

ACADEMIC PERFORMANCE IN ARALING PANLIPUNAN THROUGH THE USE OF CAPSULIZED SELF-LEARNING ENHANCEMENT TOOL (CapSLET) AND SELF-LEARNING MODULE (SLM) AMONG GRADE 10 LEARNERS

Caberte, Jocelyn D.
Completed 2021



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

**Academic Performance in Araling Panlipunan Through the Use of Capsulized Self-Learning Enhancement Tool (CapSLET) and Self-Learning Module (SLM)
Among Grade 10 Learners**

Caberte, Jocelyn D.

Master Teacher II

Department of Education, Division of Isabela City

jocelyn.caberte001@deped.gov.ph

09057644733

Abstract

This investigation's main goal was to determine the academic achievement of Grade 10 students in Araling Panlipunan by utilizing Capsulized Self-Learning Enhancement Tool (CapSLET) and Self-Learning Module (SLM) at Basilan National High School. To collect the data required to answer the study questions, a quantitative technique was used in the research process. The participants in the study were chosen via total enumeration, which covered all 21 sections for Grade 10 students. Quantitative data was gathered from the grade sheets of every Grade 10 section that was part of the study. The means, standard deviation, and independent samples t-test were used in the statistical analysis and interpretation of this data. The findings showed that when students use the SLM, their academic performance improves. Additionally, it showed that students who use CapSLET achieve very satisfactory academic results. However, the test of significance showed that, in terms of students' performance in Araling Panlipunan, the use of SLM is more effective than the CapSLET. This result suggested that the SLMs, which are set up specifically to support distant learning modalities, could continuously be monitored and evaluated.

Keywords: *Academic performance; Araling Panlipunan; CapSLET; Self-Learning Module*

Acknowledgment

The researcher would like to express her profound gratitude to the Isabela City Division's DepEd research committee for providing her with the chance to carry out a significant action research project and for choosing her to be one of the recipients of the BERF grant.

The researcher is grateful to the Division Research focal Person (BERF), Ana Marie B. Mahing, Dr. Hatta Amil, and Dr. Julieta H. Fernandez for their unwavering support. She also thanks Dr. Lyna H. Basri, Principal IV of Basilan National High School, for her unwavering moral support in seeing this work through to completion.

Additionally, Elaine D. Pioquinto, Elena D. Pioquinto, Raulita A., Dr. Margarito S. Reyes, Head of the Science Department, Dr. Nursharif A. Baky, Master Teacher I, Araling Panlipunan OIC Department Head, and Dr. Thank you to Acuna and Rheinjohn Sampang for their invaluable advice and help in making this Basic Research a reality. Likewise, to Pip Jul, our school registrar, who provided the information required to make the research a reality.

For the academic year 2020–2021, I am especially appreciative of the Basilan National High School students. Their quarterly grades were crucial to the study's completion. In addition, I would want to thank our Almighty God and my family for their unfailing love and support.

Introduction

Face to face learning was prohibited by the Department of Education in this time of pandemic. The Department of Education established a variety of learning delivery modalities, including blended learning, online learning, radio-based education, and TV-based instruction. With these different learning delivery modalities, Basilan National High School preferred to adopt Modular Distance learning due to the very slow internet connectivity in our area.

SLMs and other alternative learning delivery modalities have been implemented to guarantee that every student's needs, circumstances, and resources are met (Briones 2020). One type of remote learning is called modular learning, and it utilizes resources like Self-Learning Modules (SLM) founded on the Most Essential Learning Competencies (MELCS) prepared by the Department of Education. The Division of Isabela City decided to utilize the Capsulized Self-Learning Enhancement Tool (CapSLET) in the first quarter of School 2020-2021 as alternative learning material since the Self-Learning Materials provided by the DepEd Regional Office only arrived in the second quarter of the school year.

In the modular Distance Learning Delivery Modality, teachers are tasked to prepare and distribute modules. Parents will serve as Para-teachers to their children while studying and responding to their modules. Thus, the responsibility of elaborating the concepts and developing the different skills and competencies was placed entirely in the hands of the learner's parents and guardians. However, it is really apparent that not all the parents have the capacity to do it.

Hence, the focus of this study is to know the Araling Panlipunan academic performance using the Self-Learning Module (SLM) and Capsulized Self-Learning Enhancement Tool (CapSLET) among grade 10 learners of Basilan National High School.

Literature Review

In the midst of the ongoing pandemic, the Department of education has suspended the conventional face-to-face learning approach and has sought alternative means to continue the educational process.

