



# THE FACETS OF AFFECTING TEACHING IN THE ABSENCE OF FACE TO FACE INTERACTIONS WITH LEARNERS

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**THE FACETS OF *AFFECTIVE* TEACHING IN THE ABSENCE OF FACE TO  
FACE INTERACTIONS WITH LEARNERS**

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**Abstract**

This research aimed to find out the practices of teachers in the aspects of affective teaching or motivating learners during the absence of face to face classes. Descriptive qualitative research was employed in the conduct of the study. Interviews were done to teachers and students in order to gather data for the study. The data were analyzed thematically.

Results revealed that affective teaching among students in the absence of face to face classes is practice by teachers. Their practices in getting the attention to learning among the students are limited to organization of the modules, and placing pictures and illustrations. In terms of ensuring that students are able to find the relevance of the lesson, teachers present examples, and situations relevant to the daily life of the students and pose questions. For students to gain confidence in learning, teachers claimed they have given lesser activities, more examples and provide feedback. Rewards and good grades are also given to motivate students and experience satisfaction to learning.

Furthermore, it can also be concluded based on the findings that students pay attention to learning when the learning activity sheets instead of modules are used and with the encouragement of the teachers. The provision of examples in the modules and the connection or relevance to real life are also considered by students to be influential for them to find relevance to their learning. The rewards they receive give them the satisfaction to learning but the absence of feedback is also affecting their motivation to learn in the absence of face to face classes.



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**Context and Rationale**

**Introduction**

The essence of teaching is not only confined on the cognitive aspect. It is the interlink of cognitive, affective and psychomotor domains of teaching and learning. Affective domain brings light to the multi-faceted aspects of learning and gets students excited and passionate about what they are actually learning (Miller, 2005).

Amidst the interruption in the face to face classes, while teachers are concentrating towards the mastery of the most essential learning competencies (MELC) as the core in the learning continuity effort, the affective domain in learning should not be also taken for granted. Confirmations in literature point out that affective domain of instruction speaks how the learner feels about the lesson being introduced. Its importance in education lies both in attaining affective behaviors and in facilitating numerous aspects of learning. There is no genuine and lasting learning if students consider themselves as valuable in the learning community ((Main, 1992; Russell, 2004; Miller, 2005; Schutz, Pekrun, & Phye, 2007).

The education landscape is facing an unusual phenomenon where there is a need for learning continuity in the absence of face to face instruction. In this context, it is very interesting to note how teachers are reaching out their students and perform their basic and fundamental tasks of holistically educating the learners under their watch. Affective teaching is usually implied and embedded in the classroom interactions while teachers are facilitating learning. The actions, the voice of the teachers and other non-verbal manifestations of the teacher are vehicles of affective teaching.

Now, that physical interactions are prohibited between and among teachers and learners, how is affective teaching done? In the context of the learners in the Municipality of Makilala, affective teaching is very vital as the community is still recovering from the trauma of natural and manmade catastrophes; and socio-economic and societal conditions. Initial evaluation



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of schools revealed that teachers are facing the challenges of dealing with learners' lack of interest and motivations with the current learning modality. Some students and even parents expressed their being demotivated and signified their intentions to leave school.

While indeed teachers are responding to their learners, there is still a pressing need to document practices and respond to these practices to align these towards the goals of education. The researchers conducted this study in order to find out how do teachers practice affective teaching to ensure that they are able to influence the learners in their emotions, beliefs and interest towards learning. To triangulate, the perceptions of the students on these aspects were also investigated. The results of the study serve as the bases in planning and conducting a training for teachers focusing affective teaching during the interrupted face to face instruction.

### **Review of Related Literature**

There are several researchers and educators who discover how the affective domain in teaching can potentially increase the students' cognitive skills in and out of the learning environment in the classroom (Boyle, 2007). The affective domain refers to the "attitudes, beliefs, feelings, and motivations a student brings to a particular lesson". Once a teacher enables the learner to understand the lesson, and appreciate the subject, this can affect that creativity, thoughtfulness and communication (Zeuli & Ben-Avie, 2003).

Emotions, moods, feelings, and attitudes are related to affect which students bring in learning (Dornyei, 2003; Hurd, 2008; Torres, Zapata, & Larenas, 2017). Garay and Etxebarria (2012) believe that teachers' affective approaches help the students to create and sustain the emotional stability while learning.

Since affective teaching specifically focus on the motivation practices of teachers, this review is also allotted to motivation models which teachers apply in their teaching. With so many available models, this study works on exploring the ARCS model of Keller (1987). Keller (1987) has developed a



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general model presenting the various sources of motivation for learning. He calls it the ARCS model: **A** for attention, **R** for relevance, **C** for confidence, and **S** for satisfaction.

