

Modular Distance Learning as Influenced by Adaptive Performance and Innovative Work Behaviors of Public Elementary Teachers

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Abstract— This study aimed to raise awareness among the Department of Education officials and possibly develop interventions or even new course curricula to advance the teaching-learning procedure. The research identified the factors of adaptive performance and innovative work on modular distance learning among the public elementary school teachers in the Davao del Norte Division. The study employed quantitative research using the causal-effect technique utilizing regression analysis. Mean, Pearson r, and Multiple Linear Regression Analysis were the statistical tools used to identify the level of influence and significant relationship and assess the significant influence. There were 318 teachers as the respondents, using the Slovin's formula which the statistician calculated. Data were scientifically treated, examined, and construed. The result showed that the level of adaptive performance, innovative work behavior, and modular distance learning was very high. It also revealed that there was a significant relationship among the variables. Moreover, it was further revealed the significant influence among the domains of the independent variables on the dependent variables.

Keywords— MAED adaptive performance, innovative work behavior, modular distance learning, Philippines.

I. INTRODUCTION

The problem of modular distance learning concerns the Department of education. In the wake of the pandemic, DEPED turned to several learning techniques. One of them is modular distance learning, which parents favored the most. However, it is more challenging for schoolteachers to deliver quality education as the conventional teaching method gives way to modular remote learning. Moreover, challenges with reading and writing instruction in modules are among the anticipated issues, especially for Kindergarten through Grade 3 students (Bagood, 2020).

The importance of modular instruction is that it makes the learner required to work independently and at his own pace to understand everything in the program. Considering that it was learner-focused and did not involve taking notes, the modular method might be a beneficial substitute to assist learners in overcoming the difficulties they encounter in the regular classroom environment. The benefit of employing modules is that they are designed to boost critical thinking, problem-solving abilities, and active learning. Consequently, for instructors and learners, utilizing a module enables a more flexible learning environment [5].

Research shows the relationship between the adaptive performances of teachers to the modular instruction of students. Teachers are more conscientious of their work because they devote their resources and commitment to

it. In other words, their mindfulness allows them to foresee upcoming difficulties or identify existing process weaknesses, which supports students in a modular learning environment. The people who are more focused on their work are more prepared to handle difficulties from without. It was expected that a motivated employee would likewise have the energy to work in challenging conditions [25].

Meanwhile, since educators and their instructional methods significantly influence learners' personalities regarding education and motivation during modular instruction, promising new developments and new understanding about teaching are calling for novel work behavior. That said, the academic results of students utilizing modular learning are significantly influenced by the ingenuity of the teachers [1].

The researchers have yet to examine teachers' adaptive performance and innovative work behavior in integrating distance learning in modules. The Department of Education must take this into account, reduce activities, and eliminate useless courses to ensure that competence is attained to the maximum extent possible. As numerous parents/guardians have stated, the less, the better. One of the primary worries of the learners was that they would not have sufficient time to finish all the programs throughout the week. Thus, DepEd must cut back on activities if they can't extend the time for completing the courses. Hence, there is an

urgent necessity to undertake the investigation. Consequently, for instructors and learners, utilizing a module enables a more flexible learning environment [5].

II. METHODOLOGY

The research utilized a quantitative non-experimental design using a causal-effect method utilizing regression analysis. The technique employed in this study was regression analysis to recognize what indicators in the independent variables, the adaptive performance and innovative work behavior of teachers, significantly influence the dependent variable, which is modular distance learning. It could be employed to recognize patterns and averages, develop theories, investigate causality, and extend results to broader groups. To jointly analyze multiple variables and present conclusions without making categorical causal claims, the research needs to consider potential alternative explanations [3].

The level of adaptable performance, creative work behavior, and modular distance learning was explained using the quantitative non-experimental approach. Regression analysis, on the other hand, uses the values of the variables to determine the associations between two or more variables. Therefore, this approach is appropriate given that it aims to identify whether there exists a substantial connection between educators' levels of adaptive performance and their innovative work practices and the level of modular distance learning which is a quantifiable phenomenon and can be related.

