every country and are occasionally regarded as effective. Even if the e-learning boom is here to stay, it also highlights the widening gap between rich and poor students who use online platforms for their education (BAHINTING et al., 2022). Students worldwide were severely hit by the economic downturn as well. People with psychological difficulties, mental health problems, obstacles to personal development, unfair access to educational resources, and economic effects on family income function as hurdles that must be overcome (Barua, 2020).

The k-12 curriculum guide of the Department of Education (DepEd) was reconstructed to Most Essential Learning Competencies as a response of the department in addressing difficulties in learning competencies on these trying times, this memorandum clarifies the utility of the pertinent learning competencies. These competencies were provided by DepEd for schools and higher offices of the department as the main resources to use in choosing and putting into practice the varied delivery of learning techniques and strategies appropriately considering the diversity of learners who were adjusting to the new normal environment due to coronavirus pandemic. Educators are now instructed to consult to the most important topics provided by the institution upon creating materials to be used in the delivery of learning (Cabello et al., 2022). Additionally, learning institutions are encouraged staying to the provided competencies and to abstain from coming up with another prescribed learning contents for other subject matters. Education department will be able to concentrate instruction on the skills that students need to master thanks to MELCS. It may also shed insight on the challenge of transforming learning materials designed for the classroom into those suitable for online learning. Additionally, the MELCS wants to help the schools make the most of the few available school days as they use a variety of delivery methods by giving them enough of classroom space (Ravina & Mendoza, 2021).

Consequently, the learning institution of the Philippines (DEPED) set and prescribed the most important topics to be taught in school and is crucial for preparing students with sufficient knowledge, skills and attitudes in order to obtain successfully a quality education. Further, Compromising the Most Essential Learning Competencies will also compromise the quality of our education. One of the top challenges is the compromised most essential learning competencies especially in the midst of pandemic. Making sure that learners actually learn what they are supposed to learn us way better than just keeping them inside the classroom present in zoom class or just getting their modules every week.

Therefore, most important topics will act as fundamental bases to educational organizations so as higher offices of Deped in implementing the learning delivery approaches to meet the learners' needs and interests. In line with all the concerns in the teaching and learning process to accomplish mastery in competencies, this paper aims to find the least learned or the compromised learning in the MELC's that is implemented in the educational curriculum.

Theoretical Underpinning

The existence of certain phenomenon can be traced down to its source and to actualize this, anchoring a validated theory should be employed. It is because of its capacity to provide empirical and reliable evidences that are crucial in discussing each of the lenses containing the answer of why and how such phenomenon or issues existed. The gap pertaining to the compromised MELC in mathematics in relation to the new modality can be further substantiated by anchoring a theory devised by Lev Vgotsky which is the Sociocultural Theory of Cognitive Development.

This theory believed that learning is a social process because it takes place in a proactive social interaction. Vgotsky emphasized that the development of human cognition can be maximized through the integration of social inputs and the understanding of every child about the concept. Further, the theory presented another phase which explicated that there is a great opportunities for the development of human cognition in the Zone of Proximal Development of a child. This identified zone of learning serves as the exploration phase wherein individuals are prepared for grasping the concepts however it needs interaction from the physical environment to fully maximize. These interactions are the identified support from the peers or teachers who are more knowledgeable of the concept in which they can provide learning support and trainings that scaffolds children in order to help them

to grasp the concepts especially complex ones. There are ways and strategies such as learning through collaboration, utilization of modelling, and the process of scaffolding that are relative to the theory which can be used in supporting the learning process of the students to attain meaningful learning experiences.

In relation to the phenomenon presented in this study, this theory is very essential in understanding the causality of the challenges existed under the new mode of learning which is modular learning. The issues can be targeted from the factors affecting the learning behavior of the students. In this kind of modality where students are compelled to develop self-regulated learning, support from their environment especially from the teachers who are more versed about the concept are not there because of the constriction brought by the pandemic. The absence of the learning support created the learning gap among the students because students perceived the concepts to be very difficult to grasp. Learning support is very beneficial in developing the students' self-confidence and self-efficacy which serves as their motivation to acquire academic objectives.