In order to provide alternate literacy delivery modalities for a variety of learners throughout the Philippines, the Department of Education (DepEd) is using Self-Learning Modules (SLMs) in anticipation of the 2020–2021 school year. The date of this was July 1, 2020. SLM integration with the core literacy delivery modes (online, blended, TV-grounded, radio-grounded, and modular instruction) will support the Department of Education in guaranteeing that all students have access to high-quality basic education during the 2020–2021 school year. The public health situation continues to impede in-person classes. Department of Education Secretary Leonor Briones emphasized that the SLMs and other essential literacy delivery modalities are set up to meet the needs, circumstances, and opportunities of each and every learner. They will safeguard that introductory education will be accessible despite the current COVID-19 crisis.

To this end, various Learning Delivery Modalities have been introduced, including online learning. It describes the way in which instructional materials and curriculum are delivered via the Internet. With this modality, students can complete their degrees and take classes from a distance without having to visit the institution in person. Another modality is modular distance learning, in which instructors employ modules, including various assignments and learning exercises founded on the fundamental abilities for learning (Anzaldo 2021, 263). Another educational approach is called blended learning, which combines traditional in-person instruction with electronic and online media. Another alternative learning delivery method is called radio-based

instruction (RBI), which uses radio broadcasts to provide students with lessons using Self-Learning Modules (SLM) (LRMS-DepEd Masbate 2021), while TV-based instruction utilizes television broadcasts to deliver educational content and instruction to learners in different grade levels and subjects.

In light of the slow internet connectivity in the area, Basilan National High School has opted for the Modular Learning Delivery Modality. The Isabela City Schools Division has produced an exceptional learning tool known as the Capsulized Self-Learning Enhancement Tool, or (CapSLET). This tool was developed by a group of teachers and writers who were carefully selected from various schools within the division. These highly skilled educators from different learning areas collaborated to create learning tool that would meet the students' educational demands. The primary objective of Capsulized Self-Learning Enhancement Tool (CapSLET) is to serve as an intervention material for learners.

This educational resource has portrayed a crucial role in augmenting the knowledge of learners across various academic domains, having been employed as an intervention material prior to the onset of the pandemic. However, the suspension of classes and the adoption of the Modular Learning Delivery Modality have resulted in a dearth of available learning tools.

Although the Capsulized Self-Learning Enhancement Tool (CapSLET) has proven to be a valuable tool in the Distant Learning Delivery Modality, the Department of Education has made concrete efforts to furnish learners with alternative learning materials that can enhance their knowledge and skills even in the nonexistence of a teacher. To this end, the department has provided teachers with modules that serve as supplementary learning resources during the deferment of face-to-face classes.

The Modular Learning Delivery Modality was significantly aided by the inclusion of modules. These are instructional units that form part of a larger course or curriculum, typically arranged according to chronology, topic, or theme. In the majority of online courses, modules are established to align with the weeks or primary subjects of the semester, and learners progress in a sequential manner.

On the other hand, a module was defined as a self-contained unit of work within discrete skills and knowledge (Taneja 1989, 155 as cited in Ali et al. 2010, 50).

Furthermore, Brown et al. (1977, 11), as cited in Ali et al. (2010, 50), identified several potential advantages of utilizing modules in administration such as: (1) Individuals have the ability to engage in module-based learning within their respective environments enabling the widespread utilization of modules; (2) The modules are designed to minimize any potential interference with the regular duties and responsibilities of users leveraging the modules as a means of enhancing their professional development; (3) They can be implemented individually or by group; (4) Upgrading modular programs is possible by swapping out one module for an additional feature of the same module; (5) Module programs can be administered using a range of scheduling plans due to their flexibility; and (6) Modules are cost-effective solution, despite the high initial cost of design and development.

On the other hand, Donnely and Fitzmaurice (2005, 1-21) emphasized that modules promote personalized learning experiences by providing logical and solid connections between learners' requirements and the learning activities specified in the module. In the modular learning Delivery Modality, the Capsulized Self-Learning Enhancement Tool (CapSLET) and Self Learning Modules (SLM) have been proven to be the most useful learning tools during the current pandemic.

The exploration of Dangle and Sumaoang (2020, 106) indicated the primary challenges with implementing modular distance learning, such as inadequate funds for the development and distribution of modules, students having trouble finishing module

assignments, and parents lacking the necessary academic expertise to support their children.