The map of the Philippines, highlighting the setting of this research endeavor. The research findings are specific to the situation of public schools in Kapalong East and West District, Davao del Norte. Kapalong is a first-class municipality, officially known as the Municipality of Kapalong. Its population, as of the 2015 census, was 76,334 people. The study was conducted specifically in Kapalong East and West District. The East district includes the Adelanto Elementary School (School A), Clementa F. Royo Elementary School (School B), Domingo B. Hain (School C), Dr. Vislumino Y. Tamondong Elementary School (School D), Luan Primary School (School E), Mabantao Elementary School (School F), Maniki Central Elementary School SPED Center (School G), Marcos P. Estoque Elementary School (School H), Sua-on Elementary School (School I), Upper and Lower Mabini Elementary School (School J). While the west district

includes Gabuyan Elementary School (School K), Luna Elementary School (School L), Pag-asa Elementary School (School M), Sampao Elementary School (School N), and Tiburcia Elementary School (School O).

In addition, the study was also conducted in Sto. Tomas East and West District. The east district includes Apitong Elementary School (P), Balisong Elementary School (Q), Casig Elementary School (R), Esperanza Elementary School (S), Jesus Lumain Elementary School (T), Kimamon Elementary School (U), Kinamayan Elementary School (V), La Libertad Elementary School (W), Lunga-og Elementary School (X), Nafco Elementary School (Y), Pantaron (Z), Salvacion Elementary School (AA), San Miguel Elementary School (AB), and Talomo Elementary School (AC). While the west district includes Balagunan Elementary School (AD), Bobongon Elementary School (AE), Maguintalunan Integrated School (AF), Magwawa Integrated School (AG), Marsman Elementary School (AH), New Katipunan Elementary School (AI), New Visayas Elementary School (AJ), San Isidro Elementary School (AK), San Jose Elementary School (AL), Sto. Tomas Central Elementary School (AM), Talos Elementary School (AN), and Tulalian Elementary School (AO).

Random sampling was utilized in choosing the respondents for this study. To compute the respondents' number needed for the endeavor, the statistician provided the given sample out of the population being given.

The respondents who participated in the study were the public elementary teachers of Kapalong East, Kapalong West, Sto. Tomas East and Sto. Tomas West District. Private teachers were not included in this study since this only focuses on Public elementary teachers. Part-time public teachers were omitted. Moreover, the respondents were told they could quit the study at any point if they felt intimidated during its administration.

The respondents, however, can choose not to answer questions that cause them any emotional or mental discomfort or to stop participating in the study at any moment if they find the material being requested to be too sensitive to discuss.

The researcher's first goal throughout the study was the respondents' well-being, and they respected the respondents' cooperation.

III. RESULT, ANALYSIS AND DISCUSSION

Level of Adaptive Performance

Table 1 displays teachers' level of adaptive performance in the Division of Davao del Norte with an overall average of 4.28 and a standard deviation of 0.46, as labeled as very high. The result implies that teachers' level of adaptive performance in the Division of Davao del Norte is evident. The result also means that modular distance learning is the most element in determining the adaptive performance among the public elementary school teachers in the Division of Davao del Norte.

In congruence, Stańczyk, [25] mentioned that according to one definition, adaptive performance in the workplace refers to adjusting to and comprehending change at work as it occurs. A versatile individual is recognized and crucial to the growth of a company.

Moreover, the findings of Park. et al. [20] make progress in understanding how adaptable performance influences how creatively people can design their employment. Additionally, it improves our comprehension of the nuanced interactions between job design, job involvement, and adaptive performance.

Based on the result, dealing with uncertainty got the maximum average score of 4.33, with a standard deviation of 0.51, expressed as very high. This suggested that the teacher restructured work to account for the new circumstances and collaborated with colleagues to adjust plans, goals, and activities in response to changing circumstances. This is parallel to the study of Mazza [18]; and Soriano [23], which showed that in dealing with uncertainties in work, before taking any action, wait for more precise information from a superior. Psychological suspense is commonly accompanied by anxiety symptoms brought on by agitation from danger anticipation and stress, described as persistent irritation, impatience, and tension, controlling psychological ambiguity is essential for assuring adjustment and lowering psychological stress.

Second is learning new tasks, technologies, and procedures attained an overall mean of 4.31 with a standard deviation of 0.53, expressed as very high. This implied that teachers were willing to learn new methods and technology for performing work and to do what was required to keep their knowledge and skills current. This is in unity with the study of Collie et al. [6] that in learning new tasks, technologies, and procedures, when time is of the essence, educators should also be ready to

rearrange their lessons, interrupt a class in the middle of it, or reduce their course's substance. Finally, teachers must continuously incorporate information into their classroom instruction and constantly engage in professional learning. Additionally, teachers might need to alter their practices further due to curricular or policy changes.

