LEARNING TRANSFER TRAITS, MODES, AND CHALLENGES IN THE DISTANCE LEARNING MODALITY IN PROMOTING THE PROFESSIONAL PRODUCTIVITY OF THE ELEMENTARY TEACHERS

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ABSTRACT

The study aimed to determine how the learning transfer traits, modes, and challenges during modular distance learning affect the teacher's professional productivity. Furthermore, this attempted to determine if there is a significant relationship between learning transfer traits, modes, and challenges and that professional productivity as to mentoring, personal leadership, and self-efficacy. Using a descriptive correlational method, it involved 145 teachers from the five big schools in Sariaya West District during the modular distance learning. A survey questionnaire was utilized to know how the learning transfer traits, modes, and challenges affect the professional productivity of the teachers. The results revealed that there is a significant relationship between learning transfer traits, modes, and challenges and that professional productivity as to mentoring, personal leadership, and self-efficacy. It showed that the transfer of learning traits of the respondents is observed as described as to their knowledge, skills, personality, and motivation. The teachers practiced learning transfer modes like overlooks, replicates, integrates, and innovates. The teacher-respondents during the distance learning often experienced challenges as to work environment, modalities, the opportunity to transfer, technical competency, and teacher's readiness. Teacher-respondents are professionally described as productive in terms of mentoring, personal leadership, and self-efficacy.

Keywords: Learning Transfer Traits, Learning Transfer Modes, Learning Transfer Challenges, and Professional Productivity.

INTRODUCTION

According to Ceniza (2020), the Philippine Education System has been conventional for many years but is gradually changing and improving the needs of the young generation. In reality, teachers and students are now using the internet, computers, and other emerging technology in education in the K-12 curriculum. Due to the public global health emergency, face-to-face classes have been suspended indefinitely. Instead, classes are now held virtually. Now that everybody has been asked to stay at home, the Department of Education has implemented three modes of delivery for learning. There are, respectively,

Distance Learning, Blended Learning, and Home Schooling. This modular distance learning system is now used in all public schools in the Philippines. According to the ELSF survey done by the Department of Education (DepEd) during enrolment, the most preferred distant learning strategy of parents was learning through printed and digital modules or Modular Distance Learning. According to Dagle and Sumaoang (2020), this is especially in consideration of learners in rural regions who do not have access to the internet and thus cannot participate in online learning . Due to the public global health emergency, we no longer have face-to-face classes. Instead, classes are now held virtually. Now that everybody has been

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asked to stay at home, the Department of Education has implemented three modes of delivery for learning. There are, respectively, Distance Learning, Blended Learning, and homeschooling.

Sariaya West District used Modular Distance Learning, they distribute and retrieve answer sheets and activity sheets every week. Teachers gave the parents the instruction on how they will answer the modules because the pupils can't go to school. This situation becomes a problem in education. Face-to-face interaction was a great factor in pupils' learning.

Self-Learning Modules (SLMs) with alternative learning delivery modalities will be provided for different types of learners throughout the Philippines in preparation for School Year 2020-2021, according to the Department of Education (DepEd). Though face-to-face classes are still not permitted due to the public health situation, the incorporation of SLMs with alternative learning delivery modalities aids DepEd in ensuring that for the school year 2020-2021, students have access to high-quality basic education. (DepEd 2020).

In each learning process, the role of the teacher is very important. They not only facilitate the knowledge and skills but they guide and lead the learning process. In distance learning, the role of the teachers is significantly reduced. Because there is no face-to-face interaction, teachers can't guide them immediately at the same time because not all of the pupils have a good internet connection or even a cell phone to communicate.

In this study, the researcher finds out how teachers transfer learning in Modular Distance Learning, the struggles, and challenges that they encountered in transferring learning, and its effects on the professional productivity of the teacher. Through this study, the researcher made a training design based on the needs of the teacher based on the result of the study.