Literature Review

The researchers have gathered an overview of the literature that provides the basis and framework of the study. The COVID-19 pandemic affects learning in many ways possible. Today, the primary goal of mathematics education is being highlighted more and more as being the applications of mathematics in innovative and new situations. Aside from the resources and support that are readily accessible, not many academic institutions, particularly schools, have agreed on a general solution for the continuation of the educational process. The new situation was presented to all parties engaged in the educational process (teachers, students, parents, etc.) abruptly and unprepared, and not all of them were able to respond right away to the demands the new situation imposed (Riconalla et al., 2022). In many nations, the majority of educators were left on their own to oversee the educational process without the assistance of their institutions. Many of the teachers were using social networks to improvise the educational process; some of them employed various platforms that allow for teamwork, but they left without receiving the proper training. (Lazaroba et al., 2020).

Anzaldo (2021) identified disadvantages in modular learning modality; numerous recipient of the learning process accomplish their tasks merely in the purpose

of compliance with the rules and for the sake of formality. By the fact that the learners are just accomplishing their tasks only with the purpose of passing, educators felt upset. Unlike typical sessions with physical contact and teachers may oversee at the same time support learner's performance, educators' role in tracking the learning recipient's performance is very limited to just electronic communications. For a variety of reasons, some parents choose to complete the courses instead of their kids. Some people use an online working environment to conduct their business from home, but others are too preoccupied to teach their children using the modules because they are too busy with chores and other domestic duties. Some parents find difficulties in supervising the learning of the learners in their respective households, especially the learners who are in high school wherein topics can be more difficult thus educators are the most appropriate individuals doing instructions. Additionally, a number of family members supervising the teaching at home have hardships to read and write, which makes it more challenging for them to educate their children the concepts they need to know.

The use of interactive e-books in digital form through the Kotobee reader application encourages learners to obtain satisfactory academic results. Therefore, math teachers, especially those who used the blended learning modality, specifically on online instruction delivery, may use e-books to foster change in their classes. An interactive e-book could be utilized to enhance conceptual comprehension, process, cognitive, and technical abilities in mathematics instruction given the large disparity in students' academic achievement in one segment (kotobee group). The interactive e-book, which can be accessed using the kotobee reader application, may also help math teachers improve their delivery of the subject. Furthermore, this could be one of the instructional techniques used to encourage good improvements in the experience and learning of students (Sino & Potane, 2022).

Tanujaya et al. (2021) added that Students have studied via textbooks and worksheets, but those who do not understand the material frequently seek explanations from both parents. Sadly, not all parents are able or willing to help their children understand the material. Students then turn to their friends for the answers to the questions. The chance of the learners accomplishing the tasks with no understanding is possible. (Ravina & Mendoza, 2021) in their study recommended in light of the student's preferred learning style, it may be advised to identify and/or build the competencies that define the larger outcomes

for each member of the school community. It was also suggested that encouraging active and engaged inquiry through a project-based approach to the competencies be used as a project that scaffolds students' learning while also incorporating real-world evaluations that enable them to show off their developing knowledge and abilities. Additionally, look at student work cooperatively and frequently for evidence of mastery in the competencies. To do this, utilize a rubric to focus on what competencies students are showcasing and how they did it, by examining the findings rather than converting them into a mark (Cabello, 2022).

Students experienced struggles in learning the math competencies, in modular learning modality or in blended learning. The cost of printing and distributing modules could potentially be high. The other difficulty with this project is making sure that pupils may easily understand the printed contents. There may not be any quick fixes, but there is a need to think about teaching math teachers at different levels of math education how to create resources for math teaching and learning that are simple for all students to understand. Students' poor attitudes, lack of self-assurance, and lack of motivation the study of mathematics. Additionally, it has been demonstrated that most students have a belief that in the absence of teacher assistance, they cannot effectively learn mathematics within a face-to-face setting. This shows that interventions are required and intended to increase students' self-confidence and drive to learn outside the natural school environment (Mukuka et al., 2021). Further, the student must use more effort if they want to increase their success rate. Depending on the learner's aptitude, teachers may change the tasks. The concerned teachers may evaluate and amend the themes on the SLMs as well as the evaluation tools that will be given to students. The educational institution may additionally give the creator of printed learning materials instructions in making the educational resources more relatable and relevant for each division in a way that takes the learner's literacy behavior, learning needs, and resource availability into account (Bacomo et al., 2022).