Additionally, Stanczyk (2017) noted that learning new tasks, and technologies. Procedures effort was defined as demonstrating a desire to acquire new methods and technologies for carrying out work, performing what was necessary to preserve skills as well as information, learning new techniques quickly and competently, or how to conduct recently unschooled activities, adapting to the novel work methodology and events, anticipating fluctuations on training requirements, and ultimately

Solving problems creatively got an overall mean of 4.28, with a standard deviation of 0.54 being the third. The result of determining the level of adaptive performance in creatively solving problems is very high, which means that the teacher used many forms of analyses to generate fresh, original ideas and develop creative solutions to explore if there was a better way to tackle the problem creatively. It is similar to the findings of Gabrys et al. [10]; Liu [15]; and Silva et al. [21] that in solving problems creatively, one needs to use different methods and develop new tools to resolve new problems. The ability to monitor conflicts is correlated with cognitive regulation, which supports integration and modification of conflict, positioning to specific goals, and settlement of potentially harmful or unpredictable circumstances. This can entail separating oneself from unimportant information in a stressful scenario and focusing only on information about the risk and the one that removes stressors. As a result, events involving conflicting information can be recognized and responded to using command and conscious awareness mechanisms.

Fourth, handling work stress attained an overall mean of 4.19 with a standard deviation of 0.52, expressed as very high. This implied that the teachers remained serene and calm when confronted with challenging circumstances or a rigorous workload or timetable. They also effectively regulated their frustration by focusing on helpful solutions rather than criticizing others. This matches the results of Cañero et al. [4], who pointed out that managing work stress includes needing to bring in additional work prematurely and seeking a solution by

having a calm dialogue with coworkers. Later, adaptability to essential events and stress management depends on the capacity to control emotions. As a result, those with superior emotional self-control are better able to adjust and react to their environment.

Level of Innovative Work Behavior

As shown in table 2, the overall mean score of innovative work behavior responded to by the teachers is 4.22 with a standard deviation of 0.49. It reflects a very high descriptive level of innovative work behavior, which implies that it is very much observed. This indicated that in times of a changing environment, teachers had created new solutions in response to the needs demanded by the new situations. This is like the findings of Spanuth and Wald [24] that innovative work practices are being studied closely as a potential source of organizational success. Accordingly, creative job performance is strongly connected to other ideas discussed in the works, including workers' originality, creative job performance, and innovation. A complex term, innovative work behavior, might encompass behavioral actions like idea generation, promotion, and implementation.

Based on the result, all three domains have the same average of 4.22, expressed as very high, with a standard deviation of 0.51 for idea generation. This demonstrates that educators have found and developed fresh, practical solutions to issues in any field. It is backed up by a study by Hashim et al. [11], which claimed that idea generation is the stage where professionals recognize issues and formulate new and valuable ideas to fix problems in any domain. Innovative behavior was seen as a collaboration among the people and conditions impacted by past and present events and resulted in a product that can be evaluated to be creative. The term "creativity" was used to refer to the process of coming up with ideas, and this method focused mainly on the initial stages of inventive work behavior.

Meanwhile, the standard deviation for idea promotion is 0.53 with a verbal description of very high. This implied that teachers' innovative ideas were pushed and received support from colleagues and the environment, which can give them the necessary resources and authority. It is parallel to the study of Janssen [14] cited in Soentanto and Ardiyanti, [22] in the idea promotion phase, through the marketing of developed ideas, assistance and approval from possible allies (friends, coworkers, and sponsors) are sought. Idea promotion means that once a

person has come up with a novel idea, they should spread the word and gain support from their peers and those in positions of power.

Additionally, the standard deviation for idea realization is 0.52 which is described as very high. This suggested that the teachers had attempted to employ new and creative thinking sessions to make school more relevant and, as a result, improve student accomplishment and performance. This is supported by the findings of Hashim [11] and Spanuth and Wald [24], which assumed that idea realization refers to efforts made by instructors to carry out teaching and learning activities using original and creative ideas to make instructional learning activities in schools more relevant and, as a result, had a beneficial action on learners' performance as well as accomplishment. Likewise, innovative concepts must be implemented into the teaching and learning processes of the teacher, even if they occasionally go counter to the organization's earlier norms. Similarly, researchers investigated how novel computer tools were adopted and identified the phases of educators' pertinent involvement, the modification of outside factors, authentic training, achieving areas, and the repercussions of current activities.