**Attention** involves grabbing the learner's interest at the beginning of instruction and maintaining that interest throughout the lesson and course. Attention sustaining events arouse the learner's curiosity. **Relevance** is the personal significance and value to the learner of mastering the learning objectives. The most straightforward tactic, according to Keller, is to inform the learner of the importance of the learning outcome to some desired state or goal. The point is that the goal is desirable from the learner's perspective--not the lesson developer's. **Confidence** relates to the learner's expectancy of success. Keller maintains that personal expectancy for success is influenced by experience (success or failure at the task) and locus of control and personal causation (personal control and competence). Difficulty of tasks is also a factor. Success at simple tasks may not generate confidence. **Satisfaction** comes from achieving performance goals. The gratification of goal achievement is confounded by whether the evaluation of learning outcomes are externally based or made by the learner.

Self-learning materials should inspire students, thus they must be created in a way that will assist their learning, draw and hold their interest in the topic (Mart, 2011). There are a variety of factors that might catch students' attention, but the most common are: change, novelty, and the beauty of the learning materials. These ought to inspire students, give them a direction to move in, and provide them a reason to read the material carefully in order to reach their personal objectives.

According to Pintrich, Marx, and Boyle (1993), the creation of a self-regulated learning model concentrated on two areas (motivation and learning strategies) and the following three motivational elements: First, an expectancy component refers to students' expectations of their academic achievement in carrying out the task; second, a value component is concerned with students' gratefulness or perceptions on the importance of



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the task; and third, an affective component is made up of students' feelings of motivation and pleasure.

For an instructional material to feature motivation, it should feature attention, relevance, confidence and satisfaction. This is described as ARCS model of motivation by Keller (1987). These are presented as follow:

1. Attention - The ability to capture and hold the learner's attention is necessary. Attention-grabbing techniques must be used in the educational content to draw the student in. Once that focus is attained, attention-sustaining techniques must be used to retain the learner's focus on the subject at hand. Along with this, the content's capacity to pique the learner's interest in learning more is also very important.

2. Relevance - The student will not be motivated to study until they feel like they need the knowledge. The information must be relevant to the learner's job or other personal objectives in order for the instructional materials to be effective. Learners must be able to perceive how the material will connect to their own experiences through the use of relevance-producing tactics, such as goal orientation or motivation matching.

3. Confidence- The failure of the learner to sustain trust in his or her ability to acquire the information acts is a severe deterrent to motivation. The difficulty of the subject may frustrate learners and deplete the motivation. However, too much assurance may also be harmful since the learner may gloss over important information because they believe they already understand it.

4. Satisfaction - For the student to stay motivated, the educational experience must be satisfactory. Both interior and external manifestations of this satisfaction are possible. Extrinsic incentives like receiving a good grade, a certificate of accomplishment, or other tangible prizes aid in boosting motivation. But intrinsic benefits are just as significant. Examples of intrinsic incentives include getting favorable feedback from others, boosting one's self-esteem by learning more about a subject, and having control over one's own learning.





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The learning environment can help students concentrate on what has to be learnt. Because it fosters an atmosphere that supports both accomplishment and motivation, climate is significant. Teachers who provide welcoming, inclusive, yet professional environments will encourage tenacious effort and positive attitudes about learning. Both kids and adults will benefit from this approach. By attracting learners' attention and piquing their curiosity, engaging visual aids like booklets, posters, or practice tools can inspire learning (Weller, 2011).

Learning can be motivated by incentives. Privileges and teacher praise are examples of incentives. The teacher chooses a reward that will probably inspire a person at a specific moment. Without incentives, self-motivation will not work in a learning environment. Students must be motivated to study because they believe the objectives will benefit them, or, less frequently, because they just love discovering new things.

Additionally, learning is most successful when a person is prepared to learn, i.e., when they desire to know something. Sometimes a student's capacity for learning develops over time, and the teacher's job is to foster this process. The teacher may need to be personally supervised if the intended behavior change is urgent in order to ensure that it takes place. If a student is not prepared to learn, they may be dependable in following directions, necessitating supervision and continuous repetition of the directions. Other means of communicating meaning include checking to see if the learners comprehend the desired result and giving them comparison and contrast exercises (Weller, 2011).

It is crucial for teachers to know exactly how to motivate pupils if they are expected to encourage them to show up to class and study. Instruction, relationships, and management were three main criteria teachers in training used to assess themselves. Teaching required the use of teacher abilities and talents. Relationships focused on how teachers treated their students (Brewer & Burgess 2005).



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### **Research Questions**

This research aims to find out the affective teaching practices of teachers in motivating their students in the absence of face to face interactions.