Based on the meta-analysis of the results of K-12 students' experiences with distance learning, it has been determined that Distance Learning can obtain a high-quality education, especially if their fundamental needs are met (Cavanaugh et al. 2004, 9). These ideas have consequences and strike a chord with educators in the current context for both our selection of pedagogies strategies and our methods of evaluating learning outcomes. A thorough understanding of these methods of instruction is essential to the module design as a whole. Conversely, Manlove and David (1985, 8) posited that modular instruction is related to every learner, considering their unique abilities, aspirations, and experiences. To provide quality education, the curriculum must be customized by the instructor to accommodate each student's particular demands. When an educator is obliged to individualized learning, they make time for discussions with learners to provide individualized assistance. Individualized learning can help develop many admirable and self-reliant qualities, and in more contemporary approaches, students relish the times when they can explore their hobbies and pique their curiosity.

The use of modules encourages independent study. Students who use modules for education have improved self-study or learning skills, which is one of its benefits. Students actively engage in learning the subjects that are taught in the curriculum. When they finish the tasks provided for the module, they develop a sense of accountability. The students advance alone with minimal to no assistance from others. They are in control, and they are picking up learning skills (Nardo 2017, 1024-1034).

Nevertheless, in a recent study conducted by Olivo (2021, 296-309), it was reported that parents expressed concerns regarding the inadequate time allotted for finishing learning exercises and the complexity of some of the subjects covered in the modules. Some parents also indicated that they were inept to mentor and support their kids as they completed the educational assignments. In order to assist parents in helping their kids during sessions at home, the research suggests reviewing the learning activities and offering seminars to parents. This implies that learners who engage in modular or online distance learning can obtain a top-notch education, given that their kids' demands are satisfied. Since education is no longer limited to the classroom, parents collaborate with teachers in the classroom. As key players in the house, parents are essential. Their primary duty in modular education is to connect with and mentor the youngster (Manlangit, Paglumotan, and Sapera 2020, 1).

When using modular distance learning, the instructor is responsible for monitoring students' progress by, if feasible, visiting their homes. Students can contact their teacher by email, text message, or phone call to request help (Castroverde and Acala 2021, 7-15). Since they will be the ones to obtain the modules and other learning resources and provide them to their children, parents also played a crucial role in the modular learning delivery modality. They will also ease and direct their children in their home study using the modules.

Theoretical Framework. Basilan National High School has implemented the Modular Distance Learning Delivery modality in response to the limited internet connectivity in our region during the current pandemic, which has resulted in the interruption of face-to-face learning.

Modular learning is the most preferred learning delivery modality in the far-flung areas of our country due to poor signal, which hinders the delivery of lessons through online platforms. In this modality, teachers prepared the learning materials through hard copies to be given to the learners for them to study at home.

DepEd Order No. 14, s., was released by the Department. A 2012 policy and guidelines document aims to increase the availability of the aforementioned materials,

optimise their use, and reduce or eliminate losses and/or damages titled "Policy and Guidelines on the Proper Distribution, Care, Recording, Retrieval and Disposal of Textbooks (TXs) along with the Teachers Manuals (TMs) and Other Instructional Materials (IMs)" was created. These materials offer adequate reinforcement.

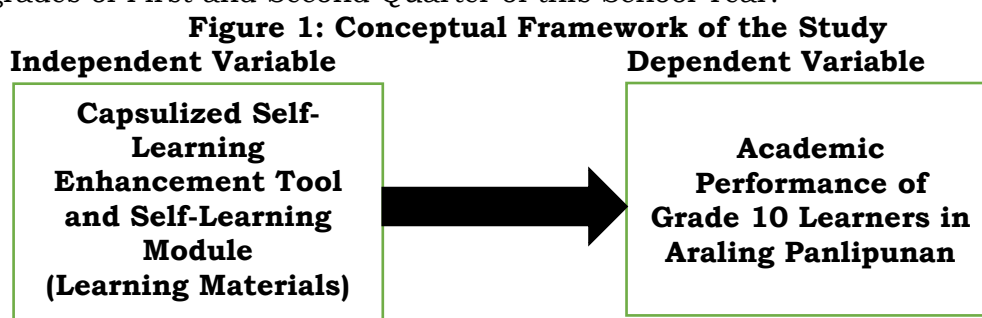
Modular Distance learning (MDL) entails personalized instruction that enables students to utilize Self-Learning Modules (SLMs), either in hard copy or digital form, that are focused on the Most Essential Learning Competencies (MELC) as offered by the Department of Education (DepEd) (Dargo and Dimas 2021, 204).