Level of Modular Distance Learning

As shown in table 3, the overall mean score of modular distance learning, as responded to by the teachers, is 4.45 with a standard deviation of 0.50. It reflects a very high descriptive level about the level of modular distance learning, which implies that it is very much observed. This indicated that the teachers had secured that the modules being given to the student will stir learning and will make them independent in internalizing concepts. This parallels a study by Nardo [19] that found that using modular boosts autonomy in studying. A benefit of employing modular teaching is to help improve learners' autonomy in studying or studying techniques. All subjects taught in the program were enthusiastically studied by the learners. The students developed a feeling of accountability in completing the activities. Without much to no support, the pupils advance themselves. Learners were motivated and developing their learning skills. Modular instruction also gives teachers and staff more flexibility and variety, and it gives students more options and self-pacing.

Among the domains of modular distance learning, feedback attained the uppermost overall mean of 4.48, with a standard deviation of 0.54 expressed as very high.

This indicated that the teacher reported on the class's progress and gave the students who required their learning interventions. It is in line with the findings of FlipScience [9], which claimed that during feedback, monitoring the students' progress is the teachers' responsibility. The students can access email, phone, text, instant messaging, and other means of communication with the teacher. Students who need assistance or remediation should have the instructor visit them at home. To the parents or guardians of the students, the instructors or local government representatives will give printed modules. Education is no longer only done in schools; thus, parents and teachers work together in the classroom. The facilitators of the household are the parents. Their primary duty in flexible learning is to engage and mentor the student.

After this was the modular distance learning with a 4.45 general average score with a standard deviation of 0.54, described as very high. This indicated that the teacher had made secured that self-learning modules being given to the students could enhance self-independence, self-pacing, and self-reflection. It was supported by the findings of Nardo [19], who described Flexible teaching as a form of training space and feel satisfied with himself. Similar evidence suggested that individual variations are prioritized in modular education and that adopting instructional methods requires people to develop at their rates. It is a fact that modular teaching offers numerous benefits to both educators and learners of English.

Lastly, the teaching, assessing, and learning attained the available average score of 4.41 with a standard deviation of 0.54, expressed as very high. This suggests that despite the new usual setup of education, the teacher ensured that the self-learning modules would promote self-reliance and stimulate mastery of topics, exercises, and progression.

This is in congruence with the research conducted by Nardo [19] and Lopukhova [16] in Teaching,

Assessment, and Learning, students apply the information or rehearse it. Exercises are provided to help students understand ideas by progressing from easy to challenging activities.

Not only that, Dejene [7] stated that Modular construction necessitates ongoing monitoring and evaluation of student's development throughout the module/course. Successful continuous assessment allows teachers to modify their lessons and students' learning in response to assessment data. Additionally, it lets students get feedback on their education and suggestions for how to get better.

Significance on the Relationship Between Adaptive Performance of Teachers to the Modular Distance Learning

The result of the correlation between adaptive performance and modular distance learning of teachers is presented in table 4. The computation using Pearson-r revealed that adaptive performance and modular distance learning got an R-value of 0.791 with an r-square of 0.6257 and a p-value of 0.001. It indicated that the null hypothesis was rejected at 0.05 alpha levels. This implied a significant relationship between adaptive performance and modular distance learning. This is based on the result that showed the probability level of 0.001, which is less than the level of significance, which is 0.05.

The findings are parallel with the result of the study of Stańczyk [25], which shows the relationship between the adaptive performances of teachers to the modular instruction of students.

Teachers are also more conscientious about their work since they give their tasks their whole attention and energy. In other words, their mindfulness gives them the ability to foresee upcoming difficulties or identify existing process weaknesses, which supports students in a modular learning environment.