OBJECTIVES OF THE STUDY

This study attempted to determine the learning transfer traits, modes, and challenges in distance learning in promoting the professional productivity of elementary teachers. Specifically, it aimed to (1) identity the transfer of learning traits of the respondents be described as to knowledge, skills, personality, and motivation; (2) know the extent do the teachers practice the learning transfer modes as to overlook, replicates, integrate, and innovates; (3) learning transfer challenges of the respondents as to work environment, modalities, the opportunity to transfer, technical competency, and teacher's readiness; (4) determine the productivity of the respondents as to mentoring, personal leadership, and self-efficacy; and (5) know the significant relationship between learning transfer and professional productivity as to mentoring, personal leadership and self-efficacy.

METHODOLOGY

The study used a descriptive correlational method. The descriptive design describes what exists, determines the frequency with which it occurs, and categorizes the information while the correlational design was used to examine if changes in one or more variables were related to changes in another variable.

The teacher-respondents came from the five big schools in the Sariaya West District. The schools have an average number of 30-42 teachers. The total number of respondents was 177 teachers but the number of actual respondents was 145 teachers.

The study was concerned with the collection of data about the learning transfer traits, modes, and challenges experienced by the teachers under distance learning. First, the researcher secured a letter of approval from the adviser, in the District Office of Sariaya West District and the Division Office of DepEd Quezon. After having permission to conduct the study, the researcher conducted the study. The researcher used printed questionnaires in collecting data in the four schools and used Google forms in one school due to the restriction brought about by the pandemic.

RESULTS AND DISCUSSIONS

1. **Transfer of learning traits of the respondents in terms of knowledge, skills, personality, and motivation**

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Table 1
Learning Transfer Traits

Indicators	Mean	SD	VI
Knowledge	4.35	.49	O
Skills	4.33	.49	O
Personality	4.43	.48	O
Motivation	4.21	.50	O
Overall	**4.33**	**.42**	**O**

As can be seen in the table, respondents revealed that with an overall mean of 4.33, the learning transfer traits of the respondents were observed.

Among the four learning transfer traits, personality had the highest mean score of 4.43. This shows that teachers transfer learning with a good personality and a good sense of humor to their pupils and parents. Good rapport with pupils and parents during this time was a great help in motivating the pupils to continue learning even they were in their home. Distance learning is still relatively new, and this teaching-learning modality is deemed to benefit both teachers and students. A teacher's personality is one of the most important factors in distance education where patience, skills in technology, access, and motivation were tested due to some circumstances. It is observed that the teacher-respondents were working well together with their colleagues as a group. They showed respect and good manner towards their co-teachers. They were approachable and ready to help each other especially when there were new approaches in teaching that were introduced to them.

On the other hand, motivation had the lowest mean among the four learning transfer traits. The researcher observed that teachers were motivated in transferring learning to their pupils but due to urgent reports and lots of paperwork, teachers cannot transfer learning properly. Before and during the School Year 2020-2021, teachers went to different pieces of training/seminars to gain the knowledge and skills they needed in teaching the pupils during modular distance learning. Teachers from Sariaya West District attended training/seminars from the national level to the district level thru online seminars. In school-level seminars, they thoroughly discussed the skills that

teachers should possess to teach pupils even they were in modular distance learning. Teachers learned how to use the MELC in making Weekly Home Learning Plans, IDEA Exemplar, and instructional materials

2. Learning transfer modes

Table 2
Learning Transfer Modes

Indicators	Mean	SD	VI
Overlook	**4.13**	**.49**	**P**
Replicate	**3.69**	**.65**	**P**
Integrate	**4.27**	**.51**	**P**
Innovate	**4.21**	**.54**	**P**
Overall	**4.08**	**.42**	**P**

The table shows the summary of the teachers' learning transfer mode. It revealed an overall mean of 4.08 which was verbally interpreted as practiced.

Looking at the results, integrate got the highest mean among the four learning transfer modes. This shows that teachers were very creative in executing their lessons. They integrate the use of ICT when they transfer learning. From the results, it can be inferred that respondents have been using technology even before the pandemic. During MDL, the use of technology became a necessity. It had become a means of communication between the teachers and the pupils. Teachers made video lessons where they did integration in their teaching and then transferred it to their pupils. They integrated topics from different subjects to another like in Music, they always integrated music by singing a song to make the lesson lively. Teachers used Zoom, Google Classroom, and YouTube to teach their pupils. They used localized materials and differentiated materials for their diverse pupils.