Specifically, it seeks to find answers for the following questions:

1. How do teachers apply *affective* teaching in the following thematic areas of learning during the absence of face to face interactions among learners:
  - a. attention towards learning
  - b. relevance of learning
  - c. confidence in learning
  - d. satisfaction in learning
2. How do students describe their teachers' influence to them in the following aspects of learning during the absence of the face to face interactions:
  - a. Giving Attention to learning
  - b. Finding relevance of learning
  - c. Gaining confidence in learning
  - d. Achieving satisfaction in learning
3. Based on the results of the study, what professional development for teachers can be conducted in Makilala Secondary Cluster Schools?

### **Scope and Limitation**

This study was focused on finding out the practices of teachers in terms of their affecting teaching towards their learners under the context of education where in face to face instruction is prohibited. It specifically investigated the motivation practices of teachers in order to grab the attention of the learners, and ensure the relevance of learning, confidence in learning and satisfaction in learning among their students. To triangulate, students were also the participants in order to hear their voices about how they perceive the influence of their teachers in the aspects of attention of the



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learners, and ensure the relevance of learning, confidence in learning and satisfaction in learning.

The teacher participants and the student participants came from the different secondary schools. The participants were randomly selected.

The results of the study serve as the bases in planning and in conducting a professional development for teachers in the aspects of affective teaching. The research was conducted from March, 2021 to June, 2021.

### **Methodology**

**Sampling.** Sampling for the qualitative data gathering was purposive sampling. Selection criteria included: the teacher should have been active in service during the pandemic school year; has an advisory class; and has been teaching for 3 years and above in the secondary level. For student participant, the inclusion criteria include: the student should have been enrolled in one of the schools in the Municipality of Makilala; and the parent has given him or her the consent to participate in the study. The participants must also be willing to answer the interview questions through online and other mediated platform as adherence to health protocols. There were a total of 20 participants for this study.

**Data Collection.** Prior to data collection, permission will be sought from the Schools Division Superintendent, The Cluster Head and the School Heads of Makilala. Once permission is granted, data collection will commence. The participants and the researchers agreed on the schedule of the interview once they voluntarily gave consent to be part of the study. The qualitative data were collected through interview. These were recorded and transcribed in verbatim format. During the interview, rapport was established and that participants were assured that their identities will not be disclosed.

**Ethical Considerations.** Ethics in research will be adhered in the conduct of this study. Privacy and Confidentiality as the main ethical



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consideration will be ensured by making sure that the identities of the participants will not be disclosed. Their answers were not used for other purposes, only for this research. No identifying marks were presented in the data for these were coded. While the study was participated by teachers, they are assured that this will not in anyway affect any aspect of their employment with DepEd. The researchers also assured that the data are confidential and will be properly archived and destroyed in due time.

Issues on conflict of interest is also addressed since the researchers utilized the research for professional development and not for monetary consideration. This research did not also represent any external entities other than Makilala Secondary Cluster Schools. No personal interest among the researchers was linked to the conduct of this study.

**Plan for Data Analysis.** The qualitative data were analyzed thematically. The first step will be transcription. Transcription according to Duranti (1997) is the transformation of sound from recordings to text. Selective transcription will be done from the recording so that other irrelevant recordings will not be included in the transcription.

The transcribed data will be thematically analyzed. Thematic analysis is the process of identifying patterns or themes within qualitative data (Maguire, & Delahunt, 2017). This will be done through steps given by Braun & Clarke (2006) who provide a six-phase guide which is a very useful framework for conducting this kind of analysis. These include *familiarizing with the data* where the researcher will read and re-read the transcription; *generating codes* where the researcher will code each segment of data that is relevant to the research question and this is done for the purpose of data reduction; *searching for themes* where in the researcher will look for pattern that captures something significant or interesting about the data and/or research question; reviewing themes where the researcher will gather together all the data that is relevant to each theme; defining themes where the researcher is trying to point out what the group of themes is all about; and *writing up* where the findings are presented.



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**Discussion of Results and Recommendation**

**Affective teaching during the absence of face to face interactions among learners**

*Attention towards learning*

When teachers are asked about how they get the attention towards learning among their students in the absence of the face to face classes, they shared that the modules or the activity sheets are learning materials which can supposedly serve as attention getting media. Participants remarked that:

*Akoang ginaarrange ug tarong ang module unya naay labels na per subject and these labels are colored to capture their attention and of course para ganahan muokab sa modules. (I properly arrange the modules with label per subject and the labels are made of color papers to attract their attention to get their module.)T5*

*Sa akoang subject, ginabutangan naku illustrations if pwede mabutangan ang kana na lesson. This I believe will capture their interest to learn from the modules. I also write my phone number in the module so they can contact me anytime they have questions. (I put illustrations if possible in the particular lesson.) T8*

Similar practice is also shared by another participant.