Table 1: Level of Adaptive Performance

INDICATORS	Mean	SD	Description
Solving problems creatively	4.28	0.54	Very High
Dealing with uncertain or unpredictable work situations	4.33	0.51	Very High
Learning new tasks, technologies and procedures	4.31	0.53	Very High
Handling work stress	4.19	0.52	Very High
Overall	4.28	0.46	Very High

Table 2: Level of Innovative Work Behaviors

INDICATORS	Mean	SD	Description
Idea Generation	4.22	0.51	Very High
Idea promotion	4.22	0.53	Very High
Idea Realization	4.22	0.52	Very High
Overall	4.22	0.49	Very High

Table 3: Level of Modular Distance Learning

INDICATORS	Mean	SD	Description
Teaching, assessing, and learning	4.41	0.54	Very High
Feedback	4.48	0.52	Very High
The module overall	4.45	0.54	Very High
Overall	4.45	0.50	Very High

Table 4: Significance on the Relationship Between Adaptive Performance of teachers to the Modular Distance Learning

Variables	r-value	r-square	p-value	Decision
Adaptive performance	0.791*	0.6257	0.001	Reject Ho
Modular Distance learning				

* $p < 0.05$

Table 5: Significance on the Relationship Between Innovative Work Behaviors of teachers to the Modular Distance Learning

Variables	r-value	r-square	p-value	Decision
Innovative Work Behavior	0.779*	0.6068	0.001	Reject Ho
Modular Distance Learning				

* $p < 0.05$

Table 6: Regression Analysis on the Influence of the domains of Adaptive performance and Innovative Work Behaviors of teachers to the Modular Distance Learning

Independent Variable	Unstan-dardized Coeffi-cients B	SE	Standar-dized coeffi-cients Beta	t-value	p-value	Decision
(Constant)	0.745	0.167				
Adaptive Performance	0.511	0.088	0.475*	5.813	0.001	Reject Ho
Innovative Work Behavior	0.360	0.083	0.352*	4.312	0.001	Reject Ho

$R = 0.806^*$

$R^2 = 0.650$

$F\text{-ratio} = 2522.560$

$P\text{-value} = 0001$

Table 7: Regression Analysis on the Influence of the domains of Adaptive performance of teachers to the Modular Distance Learning

Independent Variable	Unstan-dardized Coeffi-cients B	SE	Standar-dized coeffi-cients Beta	t-value	p-value	Decision
(Constant)	0.808	0.172				
Solving problems creatively	0.135	0.052	0.147*	2.588	0.010	

Dealing with uncertain or unpredictable works situations	0.246	0.059	0.250*	4.160	0.001	Reject Ho
Learning new task, technologies and procedures	0.303	0.062	0.324*	4.912	0.001	Reject Ho
Handling work stress	0.164	0.057	0.171*	2.876	0.004	Reject Ho

 $R = 0.795^*$
 $R^2 = 0.632$
 $F\text{-ratio} = 115.911$
 $P\text{-value} = 0.001$

Table 8: Regression Analysis on the Influence of the domains of Innovative Work Behaviors of teachers to the Modular Distance Learning

Independent Variable	Unstan-dardized Coeffi-cients B	SE	Standar-dized coeffi-cients Beta	t-value	p-value	Decision
(Constant)	1.110	0.166				
Idea generation	0.213	0.072	0.216*	2.934	0.004	Reject Ho
Idea Promotion	0.347	0.073	0.372*	4.751	0.001	Reject Ho
Idea Realization	0.232	0.071	0.240*	3.246	0.001	Reject Ho

 $R = 0.780^*$
 $R^2 = 0.608$
 $F\text{-ratio} = 140.344$
 $P\text{-value} = 0.001$

The people who are more focused on their work are more prepared to handle difficulties than without. It was expected that a motivated employee would likewise have the energy to work in unpredictable environments.

On the other hand, an environment that encourages innovation may impact on better organizational outcomes, which may result in altered interactional patterns and, ultimately, more adaptable behavior and performance.

It was supported by the findings of Heinze and Heinze [12], who looked at adaptability and investigated if teachers' capacity for adaptation may help students feel in charge of their learning when they are enrolled in a modular curriculum in a new environment.

The question is whether this lessens the involvement of concepts known to be harmful to learners' growth, such as academic apprehension, disconnection, performance escaping (in which learners were encouraged by the longing to evade hurting others), and self-handicapping) in which students intentionally harm their chances of to have an excuse when it fails.