Even teaching is one of the least appreciated jobs, teachers still made sure to give the best learning experiences that they can give their pupils. The researchers observed that teachers think innovatively using localized materials that can catch pupils' attention and interest even in this time of the pandemic. They made different intervention programs that can help the pupils

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learn and become motivated in learning. They have the Project MASDAN or Multiplication, Addition, Subtraction, and Division Always Nurtured that aims to make the pupils understand the four fundamental operations in mathematics. They also have the Proyektong BUS which stands for Bumasa, Umunlad at Sumulat that aims to enhance the pupils reading skills by giving them the appropriate reading materials.

Meanwhile, replicate was expressed with the lowest mean among the four indicators. Results showed that the teachers copied what they learned from the university and from the seminars they have attended. Teachers copied the lessons from the modules and did not try to modify them. Modular distance learning was new and teachers were not yet familiar with how they should maximize the use of the modules. As it is, they only copied exactly what was in the modules.

It was observed that the respondents were still coping with the change caused by the Modular Distance Learning where the teachers were no longer conducting classes in the school. They were provided by the DepEd with the modules that were in line with the Pivot 4a. They were told to follow what was exactly on the pivot that was basically new to them. It was also in line with the MELC or the Most Essential Learning Competencies. Teachers cannot add or omit any learning competency that was on the MELC. The teachers were not yet familiar with it, that is why the result showed that the teachers did replication.

3. Learning Transfer Challenges

Table 3
Learning Transfer Challenges

Indicators	MEAN	SD	VI
Work Environment	4.33	.55	OE
Modality	4.37	.51	OE
Opportunity to Transfer	4.25	.51	OE
Technical Competency	4.19	.54	OE
Teachers Readiness	4.22	.52	OE
OVERALL	**4.27**	**.53**	**OE**

The table reveals that among the learning transfer challenges, the modality had the highest mean of 4.37 which was verbally interpreted as Often Experienced. Teachers were not fully prepared in administrating modular distance learning. It was new to them and they were not familiar with its pros and cons. Due to short preparation, they did not have enough materials that they needed in conducting the distance learning. They did not have enough school supplies and printers that is needed in producing supplementary materials for the pupils. Before the opening of classes, the teachers attended different webinars about the different learning modalities that will familiarize them with it. Parents were asked what modality would they like to use in the SY 2020-2021 and a majority of the parents chose the MDL

Likewise, the table shows the least experienced learning transfer challenge that the teacher-respondents experienced during the MDL. This was the Technical Competency with a mean of 4.19 and verbally interpreted as often experienced. It shows that the teachers especially those who were experienced teachers always asked for help from the younger teachers because they were not familiar with using different online platforms and sometimes, they were afraid of what to do.

This shows that the teachers were not ready to move out of their comfort zone during the shift from f2f to MDL. Undeniably, teachers rather have the f2f rather than the MDL as they were not that ready in the latter. Truthfully, they were still in the process of learning the concept of the system, its process, and how it works. Nonetheless, they used ready-made materials and did not have the luxury of time to modify them to make them localized. From this, it can be deduced that teachers preferred to use localized materials but they were not able to do so as they were in the transition stage.

The researchers observed that teachers used the messenger as a primary way of connecting with their pupils. They did their announcements and answered their pupils' queries thru the group chat in messenger, but not all the pupils had access to this. Teachers made video lessons and passed them thru messenger. Almost half of the pupils saw it and the others were left behind with only the printed modules to study. Even those

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pupils who have an android phone still cannot pass their performance task due to a bad internet connection.