In order to monitor students' progress, parents and teachers must work together to keep track of their daily activities and provide targeted interventions. As teachers transition to the new typical teaching practices, stakeholders may engage with them to address the problems and worries they encounter. To ensure that children are appropriately directed, parents' and guardians' willingness to supervise the learning of their child in their own households must receive enough support. Acting teachers at home should check

in with the students' performance on their homework and the results of their assessments (Guiamalon et al., 2021). It is advised to listen to them out, keep lines of communication open with teachers about the children's circumstances so that teachers can make accommodations for the challenges parents face on a daily basis, and provide opportunities for enhancing the quality of the parents' mentoring in facilitating the kids. In order for parents to properly teach their children at home, it should be pushed to become at the forefront of this transformational learning process. Deadlines should also be extended, and schools must at least provide one day for parent seminars and training (Abucejo et al., 2022).

The utilization of creative teaching tools by the instructor and their inclusion in the lesson plan improved the students' performance. The instructor was able to address the least-learned competency as a result. If resources to improve learning are provided, especially in students having trouble, ideas of exponents can be learned most effectively. The interventional material works well to improve concept mastery. With the help of intervention materials, the pupils, especially those who are having trouble, may be given enough time to develop the abilities required of them in order to perform at their level. They might manage the competencies they lack or have the least mastery on their own. In enhancing learners' capability of learning skills from prescribed competencies so they may gain a greater comprehension of the topics with supplements of designed works provided within the learning resource, Secondary Mathematics teachers may create more strategic intervention resources. Through their organization, the parents can support the teachers and administrators as they carry out interventions to ensure the success of the students (Arpilleda, 2021). Math learning outcomes are significantly influenced by instructional materials. Additionally, it claimed that using instructional materials to educate and learn improves student comprehension, memory, and recall. Therefore, it can be claimed that it aids in enhancing students' learning opportunities, which ultimately improves their academic achievement. Furthermore, this investigation suggests that in order to improve student performance in mathematics, instructional materials should be used to teach students since they do better when using them than when using solely abstract mathematical symbols (Vasquez & Garcellano, 2021).

Different factors affected the education system as a whole, as a result existence of compromised/least learned MELC's is inevitable. The students have varying levels of least learned competence in the

various maths topics. Circle-related problem-solving, permutation and combination, theorem-proving, determining a circle's equation, plotting points, and graphing circles are among the least taught skills. The teachers may conduct a remediation program or review classes to assist students with the least mastered competencies in order to reduce mathematical misconception and anxiety for better acceptance and understanding on mathematical concepts. The students have identified three factors: student-related, home-related, and subject-related (Ereno & Benavides, 2022). Flipped classrooms encourage students to study more thoroughly and take responsibility for completing their assignments while also fostering meaningful interactions between the educators and co-students in order to improve the students' comprehension of subject matter, particularly math. Despite the fact that the physical absence of educators in the classroom is observed, students can master compromised prescribed knowledge, skills and attitude to be taught in later part of the teaching and learning framework using this method (flipped classroom with project OSO). As a result, students might understand foundational concepts in lower grade levels before moving on to more complicated concepts in higher grade levels (Batilantes, 2022).

Further, Noriel (2021) recommended Teachers who want to create their own instructional videos and improve the objectives, contents, presentations, and evaluations can use the students' familiar medium to deliver instruction while allowing them to practice their reading comprehension and Higher Order Thinking Skills (HOTS) questions. Finally, students can demonstrate their mastery of the content and the pedagogical approach even in digital form of teaching. To be more productive in their studies and enhance their performance in math, the students can use instructional videos in the proper time, schedule, and activities that are allotted for conducting the lesson properly, in a supportive setting for studying plus the presence of electronic devices with a stable online connection. (Pacong et al., 2022) advise Grade 7 teachers to begin by reviewing prior topics, paying particular attention in prescribed knowledge, skills and attitude to be taught in school with the lowest achievement, plus providing additional learning tasks prior to moving on fresh year lessons because outcomes of study revealed the presence of necessary things in math prescribed lessons among learners that must be corrected to help learners in accomplishing prescribed lessons stated at the framework of teaching and learning process. Makes challenges (having sensible solutions) including operations in finding quotient in the absence or presence of possible

additional operations on the topic of decimals and integers, involving currency, is one of least mastered skills among Grade 6 graduates

On the numbers line, represents integers as. creates lists and diagrams of possible outcomes and uses these lists and diagrams to quantify the likelihood and number of good outcomes, creates questions using mixed decimal addition and/or subtraction as well as experimental and theoretical probability, and these problems have reasonable solutions.