I believe since modules are used, we need to ensure that the module is also interesting to read. So I layout my learning activity sheets in a way that it is easier to read and to follow instructions. I make sentences shorter also with enough examples. Since when they feel difficulty, they will also lose interest to learn. T9

*Kung sa akoo lang they will be interested to learn if there is a schedule when to study the module. That is why the use of home learning plan is encouraged. (For me...) T1*



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However, there are teachers who shared that they do not have an idea on how they are able to capture the interest of their students to learn specially that modules are distributed to them and they do not have a control on what contents are found since there are module writers who take charge of the module.

*If ako mag assess po, there are modules which could not really capture attention. And sad to say, I do not also know what to do to encourage my students to learn my subject. (If I were to assess,..)T2*

Another participant has similar view:

*Hindi ko po talaga alam ano ang gagawin ko para makacapture ako ng attention at makalearn sila from the modules. Yon bang magiging curious sana sila to learn. (I do not really know what to do so I can capture the attention of my students to learn from the modules and become curious to learn.)T3*

It can be gleaned from the results that teachers are trying their best to capture the attention of the students to learning and employ practices on this aspect; however, teacher participants have also commented that they do not have immediate feedback as to whether or not they have capture the attention to learning of their students.

#### *Relevance of learning*

To ensure relevance of learning, teachers also shared varied practices. For instance, teacher 3 described how she motivated the students to learn from their modules.

Relating the content of the module to their real life experiences is very helpful for my students. For example, I use examples about COVID19 and health protocols; and also I use examples about daily living



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during lockdowns and quarantine periods. With these, they can easily connect. Also, when you use topics about life and love, they will really be motivated to answer the modules.T8

Another type of practice under this aspect are asking questions and providing students with situations that will enable them to see relevance of the lesson.

Asking opening questions in the first page of module is also one of my strategies. This will let them think how important their lesson is. Questions “like what will do if you are confronted with this situation”? They can relate and then from there, they will be motivated to learn and I saw some answers in the modules. However, *kana lang....dili dapat taas kaayo ang readingtext.* (... The reading text should not be too long...)T6

*Pwede rin po yong questions doon na “what do you expect to learn...may part nag anon yong modules. If ipresent lang objectives without relating it to situations na pwede gamitin ang learning nila...wala pa rin.* (Questions in the modules can be utilized... {...}. If only the objectives are presented without relating to the situation, then there would be no learning at all.)T4

Another participant also pointed out the necessity of using how an information can be used in their daily life activities.

Like in Media and Information Literacy...*gumagamit naman sila ng social media....so ang mga information doon may magagamit nila on how to become good users of the social media. And also how to avoid fake news...*(... they are using social media so they can use the information...)T2

It can be deduced from the results that teachers are making use of the content of the modules to motivate students. They do so by ensuring that the students see the relevance of the contents of the modules or



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learning activity sheets to their daily living; and or they can use their learning from the modules to a certain situation they face.

Yet, it is also worthwhile to account the challenges that teachers shared in ensuring relevance of the information in the module. One of the teachers commented that there are competencies in the modules which is could hardly connect to daily living as some are not relatable for students especially those in the remote areas and do not have access of the overflowing information on the internet for instance.

*Maglisod ko magrelate* especially if I think about my students who do not have access to internet or do not have cellphones to watch videos and other information. They are not informed of the trend. (I find it difficult to relate...)T9

*Mas maayo unta if naay concrete examples. Pero sometimes, dili jud naku mahimo* since I am more focused on the definition of the concepts and descriptions also. T3

#### *Confidence in learning*

To motivate student to have confidence in learning during the absence of the face to face classes, teachers described what they have tried to do. Majority of the responses centered on the use of simple words and attainable objectives, lesser and doable activities so students can experience success in learning and not dwell on difficulties.

The learning activity sheets are of lesser activities to do. So I can ensure that they can do what is expected from them. T3

For me, I make sure I provide adequate examples. *They can use the examples para sailang activity para naa silay guide. Dili sila maglisod. So mawala tong*





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*ilang comments nga lisod jud ug walay maestra. (...for their activities as a guide. They will no longer find it difficult and avoid those comments that they have difficulties in the absence of the teacher.) T5*

Honestly, it frustrates me seeing unanswered modules and with notes like..."*di ko na po kaya sagutin lahat mam..*". So even if I do not know if it works or not, ang ginawa ko ay gilessen ko ang activities, isa nalang...*tapos kung ano ang nasa example...very similar talaga ang activity...di na ako mag use ng other contexts. (...I lessen the activities, there is only oone...and then the example provided is very similar with the activity they do and then I do not change the contexts.)T6*

Also some teachers highlighted the use of feedback so students will know they learn and what more they can do. Adding to this is to give works of encouragement.