4. Productivity of the respondents as to mentoring, personal leadership, and self-efficacy

4.1. In terms of Mentoring

Table 4
Respondents' Professional Productivity as to Mentoring

Indicators	Mean	SD	VI
Coaching and Support	4.10	.54	P
Career Development	4.29	.53	P
Opportunity	4.21	.52	P
Overall	**4.20**	**.48**	**P**

The table shows that the teacher-respondents perceived mentoring as productive with an overall mean of 4.20. It reveals that as to Mentoring, Career Development has the highest mean score of 4.29 which was interpreted as productive. The researchers observed that teachers give career development a high level of importance. Even before the pandemic, teachers paid attention to their career development. They enrolled in master's classes and attended different seminars. Based on the data from the demographics, there were 82 teachers out of the 145 respondents who have units or already graduated with their Master's degree.

Teachers also attended seminars and training that they thought can help them to grow professionally as a teacher. They were willing to attend even if it was far and required them to travel and pay a large sum of money. KASUGUFIL is one of the organizations that organized seminars and training for teachers that aimed to give the teachers information about the latest trends in teaching Filipino and MTB subjects. This only shows that the teachers have a long vision about their career and they understand the importance of career development.

The table also shows that mentoring, coaching, and support have the least mean score of 4,10 which was verbally interpreted as productive. The data revealed that the teachers

helped each other to develop and to cope up even this time of the pandemic. One of the challenges that the teachers faced during the start of modular distance learning were the use of different ICT in teaching. Experienced teachers struggled with using ICT in teaching and making video presentations, but with the help of younger teachers, they were able to overcome their fear of using the ICT. When they finally learned and enjoyed using ICT, they become efficient just like the younger teachers.

4.2. In terms of Personal Leadership

Table 5
Respondents Productivity as to Personal Leadership

Indicators	Mean	SD	VI
Commitment and Passion	4.52	.47	HP
Good Communication	4.61	.49	HP
Decision-Making Capabilities	4.45	.58	P
Accountability	4.54	.48	HP
Creativity	4.37	.53	P
Innovation	4.46	.52	P
Overall	**4.49**	**.44**	**P**

The table shows the professional productivity in terms of personal leadership. The data revealed that it was produced with an overall mean of 4.49.

The table also reveals that professional productivity as to personal leadership, good communication has a high mean of 4.61 which was interpreted as highly productive. It showed that communication is vital in leadership. In using modular distance learning, good communication is needed to have a good rapport with parents and guardians. A good relationship with them can help the teachers reach out to the pupils.

The researchers observed that teachers were polite and approachable. They conducted weekly distribution and retrieval of answer sheets where they also had weekly consultations about the pupil's progress. Teachers listened to what the parents were saying about their observation on their child's progress and then the teachers gave pieces of advice and technical assistance that can help them in teaching their child.

The data revealed that as to personal leadership, creativity had the lowest mean of 4.37

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hence it was still interpreted as productive. As observed by the researchers the teacher-respondents created innovations and interventions creatively for their pupils. Physical separation of teacher and pupil during the teaching and learning process was a major concern in modular distance learning. But the teachers creatively planned those interventions for the pupils to enjoy learning at home. They made fun and interactive video presentations and virtual demonstration. It was new to them but with hard work and perseverance, they were able to produce quality videos for the pupils. Some teachers also downloaded interactive videos and passed them to parents to help them in explaining the topics to the pupils. The teachers thought of other possible ways that can help them to teach their pupils even they were at home.

4.3. In terms of Self-Efficacy

Table 6
Respondents Productivity as to Self-Efficacy

Indicators	Mean	SD	VI
Motivation	4.52	.46	H P
Confidence	4.31	.51	P
Self-Efficacy	4.44	.51	P
Overall	**4.42**	**.45**	**P**

The table shows an overall mean of 4.42 which means that the teacher-respondents were productive in terms of self-efficacy.

Results from the table show then that motivation was expressed with the highest weighted mean of 4.52 and seen as highly productive. On this, it can be surmised that teachers were motivated in accomplishing their jobs. Moreover, it can be deduced that they were inspired to teach and help their pupils overcome the challenges, especially in reading and counting. During the modular distance learning, the researchers observed that the teachers were more motivated in teaching their pupils. They were eager to continue learning even if the pupils were no longer learning at school. The teachers were motivated and have a positive outlook on life. They did not easily give up on the challenges they faced during the modular distance learning. When they

cannot reach their pupils thru phone calls and instant messaging, they conducted home visitation to ensure that pupils were learning continuously. They made intervention programs believing that their pupils will overcome the challenges with the help of the parents and teachers.