Inequalities are typically tough for people at all levels. Some pupils view disparities as being equal. Some have little understanding of the terms more or less, and some students have significant trouble with interpreting solutions to inequalities. As a result of their incapacity to, he continued, they made a lot of mistakes when tackling the word problem read and comprehend sentences before attempting the Coding procedures and abilities. It inspires learners to take other individuals who make errors because they have trouble deciphering the questions' intentions. Addressing issues with rational functions, Inverse functions, exponential functions, rational equations, rational inequalities, exponential functions, logarithmic functions, exponential inequality, It is necessary to solve logarithmic equations and logarithmic inequalities treatment to help learners handle harder mathematics. The curriculum designers should concentrate on the students' areas of weakness or least competency mastery and think of activities that will not only keep kids interested but also ensure that learning takes place of the objectives met. Additionally, the produced Gamification must be implemented immediately in order to give superior instruction-Based; the acceptance of the mathematics curriculum must be evaluated as part of validation to assure quality as well as efficiency (Molano, 2022).

Consequently, learning is crucial for everyone. Read and comprehend mathematics, and grow mathematical aptitude and competence. There are a number of reasons why doing so is necessary. First, In order to meet life's challenges, pupils must learn the fundamentals of mathematics. Such demands include increasing mathematical proficiency and acquiring the skills necessary for future job, needed knowledge and skills, further studies, and understanding the relationship between mathematics and technology. Second, the language of the universe is mathematics other disciplines and sciences. Third, it has a role in significant influence on how a person makes decisions creating and an issue solve problems. Fourth, there is a perception that it is a crucial tool for fostering an

individual's creativity. The findings indicated that there is a critical necessity to master the learning competencies in number and number theory. Since these are fundamental concepts edge and expertise required in future mathematical investigations. Secondary math instructors ought to make find a means to close the gap on the elementary school foundation secondary mathematics, too. Teachers may decide to provide educational resources on the strand's geometry and statistics and probability. Exercises and activities that encourage the growth of HOTS ought to be integrated. In order to establish the validity and reliability, additional assessment and validation dependability of the information more work should be put into enhancing learners' mathematical proficiency for them to develop into both capable and competitive. Review how the curriculum is being implemented to identify the program's potential for improvement or advancement (Ramos, 2022).

Methodology

Research Design

A phenomenological research design popularized by Moustakas and modified by Van Kaam called Interpretative Phenomenological Approach was used in this study. The very core of this approach is to dive into the informants' lived experiences about a certain phenomenon which gives the researcher a wide lens to see the deeper meaning of these experiences. Through this, it would explicate substantive discussions and explanations as to why and how this phenomenon existed and was experienced by the participants which is very helpful in knowing the world beyond the experiences of Math teachers with regard to the compromised MELCS.

Sampling Technique

Purposive sampling was used in this research when people were selected to expound on the teachers' lived experiences in handling challenges in delivering instruction with the most compromised MELC's. Further, a criterion for inclusion was created to define the research's restriction. There were 7 participants voluntarily participated the study.

Inclusion criteria

1. Respondents must be a teacher of Sandayao National High School.
2. The grades were taken from the previous school year in mathematics subject.

3. The participants must be handling mathematics subject.

Data Collection

Before collecting the data, the semi-structured interview validated and tested in its reliability (Cabello & Bonotan, 2021). The guide questions were made following the protocol for interview and the questions were created using deductive method starting from general down to specific one. In any type of IPA inquiry, this type of instrument is commonly used because of its flexible nature that can collect efficient and valid data needed for the study (Smith, 2011). After the instrument was created, it went through process of validation and reliability testing by expert (Creswell, 2013). The interview commenced after the instrument was validated and after the researcher got the consent from the participants. This was administered through online platform. The session was recorded for the purpose of establishing the rigor of the study and to sustain the consistency of the data during the analysis and this was treated with highest degree of confidentiality and anonymity to protect the participants from any forms of harm (Bryman & Bell, 2007). Once done, the data will be treated utilizing the approach and technique employed in this inquiry.

Research Rigor

In order to preserve the rigor of the research, the conductor of research utilized Whitemore et al (2001)'s criterion for quality. In addition, this criterion for quality focused in the (1) Integrity and Genuineness, as well as (2) Importance and Uprightness. In addition, researchers' use of bracketing increased the rigor of their investigation. Bracketing is critical for maintaining objectivity and eliminating biases in the study's execution (Alase, 2017).