So they will become confident in learning, I give feedback about their answers with matching notes like "very good"...this is great. T8

### *Satisfaction in learning*

To motivate learners to learn necessitate teachers to give them the reward or feedback about their learning. One of the practices shared by the teacher participants is described by giving honor cards and conducting virtual awarding.

Students need to know that their effort is compensated. *Oo, pagod na sila sa kakaanswer sa modules nila. So we need to also tell them we know*



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how they feel and we appreciate their work so they will also feel satisfied to their learning. (... They are tired answering their modules....{...}.) T4

*Mamotivate natin yong students natin by giving reward para makapagsabi naman sila na “wow...nagbunga ang effort ko...tama pala ang mga answers ko sa modules. Kami sa school namin...we do virtual awarding ceremony. Tapos FB live para masatisfy din sila. (We can motivate the students by giving them reward so they can also tell themselves that their effort is compensated and that their answers in the modules are correct...so in our school we have virtual awarding like through FB live.)* T8

*Ako nagbibigay ako ng mataas na grades as long as ma hit ang objectives. Diba ginaset ko ang objectives na attainable, so di mahirap makakuha ng perfect score since they are guided on what to do.(I give high grades. Since the objectives are set as attainable, for sure they can also get perfect score.)* T5

However, it can be reflected from the respective responses of the participants that they are not confident also if they have really influenced the satisfaction of their learners to learn since there are intrinsic motivations to consider and they lack the avenue to observe reactions of the students while they learn. All they know is to give feedback and praises to the students but they could not even do the same to those who do not submit their modules and or answer their modules.

*Guilty din ako if tanungin ako if satisfied ba sila sa input na binigay ko sa modules. Cguro hindi kasi hindi ko nareinforce yon. So di nga ako sure if natuto ba*



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*talaga* since scores may not be giving us accurate data about this. (I am guilty if I am ask if my students are satisfied with the lesson I give in the modules since I did not reinforce any explanation to those. So I am not sure if they learn or not...)T7

We cannot observe reactions of students to the modules and to the lesson. So I am not really aware if they are satisfied or not. T10

**Students description of their teachers' influence during the absence of the face to face interactions**

Students were also interviewed about how their teachers have influenced them during the absence of face to face interactions. In particular, they were asked about how they were influenced by teachers so they can give attention to learning, so they can find relevance to learning, gain confidence in learning and achieve satisfaction in learning.

***Giving Attention to learning***

The student participants expressed that they have difficulty in learning the modules and they were just excited in the first few days of the modular instruction; however in the succeeding months, they felt the boredom and tiredness in learning from their modules. As accounted by the participants:

*Ganahan man ko mam katong sauna unya nagdugay man nga sige ra mi ug module. Dili ko kasabot sa ubang lesson. Wala sad mutudlo sa akoo. Pero naa sad module usahay nga sayon ra. (I like the modules at first but as time goes by that we use the modules, I cannot understand other lessons. No one is*



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teaching me. But there are also modules that are easy to learn.) S2

Similar idea is also shared by another student:

*Excited po kung merong new modules pero minsan masakit na sa ulo kasi mahirap din sagutin yong ibang questions. Tapos may mga lessons na hindi na naintindihan. Kinokopya ko lang para may answer po. (I am excited for new modules but I had a headache as I have encountered difficulty to answer some questions. With the lessons that I do not understand, I just copy the answers.)S8*

Others have also expressed their eagerness to learn.

*Gusto ko man gid maglearn sa modules mam. Pero mas gusto ko gid tani face to face kay mas interesado gid ko. Aminon ko gid na nga ginapabay-an ko lang akon mga modules. Dali dalion ko lang answer kung ipasa na or nanukot na si mam. (I really want to learn from the modules. However, I prefer face to face and I am more interested to it. I admit, I juts take my modules for grants and I just work on it if I need to submit my answers or if I am reminded by my teacher to submit now my modules.) S1*

Meanwhile, other participants have also noticed how their teacher have given effort for their modules or learning activities to be more interesting and to capture their interest to learn.

*Mas gusto ko po sagutin ang LAS kasi madaling maintindihan at kaunti lang ang activities. Kaya minsan parang nawawalan ako ng gana if may makita ako na ipadala na module. Pero yong LAS*



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*gusto ko po yon dahil madali lang talaga. (I prefer to answer the LAS since it is easier to understand and there are only few activities. However sometimes, I lack the interest upon knowing the modules are sent to us instead of LAS. I like LAS since for me, it is easy to learn.) S9*

Another expression of interest to learn is evident in this response which also accounts the teachers' effort of encouraging them to learn.