Significance on the Relationship Between Innovative Work Behaviors of Teachers to the Modular Distance Learning

The result of the correlation between innovative work behaviors and modular distance learning of teachers is presented in table 5. The computation using Pearson-r revealed that innovative work behaviors and modular distance learning got an R-value of 0.779 with an r-square of 0.6068 and a p-value of 0.001. This indicated that the null hypothesis which was tested at 0.05 alpha levels was being rejected. This implied that there is a significant relationship between innovative work behaviors and modular distance learning. This is based on the result that showed the probability level of 0.001 which is less than the level of significance which of 0.05.

The result is parallel to Baharuddin et al [2] investigation that pointed out that innovative teacher behavior might be the outcome of a person's response to a heavy workload, especially when a new setting is being introduced. Modular teaching is the new application to teachers of which innovations and strategies were made by them to enhance and facilitate modular instruction. Teachers create, promote, and put into practice ideas to alter their work environments or

themselves to adjust to the heavy workload. Organizations depend more and more on the creativity of their teachers to ensure efficiency and assimilate dynamic change in the current competitive market.

It was supported by studies by Awang-Hashim et al. [1] that noted that upcoming new developments and fresh data on instruction were calling for creative job behavior as educators and instructional techniques have the greatest influence on learners' perseverance toward motivation and learning during modular instruction. Teachers' creativity will significantly influence the academic outcomes of students doing modular learning. Consecutively, the classic definition of innovative behavior is a group or someone that makes a decision and conduct linked to the methodical creation of technological solutions in numerous domains of interaction and/or to the development of modular learning.

Regression Analysis on the Influence of the domains of Adaptive Performance and Innovative Work Behaviors of Teachers to the Modular Distance Learning

The research utilizes simple linear regression analysis in validating the indicators of adaptive performance and innovative work behaviors of teachers that best influence modular distance learning among the public elementary school teachers at the Division of Davao del Norte. Table 6 provides a summary of the findings. Employing the regression analysis, it was revealed that two independent variables, adaptive performance, and innovative work behaviors, yielded an adjusted r-square of 0.650 and F-ration of 2522.560 with a probability value of 0.001, which is lower than 0.05 level of significance. Since the p-value is lesser than 0.05 level of significance, the null hypothesis, which is there is no domain in the adaptive performance and innovative work behaviors that significantly influences modular distance learning among the public elementary school teachers in the Division of Davao del Norte, is rejected in an overall perspective.

The adaptive performance got the highest standard beta coefficient of 0.475 with a probability value of 0.001 which is lesser than the 0.05 level of significance. Thus, it implies that the domains of adaptive performance are predictors of modular distance learning among the public elementary school teachers in the Division of Davao del Norte.

On the other hand, innovative work behavior with a standard beta coefficient of 0.352 and a p-value of 0.001 is lesser with a significance level of 0.05. Thus, this implied that the domains of innovative work behavior are predictors of modular distance learning among the public elementary school teachers in the Division of Davao del Norte.

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Regression Analysis on the Influence of the Domains of Adaptive Performance of Teachers to the Modular Distance Learning

Presented in table 7 was the regression analysis on the Influence of the areas of Adaptive performance the Modular Distance Learning among the public elementary school teachers in the Division of Davao del Norte. Statistics showed an F-ratio of 115.911 with a p-value of 0.001. The probability value is lower than the alpha level of 0.05, so it leads to the null hypothesis being rejected, which translates to saying that there is a significant influence of adaptive performance on modular distance learning. Furthermore, the coefficient of multiple determination R²- value of 0.795 tells that

using the model more than 1% was attributed to the modular distance learning using the adaptive performance of the teachers.

In addition, solving problems creatively possesses a standard beta value of 0.147 with a p-value of 0.010, dealing with uncertain or unpredictable works situations has a standardized beta value of 0.250 with a p-value of 0.001, learning a new task, technologies and procedures has a standardized beta value of 0.324 with a p-value of 0.001, and Handling work stress has a standardized beta value of 0.171 with a p-value of 0.004. Noticeably, all the p-values are less than the set level of significance of 0.05, which tells us that all the domains in adaptive performance significantly influence modular distance learning.