Ethical Considerations

In this investigation, the researchers utilize the Ten Principles of Ethical Consideration by Bryman and Bell (2007). The succeeding significant ethical steps were demonstrated while conducting this research: (1) it was clear that the respondents of the study were not threatened or violated in any way; (2) the primary concern to provide opportunity in order for the respondents to respect for the dignity; (3) achieving the permit came from the respondents was accomplished without the use of violence or intimidation; (4) there was no privacy violation among the respondents; and (5) the data was kept confidential; (6) Confidentiality was observed among the

respondents of the study and institutions that participated in the study; (7) there was no deception or any form of overstatement in accomplishing the goals and purposes of the research paper (statement of any group from various financing and financial participation was clearly stated in this document, if necessary; (9) Uprightness, integrity, and openness were characters utilized in this study undertaking in talking with, engaging with, and extending to respondents in order to acquire relevant information. Finally, (10) prejudice or impartiality in providing the specifics of this research is absent.

Data Analysis

The study utilized the Interpretative Phenomenological Analysis (IPA) in analyzing the gathered data. This approach was anchored from the modified IPA of Van Kam popularized by Moustakas which has 7 major phases (Cabello et al., 2022) which are very essential in generating themes out from the general statements or authentic experiences from the participants. (*see appendix, Table 1. The Analysis*)

Results and Discussion

Following the analysis of the gathered data, the researchers of the study came up with 3 themes that are necessary: Theme 1: Compromised, Theme 2: Cut-Short, and Theme 3: Champion. These three themes showcase the actual experiences of the teachers handling mathematics subjects on the delivery of instruction with regard to compromised MELCs in mathematics.

Theme 1. The Compromised

The theme compromised encapsulates the challenge faced by the competencies in specifically in the course mathematics. The most essential learning competencies in mathematics were compromised because of the un-mastered basic concepts in the course. These basic concepts will play an important part in mastering present competencies and also in their future learning as they progress with their study. Further, the students have difficulties in learning new concepts because they are stuck in the previous topic that are essential in understanding the current lesson. This is mainly because of the sudden shift which created a huge gap between the students and the new mode of instruction. These claims can be corroborated with the results gathered from the inquiry of where it exemplified that the shift in modality – modular learning decrease the capacity to effectively deliver the

instruction because of the lack of preparatory measures, little to no learning support from the teacher, and the inefficiency of the modality itself to process the concepts. Thus, this makes the identified MELCS in Math be compromised.

Informant 3 mentioned that

“I discovered that they had the hard time performing the operations on integers specifically adding and subtracting integers and also they had the hard time performing the operations on fractions and this all because of modular learning modality for over two consecutive years. For me, it is a serious problem since these topics are the foundation for them to learn the different competencies in their level of learning maybe due to the pandemic.”

Pursuant to the protocols set by the IATF in order to contain the spreading of the virus, the facilitation of the new modality which is modular learning was passed especially in the Department of Education where most of the students cannot afford to have online learning. This transforms the instruction into printed modules where students forced to learn the concepts by themselves without the guidance of the teachers which evidently problematic. This can be supported by the authentic experience of the participant highlighting the basic concepts such as operations on integers and operations on fractions as the most challenged concept among the students during modular learning. This is very crucial as these concepts are identified as foundations which are very essential in understanding complex mathematical equations and having these problems may create a huge drawback in the learning process of the students. Hence, it is very expedient to note that this issue is vital and teachers should take action and develop interventions to fill this gap.

Further, Informant 1 stated that,

“I encountered the learners who really don’t know anything about the topic that I discussed and recalled, because they are stuck on the last grade level they were attending as the pandemic started and modular approach was activated.”

Learning should be continuous to establish a strong foundation of knowledge about a certain topic. Developing a gap between the basic and most complex topics on the other hand, hugely affects the connection between the two and worst case, it would be more difficult to grasp the complex one. This phenomenon has been circulating around the field of education especially in public schools since the new mode of

learning was implemented. This is the real scenario experienced by the participants in their respective schools in which they highlighted the learning issues of the students in basic concepts of math. This issue existed mainly because students found to be more efficient in physical teaching than in modular learning and with this, the new modality created a huge gap from the previous topic to a higher one. This issue should be the forefront of concern considering that this would affect the development of the students.

Informant 6 also mentioned that,

“These competencies are compromised since these are just the basic concepts of math and they are now in the higher grade levels but still they didn’t master these topics. And these topics are very important for them to perform well in mathematics subject.”