*Minsan excited sa new modules lalong lalo na sa favorite subject ko. Tapos minsan yong adviser ko may ipinadala na chocolate. (Sometimes excited for the new sets of modules especially for my favorite subject. And there was also a time when my adviser inserted a chocolate in the module.)S3*

Other students have also shared that they are more interested to learn if the teacher provides pictures and illustrations.

*Mas gusto ko po yong isang module namin sa ibang subject na may mga pictures at drawing para mas maintindihan; kaya mas madali ako matoto. (I like the module in our other subject that has pictures and drawings so we can easily understand; so we can also easily learn.) S7*

Similar response is also given by another student.

*...malaking tulong po talaga na sa LAS merong examples po tapos isa lang ang activity. Mas madali gawin kaya hindi ako mapagod. Nagtatrabaho po kasi ako. (The LAS is a great help since it has examples and there is only one activity to answer. It*



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can be done easily and I will not get tired. I also working.) S9

As evident in the responses of the students, the module is not always giving them the motivation to learn. They always refer their responses to the way the modules are presented as their learning material and how they perceive the material in comparison to the LAS. The teachers' influence is not highlighted in their response as they refer to the material they are learning and how these materials affected their learning.

***Finding relevance of learning***

The student participants have different observations as to how their teachers influenced them to find relevance in learning by referring to the modules and learning activity sheets provided by their respective teachers.

*Alam ko po naman na mahalaga ang matoto po. Sa modules nakalagay naman ang reasons kung bakit dapat naming matotonan ang modules. Minsan lang pag di maintindihan. Hindi na rin ako interesado. (I am also aware that it is important to learn. In the modules, the reasons why we need to learn is also found there....it is just that sometimes we could not understand the lesson and so I also become uninterested.) S4*

*Sa mga lessons po na binigay ni teacher yong may application sa buhay. (With the lessons of given by the teacher, there is application in life.) S9*

Another student shared that she finds the connection of the lesson to real life with the examples provided.

*There is connection po. The examples given by the teacher po. (...the examples given by the teacher. S5*



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There are student participants who also have mentioned about how their teachers have chatted them and explained to them why they need to answer the modules.

*Makamotivate man sad si mam kay bisag lisod na ang lesson mochat man sya sa GC nga importante jud daw to kay inig mag college mi...mag engineering mi...magamit jud daw. (Our teacher can motivate us since when the lesson is difficult she chat us through the GC and remind us that the lesson can be used when we go to college and then if we take engineering, it is also useful.) S2*

*Meron man din po. May mga situation na binigay. Tapos di mo na makalimutan yong lesson. (There are situations given. From there, you can no longer forget the lesson.)S8*

The relevance of learning is seen by the students as they also have pointed out how the modules have shown the connection of the lesson to real life through the examples given. Yet, the remarks that they find the difficulty in learning are still evident in this result; and that the motivation of teachers matters to them.

### ***Gaining confidence in learning***

Confidence in learning is communicated to the students to questions like how they were assured of the learning they have through the modules. From the responses, it is noticeable that students expressed difficulties in studying their lessons through modules and that they are not confident with their learning due to reasons like: they did not receive feedback from the submitted modules and prefer to listen to teachers.



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*Dili ko confident mam oi sa uban. Dili ko sure if naa ba jud ko natun-an nga walay klase. Gusto man gud ko maminaw jud mam. (I am not confident. I am not sure if I learned without classes. I prefer to listen.)*  
S6

*Muchat ko sa akong teacher mam...dili man makareply dayon kung tama ba akong gihimo or dili. (I chat my teacher but I did not receive a reply if what I have done is correct or not.)* S2

Other students also shared that they are confident in learning only when they know that the lesson is easy for them and that they are sure they have learned from the modules.

*...kung alam ko na madali lang naman ang lesson. At minsan kasi...alam ko na natoto ako sa pagbabasa ko...at nakasagot ako. (... if I know that the lesson is easy. And sometimes, I know that I learned from what I am reading...and I can answer...) S9*

When asked how the teachers have influenced them to gain confidence to their learning, some students expressed that there teachers have not influenced them since they just learn through their modules.

*Iba po talaga pag may teacher. Sa module lang po kasi kami nagastudy. Kung may teacher kasi masabihan ka kaagad kung ano ang tama at ano ang hindi. (It is better if there is a teacher; instead of just studying in the module. With the presence of the teacher, you will right away know if what you do is correct or not.)* S4

***Achieving satisfaction in learning***





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Satisfaction to learning is described by students as intrinsic or extrinsic rewards. Teachers have been noticed by students to have influenced them extrinsically with the feedback provided by some teachers and particularly the high grades they receive. Student 5 while expressing happiness about the high grades received, the worry of not having face to face classes which might affect college life is very apparent in the response.