The data shows that in terms of self-efficacy, confidence had the lowest mean score of 4.31 which was taken as productive. The respondents performed their tasks confidently and effectively. As the researchers observed, the teachers finished the task given to them positively and confidently. During the first two quarters, the teachers were challenged to make a video presentation about their innovation and intervention programs. It was a new strategy for them on how to present their activities at school but they still confidently handled it and finished it.

5. Significant Relationship Between Learning Transfer Traits and Professional Productivity

5.1. In terms of Mentoring

Table 7
Test of Significant Relationship Between Learning Transfer Traits and Professional Productivity as to Mentoring

	Learning Transfer	Coaching and support	Career development	Opportunity
Traits	Knowledge	.443**	.557**	.508**
	Skills	.540**	.562**	.519**
	Personality	.432**	.528**	.469**
	Motivation	.444**	.417**	.443**
Modes	Overlooks	.453**	.482**	.435**
	Replicate	.242**	.174*	.248**
	Integrates	.461**	.487**	.567**
	Innovates	.599**	.666**	.607**
Challenges	Work Environment	.226**	.272**	.457**
	Modalities	.439**	.533**	.540**
	Opportunity to transfer	.455**	.520**	.539**
	Technical competency	.622**	.621**	.553**
	Teachers readiness	.581**	.613**	.574**

**. Correlation is significant at the 0.01 level (2-tailed).

The result shows that mentoring as to coaching and support, career development, and

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opportunity had a significant relationship with learning transfer traits, modes of transferring learning, and challenges in the distance learning at the 0.01 and 0.05 level of significance.

This correlation can be attributed to practices of professional sharing done in the district. The INSET shows that when teachers have Learning transfer traits and modes. They were able to mentor and they were environment, modality, opportunity to transfer technical competency, and teachers' readiness correlates mentoring because these challenges affect the teacher's productivity as to the opportunity to transfer. Technical competency affects the teacher's confidence in mentoring, career development, and opportunity.

The gathered results support Ongek's (2016), which suggested that mentoring is a powerful process that includes assisting others in developing and improving their personal and professional potential, regardless of their area of expertise. In the field of educational leadership, mentoring is critical in assisting young incoming principals to learn, develop, and become more successful in their roles. There are two major forms of mentoring relationships, as well as many others.

5.2. In terms of Personal Leadership

Table 8
Test of Significant Relationship between Learning Transfer Traits and Professional Productivity as to Personal Leadership

	Learning Transfer	Commitment and Passion	Good Communicator	Decision-Making Capabilities	Accountability	Creativity	Innovation
Traits	Knowledge	.591**	.535**	.450**	.656**	.498**	.526**
	Skills	.560**	.516**	.467**	.609**	.529**	.524**
	Personality	.640**	.541**	.440**	.651**	.572**	.535**
	Motivation	.439**	.331**	.334**	.502**	.553**	.539**
Modes	Overlooks	.437**	.336**	.376**	.469**	.527**	.429**
	Replicate	.203*	0.087	0.108	0.095	.268**	0.086
	Integrates	.493**	.467**	.438**	.497**	.383**	.402**
	Innovates	.582**	.495**	.538**	.633**	.547**	.533**
Challenges	Work Environment	.500**	.395**	.298**	.380**	.512**	.424**
	Modalities	.515**	.524**	.426**	.549**	.534**	.560**
	Opportunity to transfer	.479**	.450**	.424**	.477**	.500**	.512**
	Technical competency	.481**	.430**	.430**	.453**	.542**	.550**
	Teachers readiness	.594**	.579**	.598**	.637**	.569**	.611**

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

The result shows that personal leadership in terms of commitment and passion, good communication, decision-making capabilities, accountability, creativity, and innovation had a significant relationship with learning transfer traits, modes of transferring learning, and challenges in the distance learning at the 0.01 and 0.05 level of significant. However, replicate showed no significant relationship.