The teacher described these compromised MELCs as the basic competencies in math that must be mastered at an earlier level but ended up un-mastered in the higher level. This is very concerning because these competencies will define how they will perform on a current and future MELCs. The compromised MELC’s in mathematics were the un-mastered competencies that will play an important role in learning or mastering concepts, it will serve as foundation in learning new competencies. Teachers are responsible for the level of mastery of the students with regards with the competencies. They will end up teaching old concepts instead of proceeding to new one in order to save students with the gaps in their learning. Having gaps in the level of mastery of the students and the shift in the modality will be a great challenge for the teachers. They will go back and forth with these competencies to strengthen the interconnectedness of competencies.

The Compromised theme point out that as the learning modality changes, teachers’ awareness of these competencies will serve a major role in the students’ level of mastery of mathematics’ MELCs. As the teachers cited mentioned above, most of them identified these competencies as the foundation to learn and master future concepts in math, while others identified it as basic concepts that still exist even in the students in higher year level that creates gaps and stuck the learners in learning old concepts rather than the concepts assigned to them, however, teachers consider the compromised MELCs as factor into learning new competencies and therefore conduct review to connect with the current competencies to be mastered.

Theme 2. The Cut-Short

The COVID-19 creates a major problem in mastering competencies due to the sudden shift of the learning modality. Some of the MELCs were compromised because of the lack of resources, they were only limited with the printed module sent to them by the school. Shortage in time to discuss topics that are pre requisites to learning some of competencies often occurs. This worsens the gaps between the competencies and the foundations to learning competencies are weakened.

Informant 2 mentioned that,
“The compromised MELC’S in Mathematics are the algebraic expressions that involves graphing due to lack of resources and lack of time discussing the basic and vital principles and concepts that serves the foundation of learning.”

The teacher believes that time and resources are the most important factors in delivering instruction with regards to the compromised MELCs. Addressing the gaps between competencies will strengthen their foundation to learning new math concepts.

The Cut-Short theme highlighted that competencies in content area of mathematics such as algebra were compromised because of the absence of significant resources. Mastering the competencies in the area required also a lot of time to further elaborate important competencies that serves as a foundation to learning new competencies. However, it is so hard to adjust with these gaps. The teacher seeks resources to nurture the mastery of the competencies and provides time to strengthen their foundation to learning and tighten the interconnectedness between the competencies.

Theme 3. The Champion

The teachers’ effort to Seek and provide resources to support the learners’ mastery of the competencies is vital. Conducting an assessment is also important to track the learners’ progress in mastering the competencies. Further, being competent emotionally can enhance the delivery of instruction in the compromised MELCs. Simplifying the concepts in these competencies will provide ease to the learners in mastering competencies. Lastly, pacing in the delivery of instruction is also vital and contextualizing it will help the learners find the process more interesting and meaningful.

Informant 5 said that,
“I look for some resources that explain the topic simply and briefly. I let my students to explain their answers in class to assess if they really understand our lesson. I let them ask questions or clarification about our lesson.”

Resourcefulness will help the teacher to simplify the competencies and make it easy-to-digest by the learners. Making the learners accountable by their own learning can be achieved by consistently conducting assessment. Creating an environment that is free to inquiry would also help.

Informant 7 also said that,
“In teaching mathematics, I think the most challenging part is on how you extend your patience to enable students learn even if they found the subject difficult to master and also on how to teach the most simple and short formula that avoids mental burden of the students.”

Being emotionally competent in delivering instruction will paved the way to a learner to be challenge accepting individuals. They will take more risk because they know that the teacher will understand how much they struggle in mastering a competency. Simplifying the lessons will lessen the burden among the students,

Informant 4 mentioned that,
“I deliver instructions effectively and meaningfully by teaching them slowly and integrating the topics on their daily life.”

Contextualizing the competencies will also enhance the students’ performance by making it more relatable and meaningful. When the students find it meaningful, the delivery of instruction will more probably succeed because of their higher interest. Appropriate pacing in teaching is always important, difficulties of the competencies must be considered.

The theme, Champion, highlighted the teachers’ perspective in delivering instruction with regards to the compromised MELCs in mathematics. Despite the fact that the problem in the un-mastery of competencies is occurring, teachers see the bright side and came up with various solutions that can address the problem. From the aforementioned statement of the teachers above, they know what are the competencies

essential to master the current competencies and are able identify ways to strengthen the interconnectedness of concepts to help learners have a better mastery.

Conclusion

The pandemic has forced every teacher to be creative and resilient in forwarding quality education to the students. The informants shared their lived experiences on how the competencies are being reduced due to the new learning modality. The compromised competencies are the cut-short of the intended learning competencies that students should master. This paves the way to different challenges that teachers, students, and parents need to surmount. However, these shortcomings can be addressed by magnifying the learning support which can make everyone as champions. Thus, this study recommends for different activities as academic support that can supplement the tasks embedded in the learning competencies.