*Satisfied po naman ako sa grades ko pero kinakabahan ako pag mag college tapos wala pa ring face to face baka mahirapan ako.* (I am satisfied with the grades but I am worried if I go to college and still, for I might find it difficult.) S5

It is also interesting to note that one of the students remarked that she has satisfaction in learning for she knows she learned and the modules given to them has helped her.

*Nakatulong po yong module ni mam...satisfied naman po ako sa aking learning kasi sure ako na nakalearn ako pero may time din na pag mahirap ang lesson hindi.* (The module has helped...I am satisfied with my learning because I know I have learned....but there are times when lessons are difficult...so I do not learn.)S9

Furthermore, teachers have also influenced them to have satisfaction in learning since they were given rewards and praises even if these are only done virtually.

*Happy naman po yong parents ko at ako rin na may honor card pinadala sa bahay. So yong pagod ko nagbunga rin.* (My parents and I are happy when we receive honor card. My tiredness has been paid off.) S10



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The results implied that students have been motivated to learn but there different instances when they are not motivated to learn. They have satisfaction to their learning only when the lesson is easier for them and if not they emphasized they encounter difficulty. On this regard, the teachers' influence to their satisfaction is only highlighted on the way the lesson is presented and on the rewards that they get as a manner of extrinsic reward for learning.

**Proposed Professional development for teachers in  
Makilala Secondary Cluster Schools**

Based on the results, the proponents would like to propose this professional development for teachers in the Makilala Secondary Cluster Schools. These proposed activities for professional development is centered on how the teachers could motivate students to learn by ensuring that they have attention to learning, find the relevance of learning, gain confidence to learn and become satisfied to their learning. The proposed professional development is presented in a matrix form to show important aspects of the proposal.

<b>Proposed Professional Development Activity</b>	<b>Objectives</b>	<b>Persons Involved</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Expected Output</b>
Motivation Sources of Students: The Place of Teachers	To remind teachers of their roles in motivating the students.	<ul style="list-style-type: none"><li>• Teachers</li><li>• School Head</li><li>• Invited Resource Speaker</li></ul>	<ul style="list-style-type: none"><li>• Projector</li><li>• Bond Paper</li><li>• Manila Paper</li><li>• Pen</li></ul>	November, 2021	Reflection Paper
Understanding	To provide	<ul style="list-style-type: none"><li>• Teachers</li></ul>	<ul style="list-style-type: none"><li>• Projector</li></ul>	December,	Reflection



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the learner: The Context of Interrupted Face to Face Classes	teachers with adequate information on the possible learning situations students have during the absence of face to face classes.	<ul style="list-style-type: none"> <li>• School Heads</li> <li>• Invited Resource Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Bond Paper</li> <li>• Manila Paper</li> <li>Pen</li> </ul>	2021	Paper
Matching teachers' effort and students' needs: The Context of Interrupted Face to Face Classes	To enable teachers to determine the different motivation needs of students.	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Heads</li> <li>• Invited Resource Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Bond Paper</li> <li>• Manila Paper</li> <li>Pen</li> </ul>	January, 2022	Motivation Activity Plan
Designing Learning Materials for Offsite learning	To enable teachers to find out how modules or activity sheets can capture students' interest to	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Heads</li> <li>• Invited Resource Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Bond Paper</li> <li>• Manila Paper</li> <li>Pen</li> </ul>	February, 2022	Designed LAS



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	learn, to find relevance in learning, to gain confidence in learning and to find satisfaction in learning.				
Effective Feedbacking During the Absence of Face to Face classes	To enable teachers gain skills and knowledge on how to effectively provide feedback to students.	<ul style="list-style-type: none"><li>• Teachers</li><li>• School Heads</li><li>• Invited Resource Speaker</li></ul>	<ul style="list-style-type: none"><li>• Projector</li><li>• Bond Paper</li><li>• Manila Paper</li><li>• Pen</li></ul>	March, 2022	List of Feedbacking Techniques

### Conclusion and Recommendation

Affective teaching among students in the absence of face to face classes is practice by teachers. Their practices in getting the attention to learning among the students are limited to organization of the modules, and placing pictures and illustrations. In terms of ensuring that students are able to find the relevance of the lesson, teachers present examples, and situations relevant to the daily life of the students and pose questions for students to find the relevance of the lesson. For students to gain confidence in learning, teachers claimed they have given lesser activities, more



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examples and provide feedback. Rewards and good grades are also given to motivate students and experience satisfaction to learning.

Furthermore, it can also be concluded based on the findings that students pay attention to learning when the learning activity sheets instead of modules are used and with the encouragement of the teachers. The provision of examples in the modules and the connection or relevance to real life are also considered by students to be influential for them to find relevance to their learning. The rewards they receive give them the satisfaction to learning but the absence of feedback is also affecting their motivation to learn in the absence of face to face classes.