This correlation can be attributed to the parents and teachers' relationship during the MDL. It showed that when the teachers have the learning transfer traits, they were able to have a good personal leadership. During the module distribution, teachers who have a good personality showed commitment and passion in teaching and good communicating skills towards the parents.

Learning transfer modes as to replicate showed no significant correlation in personal leadership as to good communicator, decision making capabilities, accountability, and innovations. Teachers who tend to only replicate its work tend to be poor in communicating decision-making, accountability, and innovation.

Learning transfer challenges had a significant correlation with personal leadership. This correlation showed that the learning transfer challenges as to teacher's readiness that was experienced by the teachers' effects on how the make decisions and innovations.

5.3. In terms of Self - Efficacy

The result shows that self-efficacy in terms of motivation, confidence, and resilience had significant relationships with learning transfer traits, modes of transferring learning, and challenges in the distance learning at the 0.01 and 0.05 level of significance. However, replicate shows no significant relationship in motivation.

This correlation can be attributed to the teachers' motivation in teaching the pupils in modular distance learning. Learning transfer traits affect the motivation and confidence of the teachers in teaching. The teachers were motivated and confident when they have the knowledge and skills on how to administer modular distance learning.

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Table 9
Test of Significant Relationship between Learning Transfer Traits and Professional Productivity as to Self-Efficacy

	Learning Transfer	Motivation	Confidence	Resilience
Traits	Knowledge	.574**	.502**	.471**
	Skills	.529**	.512**	.449**
	Personality	.600**	.549**	.503**
	Motivation	.512**	.463**	.479**
Modes	Overlooks	.478**	.532**	.506**
	Replicate	0.104	.347**	.352**
	Integrates	.335**	.358**	.355**
	Innovates	.566**	.507**	.524**
Challenges	Work Environment	.399**	.522**	.553**
	Modalities	.494**	.488**	.484**
	Opportunity to transfer	.439**	.490**	.513**
	Technical competency	.579**	.530**	.496**
	Teachers readiness	.568**	.547**	.562**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Learning transfer modes as to replicate had no significant correlation with the motivation. It can be observed that the teachers who replicate their work had no motivation in teaching. Learning transfer challenges affect self-efficacy as to resilience. Teachers experienced challenges in modalities and technical competency but they were able to overcome them by gaining information about it.

CONCLUSION

Based on the data gathered, the following are given:

1. The teacher-respondents perceive transfer of learning traits as observed as to their knowledge, skills, personality, and motivation.
2. The teacher-respondents perceived learning transfer modes as practiced as to overlook, replicate, integrate and innovate.
3. The teacher-respondents during the distance learning often experience challenges as to work environment, modalities, the opportunity to transfer, technical competency, and teachers' readiness.
4. The teacher-respondents are professionally described as productive in terms of mentoring, personal leadership and self-efficacy.
5. There is a significant relationship between the learning transfer traits, modes, and challenges, and the professional productivity as to mentoring, personal leadership, and self-efficacy, however, replicates show no significance in personal leadership and self-efficacy
6. There is a significant relationship among learning transfer traits, modes, and challenges in distance learning in promoting professional productivity of the elementary teachers therefore the null hypothesis is not sustained.

RECOMMENDATION

Based on the findings and conclusion the following are offered:

1. Since transfer of learning traits was observed at a great extent it recommends that teacher may consider be provided with training or seminars on improving learning processes.
2. Learning transfer correlated to professional productivity. The school heads may promote the development of learning transfer traits, modes, and challenges. However, learning transfer modes did not correlate, so the school heads may provide programs that might help the teachers to create their own materials.
3. Since there is a correlation, the school may consider further improving and promoting the learning transfer traits, modes, and challenges to be able to promote professional productivity.
4. The researchers may replicate the study involving the participation of parents to be able to identify factors affecting learning transfer.

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