References

- Abucejo, C. M., Amodia, J. B., Calorin, R., Deo, N. F., Fuentes, M. J., Lamila, K. N., ... & Minyamin, A. (2022). Going Back to Elementary Years: The Parents Lived Experiences in Modular Distance Learning. *Psychology and Education: A Multidisciplinary Journal*, 2(6), 477-489. doi: 10.5281/zenodo.6791851
- Ando, K., Basilisco, J., Deniega, A., Gador, K., Geraldo, P. J., Gipulao, W. E. M., ... & Minyamin, A. (2022). Learning without Learning in the New Normal: College Education Students Lived Experiences in Blended Learning Modality. *Psychology and Education: A Multidisciplinary Journal*, 2(6), 455-464. doi: 10.5281/zenodo.6791799
- Anzaldo, G. (2021). "Modular Distance Learning in the New Normal Education Amidst Covid-19", *International Journal of Scientific Advances*, volume 2, issue 3, 2021.
- Arpilleda, A., (2021). "Strategic Intervention Material: A tool in Enhancing Grade Nine Students' Mathematical Performance", *International Journal of Research Studies in Education*, volume 10, number 5, 61-72, 2021.
- Bacomo, A.C., Daculap, L., Ocampo, M.G., Paguaia, C., Pentang, J. and Bautista, R. (2022). "Modular Learning Efficiency: Learner's Attitude and Performance Towards Self-Learning Modules", *IOER International Multidisciplinary Research Journal*, vol. 4, 2022.
- BAHINTING, M. A., Ardiente, M., Endona, J., Herapat, M. A., Lambo, D., Librea, H. J., ... & Minyamin, A. (2022). Stronger than the Internet Connectivity: A Phenomenology. *Psychology and Education: A Multidisciplinary Journal*, 2(6), 465-476. doi: 10.5281/zenodo.6791820
- Barua, A. (2020). "The Impact of COVID-19 Pandemic: Educator Sector of Bangladesh", *BIPSS Commentary*, 2020.
- Batilantes, S. (2022). "Unleash the Untaught Mathematics Competencies Through Online, Shareable and Offline Video Lectures", *International Journal of Learning and Teaching*, volume 14, Issue 2, 2022.
- Cabello, C. A. (2022). Part-Time Instructors in the Higher Education Institutions: The Less, The Limited, The Left-over, and The Survivors. *Journal of Positive School Psychology*, 6(3), 6202-6214.
- Cabello, C. A., & Bonotan, A. M. (2021). Designing and Validating an Instrument to Assess the Wellness of Business Process Outsources' Customer Service Associates. *Asia Pacific Journal of Multidisciplinary Research*, 9(1), 1-11.
- Cabello, C. A. (2022). Higher Education Professors in Blended Learning Modality of Teaching: The Silent Tears of Heroes Towards Resiliency. *Journal of Positive School Psychology*, 6(3), 6171-6183.
- Donnelly, R., and Patrinos, H. A., (2021). "Learning Loss During Covid-19: An Early Systematic Review", UNESCO IBE, 2021.
- Ereño, R.E, and Benavides, N.G. (2022). "Reflections on the Least Learned Competencies in Mathematics", *United International Journal for Research & Technology UIJRT*, Volume 3, Issue 08, 2022.
- Guiamalon, T., Alon, S.A., and Camsa S. (2021). "Teachers Issues and Concerns on the Use of Modular Learning Modality", *IJASOS-International E-Journal of Advances in Social Sciences*, Vol. VII, Issue 20, August 2021
- Lazarova, L.K., Miteva, M., Zenku, T. (2020). "Teaching and Learning Mathematics during COVID period", *International Conference on Information Technology and Development of Education, International Conference on Information Technology and Development of Education – ITRO 2020*.
- Molano, R.R. (2022). "Development and Validation of Gamification-Based Mathematics Curriculum for Senior High School. *ASEAN Multidisciplinary Research Journal*, 10(1).
- Mukuka, A., Shumba, O., and Mulenga, H. (2021). "Students' Experiences with Remote Learning during the COVID-19 School Closure: Implication for Mathematics Education".
- Noriel, R.M., (2021). "Personalized Instructional Videos as Intervention Materials in Grade 8 on the Least Learned Competencies in Algebra", *EPRA International Journal of Research and Development (IJRD)*, Volume 6, Issue 7, 2021.
- Olleras, J. L., Dagwayan, M., Dejacto, A. M., Mangay, J. R., Ebarsabal, M., Diaz, D. J., ... & Minyamin, A. (2022). The Life of the Laters: Students Procrastination in Accomplishing Academic Deadlines in Online Learning. *Psychology and Education: A Multidisciplinary Journal*, 2(5), 444-454. doi: 10.5281/zenodo.6791776
- Pacong, M., Vayson V.K., Garbo, H., and Bacatan, J. (2022). "Needs Assessment in Mathematics Competencies of Grade 6 Completers", *Global Scientific Journals*, volume 10, Issue 3, 2022.
- Ramos, A. D. (2022). "Effectiveness of Teacher-Made Supplemental Learning Resource Material in Mathematics for Diverse Learners. *ASEAn Multidisciplinary Research Journal*, Vol 10(1).
- Ravina, J.P., Mendoza, J.R., (2021). "Teaching Approach in Science, Their Use and Effectiveness on Most Essential Learning Competencies (MECS) Distribution", *EPRA International Journal of Multidisciplinary Research (IJMR)- Peer Reviewed Journal*, Volume 7, Issue 7, 2021.