The finding is supported by the study of Inbaraj, and Jatin [13], which concluded that students in a modular learning setting who are instructed by an educator Ratings of the classroom atmosphere are more positive for those who perform better on tests of adaptive teaching competency. The results of students' learning are improved, and their consequences are clarified by measuring adaptive teaching ability. Teachers who attained high levels of adaptive teaching competency saw the results as illustrative of the benefits of modification in instruction. The study promotes readers by highlighting the significance of adaptive planning skills in teacher preparation. To consider the significance of adaptive performance in both initial and ongoing teacher education as well as strategies for building adaptability in educators.

Regression Analysis on the Influence of the Domains of Innovative Work Behaviors of Teachers to the Modular Distance Learning

Presented in table 8 was the regression analysis on the Influence of the domains of innovative work behaviors on Modular Distance Learning among the public elementary school teachers in the Division of Davao del Norte. Statistics showed an F-ratio of 140.344 with a p-value of 0.001. The probability value is lower than the alpha level of 0.05, so it leads to the null hypothesis being rejected, which translates to saying that exists a significant influence of innovative work behaviors on modular distance learning. Furthermore, the coefficient of multiple determination R²-value of 0.608 tells that using the model more than 1% was attributed to the modular distance learning using innovative work behaviors of the teachers.

In addition, idea generation has a standardized beta value of 0.216 with a p-value of 0.004, idea promotion has a standardized beta value of 0.372 with a p-value of 0.001, and idea realization has a standardized beta value of 0.240 with a p-value of 0.001. Prominently, all of the p-values are less than the set level of significance of 0.05, which tells that all the domains in innovative work behaviors significantly influence modular distance learning.

The study's findings are corroborated by a study by Enzai et al. [8], which claimed that the novel curricula likewise promote the usage of origination in work production and distribution, which has a direct impact on the caliber of modular learning. The way teachers generate new ideas and put into action those discovered relevant ideas could affect the way students perceive learning to be smooth and orchestrated.,

IV. CONCLUSION AND RECOMMENDATION

Conclusion

The study's findings lead to the following conclusions, which are made: adaptive performance is very much evident in terms of solving problems creatively; dealing with uncertain or unpredictable work situations; learning new tasks, technologies, and procedures; and handling work stress. Innovative work behavior is very much observed in terms of idea generation, idea promotion, and idea realization. Modular distance learning is very much observed in terms of teaching, assessing, learning, feedback, and the module overall.

Moreover, there exists a significant relationship between adaptive performance and modular distance learning as well as innovative work behavior and modular distance learning. All the domains of adaptive performance and innovative work behaviors of teachers influence the domain of modular distance learning among the public elementary school teachers in the Division of Davao del Norte.

Research results confirmed the Diffusion of innovation theory of Rogers (2003) which explains the degree of innovation and the faculty's adaptation to the new implementation of modular instruction. It asserts that people typically experiment with new technology to see how well it might fit into their daily lives. This theory is used in identifying the effects of adaptive performance and innovations on the new implementation of modular instruction.

Further, the finding is affirmed by the proposition of Collie et al [6] whom they state that innovative conduct and adaptability share certain similarities in that both involve altering or changing ideas, attitudes, or deeds. on the application or modular curriculum. The literature on innovative teacher behavior and adaptability can help to inform the understanding of students employing modular learning.

Recommendations

Relying on the findings of the study and the drawn conclusions, the researcher suggests the following.

The level of adaptive performance and innovative work behaviors among public elementary school teachers is very high. With this, it is suggested to the higher authority continue its top techniques for putting initiatives into action that support the progress of adaptive performance capabilities. The ability of the teachers to significantly adapt to the unexpected turn of learning context is crucial as it directly influences learners' capacity to learn as the recipient of the competencies. Also, the higher authorities could support the proposed innovative ideas of teachers and provide enough resources for their realization. Hence, it is relevant to continuously engage teachers in relevant training to increase adaptability and enhance managing emotional behavior as well as provide sufficient support to the inventive, relevant ideas of teachers.

Consequently, since there was a very high correlation between adaptive performance and innovative work behaviors in modular distance learning, it was recommended that the school administrators may include in the school improvement plan the program that would engage the teachers in an activity that would enhance more of their ability to adapt and to develop creative ideas in response to the new normal set up.

Finally, further study may be conducted in the future to find out more relevant results or additional variables that can significantly predict modular distance learning among public elementary school teachers. It might also give future researchers a place to start when attempting to broaden the range of the variables they include in their research.

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