Based on the results, it is recommended that the proposed professional development for teachers will be implemented. Teachers are encouraged to attend the training. Moreover, it is also suggested that teachers provide the necessary feedback to students so they will be informed about their learning. The school heads are also encouraged to give technical assistance to teachers who have difficulties in motivating their learners.



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### Timetable

This proposed action research commenced on March, 2021 and ended on June, 2021. The timetable is presented in the table.

Table 1. Work Plan and Timeline

<b>Activities</b>	<b>Persons Involved</b>	<b>Timeline</b>
Submission of Research Proposal for Screening for BERF	Researchers	1 <sup>st</sup> week of March, 2021
Seeking permission from DepEd Authorities and Participants	Researchers	2 <sup>nd</sup> week of March, 2021
Qualitative Data Collection	Researchers, Teachers, Students	1 <sup>st</sup> week of April, 2021
Qualitative Data Analysis	Researchers	2 <sup>nd</sup> week to 4 <sup>th</sup> week of April, 2021
Design of Professional Development for teachers	Researchers	4 <sup>th</sup> Week of May, 2021
Writing of Research Report	Researchers	1 <sup>st</sup> Week to 2 <sup>nd</sup> week of June, 2021



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### Cost Estimates

Table 2 presents the estimated expenses for the conduct of this research.

Table 2. Cost Estimates

Particulars/Items	Description/Details	Amount
Supplies	Short bondpaper (195.00*2 reams)	390.00
	Long Bondpaper (210.00*4 reams)	840.00
Internet Load	3500.00	3, 500.00
Snacks and Meals for Participants (Qualitative Data Gathering)	80.00*36 pax	2, 880.00
Snacks and Meals for Participants (Qualitative Data Gathering)	80.00*190pax	15, 200.00
Reproduction and Binding of the Research Report	250.00*5 copies	1, 250.00
<b>Total</b>		<b>24, 060.00</b>

### Plans for Utilization and Dissemination

The findings of this research will be presented through the Municipal Learning Action Cell, and during the Management Committee Meeting. Since a professional development plan will serve as the output of the study, this plan will also be submitted to the Division Office through the Division LAC Coordinator for Approval of the activities to be conducted.

If there are opportunities for research presentation in the Division, Regional, National and International forum, this research will also be presented. However, consent from DepEd will be sought.



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**INTERVIEW GUIDE QUESTIONS**

**For Teacher Participants**

**Research Question.** How do teachers apply *affective* teaching in the following thematic areas of learning during the absence of face to face interactions among learners:

- a. attention towards learning
- b. relevance of learning
- c. confidence in learning
- d. satisfaction in learning

**Interview Questions:**

1. How do you ensure that your learners are kept motivated to learn from their modules or self-instructional materials?
2. What are your strategies in reaching them out?
3. What are your practices in ensuring that you grab the attention of the learners to learn?
4. What are your practices to ensure that learners found relevance in the lesson they are studying?
5. What are your practices to ensure that learners will have confidence in their learning?
6. How will you ensure that learners are satisfied with their learning?
7. How do you deal with parents and students who manifest their being demotivated to learn?



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**INTERVIEW GUIDE QUESTIONS**

**For Student Participants**

**Research Question.** How do students describe their teachers' influence to them in the following aspects of learning during the absence of the face to face interactions:

- a. Giving Attention to learning
- b. Finding relevance of learning
- c. Gaining confidence in learning
- d. Achieving satisfaction in learning

**Interview Questions:**

1. How do teachers motivate you to learn from your modules or self-instructional materials?
2. If you feel like you lose the interest to learn, do you seek help from your teachers? If yes, how do they help you?
3. How do your teachers show their support to your learning?
4. How do teachers help you in ensuring that you will have attention to the lessons?
5. How do your teachers help you find the relevance in the lesson you are studying?
6. How do teachers help you or influence you to have confidence in your learning?
7. How do your teachers ensure that you are satisfied with your learning?



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**FINANCIAL REPORT**

<b>Activities</b>	<b>Description of Resources</b>	<b>Amount</b>	<b>OR No.</b>
Preparation and Printing of Proposal and Final Report	Supplies-Bondpaper, Ballpen, Printing Fees	2,310.00 860.00	0000976
Travel Expenses (Data Gathering)	Fuel	1,830.15	140587
Communication and Logistics	Internet Load	1,500.00	0000557
Data gathering	Snacks and Meals for Participants during data gathering	2,880.00	
Reproduction and Binding of the Research Report	400.00*5 copies	2,000.00	0000993
<b>Total</b>		<b>12, 880.15</b>	



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