Riconalla, P. G., Quiñanola, K. K., Devila, J., Zozobrado, J., Estoque, R. M., Capito, N., ... & Minyamin, A. (2022). The Lived Experiences Aged Instructors in Online Classes: Their Struggles and Coping Mechanisms. *Psychology and Education: A Multidisciplinary Journal*, 3(1), 1-11. doi: 10.5281/zenodo.6810776

Siano, L., and Potane, J., (2022). "Using Interactive E-books to Improve Students' Academic Achievement in Mathematics", *UIJRT, United International Journal for Research and Technology*, volume 3, issue 5, 2022.

Tanujaya, B., Prahmana, R.C.I., and Mumu, J. (2021). "The Mathematics Instruction in Rural Area during the Pandemic Era: Problems and Solutions", *Mathematics Teaching Research Journal*, vol. 13, no. 1, 2021.

Vasquez, A., and Garcellano, M. (2021). "IM Magic Bilao and the Mastery Level of Grade 10 Students in Mathematics", *Ciit International Data of Data Mining and Knowledge Engineering*, Vol 13, No 1, 2021.

Affiliations and Corresponding Information

Belen C. Gabriel

Cebu Technological University
Moalboal Campus, Philippines

Julios D. Nepomuceno

Cebu Technological University
Moalboal Campus, Philippines

Mary Hope Kadusale

Cebu Technological University
Moalboal Campus, Philippines

Jingoy D. Taneo

Cebu Technological University
Moalboal Campus, Philippines

Cyril A. Cabello, PhD

Cebu Technological University
Moalboal Campus, Philippines



Table 1. The Analysis

Horizon	Textual languages	Theme
<p>I discovered that they had a hard time performing the operations on integers specifically adding and subtracting integers and also they had the hard time performing the operations on fractions and this all because of modular learning modality for over two consecutive years. For me, it is a serious problem since these topics are the foundation for them to learn the different competencies in their level of learning maybe due to the pandemic. (Informant 3)</p>	The shift of Modality	
<p>As of now, I encountered the learners who really don't know anything about the topic that I discussed and recalled, because they are stuck on the last grade level they were attending as the pandemic started and modular approach was activated. (Informant 1)</p>	Stuck	Compromised
<p>These competencies are compromised since these are just the basic concepts of math and they are now in the higher grade levels but still they didn't master these topics. And these topics are very important for them to perform well in mathematics subject (Informant 6)</p>	Mastering the Basic	
<p>The compromised MELC'S in Mathematics are the algebraic expressions that involves graphing due to lack of resources and lack of time discussing the basic and vital principles and concepts that serves the foundation of learning. (Informant 2)</p>	Scarcity of Learning Support	Cut-Short
<p>I look for some resources that explains the topic simply and briefly. I let my students to explain their answers in class to assess if they really understand our lesson. I let them ask questions or clarification about our lesson. (Informant 7)</p>	The Support system	
<p>In teaching mathematics, I think the most challenging part is on how you extend your patience to enable students learn even if they found the subject difficult to master and also on how to teach the most simple and short formula that avoids mental burden of the students. (Informant 5)</p>	Emotional Competence	Champion
<p>By teaching them slowly and integrating the topics on their daily life. (Informant 4)</p>	Contextualization	