In the first quarter of School Year 2020-2021, the Capsulized Self-Learning Enhancement Tool (CapSLET) was utilized as a learning resource due to the unavailability of the Self-Learning Module. The Capsulized Self-Learning Enhancement Tool provides a succinct explanation of the lesson. Despite its simplicity, the questions presented to the learners are designed to boost Higher Order Thinking Skills (HOTS), which can enhance the critical thinking abilities of the students.

On the contrary, The Self-Learning Module, which was provided by the Regional Office, presents the lesson in a more effective manner, thereby enhancing learners' knowledge. It comprises a range of activities and Formative Assessments that stimulate the learners' cognitive abilities. Corresponding to the Philippine Education Quarterly (1985), modules can serve as a substitute for a teacher. These self-learning tools enable students to obtain information, abilities, and understanding without the guidance of an instructor. As per findings, modules are highly effective and cost-efficient forms of individualized instruction for developing knowledge and skills (Smith and Tyler 2011, 323-339). They facilitate learning with minimal oversight from the teacher while also promoting the development of learning and assessment techniques, enhancing classroom management strategies, and promoting success by setting reasonable and doable learning objectives inside a customized study plan. This approach can lead to greater utilization of existing educational resources. During the COVID-19 pandemic, the traditional method of face-to-face learning was prohibited. Modular learning was determined to be the most efficient mode of delivery in remote locations with sporadic internet connectivity. To implement the Modular Distance Learning Modality, teachers provided Capsulized Self-Learning Enhancement tool (CapSLET) and Self-Learning Module, which will be utilized by the learners.

Conceptual Framework. Traditional face-to-face learning was interdicted during this time of the COVID-19 pandemic. Modular Learning was considered as the most effective learning delivery modality in the remote areas where on-line learning is very difficult due to slow internet connectivity.

For the student to learn easily, teachers provided CapSLET and SLM to the learners. The Independent variable is the Capsulized Self-Learning Enhancement tool (CapSLET) and Self-Learning Module (SLM). The academic performance of grade 10-learners of Basilan National High School will be determined after the computation of final grades of First and Second Quarter of this School Year.



Research Questions

The present research endeavors to investigate the effectiveness of the Capsulized Self-Learning Enhancement Tool and Self-Learning Modules as learning materials in the Modular Learning Delivery Modality of grade -10 Junior High students for the academic year 2020-2021. The primary objective of this research is to support the Department of Education's mission of providing educational opportunities to all learners' during the pandemic. The study aims to address the following research questions:

1. What is the level of academic performance of Grade 10 students in Araling Panlipunan utilizing the Capsulized Self-Learning Enhancement Tool (CapSLET) and Self-Learning Module (SLM)?
2. Is there a significant difference in the academic performance of Grade 10 students in Araling Panlipunan utilizing the Capsulized Self-Learning Enhancement Tool (CapSLET) and Self-Learning Module (SLM)?

Method

Research Design

The quantitative technique was used in this investigation, namely the descriptive-comparative research design. The process of summarizing the Grade 10 students' academic achievement based on their grades in Araling Panlipunan was led by the descriptive design. The academic performance of the two groups of learners who are learning remotely using the Self-Learning Module (SLM) with a sample size of 21 learners and Capsulized Self-Learning Enhancement Tool (CapSLET) with a sample size of 21 learners was also compared using statistical inference.

Research Participants

The objective of this research was to examine the academic achievement of students in Araling Panlipunan 10 through the utilization of the Capsulized Self-Learning Enhancement Tool and Self-Learning Module. As such, the population of the study consisted of the 21 sections of Grade-10 Junior High students for the academic year 2020-2021 at Basilan National High School. The Capsulized Self-Learning Enhancement Tool and Self-Learning Modules were furnished by the Department of Education and were authored by the experts in Araling Panlipunan. Furthermore, the LRMDs ensured the quality of the aforementioned tools.

Research Instrument

After the pretest and posttest, the mean percentage score of 84.91 for CapSLET and the 88.12 mean percentage score for SLM, with a descriptive rating of very satisfactory for both, proved that CapSLET and SLM boost higher-order thinking skills among grade 10 learners. The tool considered the three dimensions of the student's engagement, particularly cognitive, affective, and behavioral. Each engagement dimension contains ten items answered by the student respondents. Similarly, the study used a guided interview with engaging, exploratory, and probing questions to gather qualitative data on how CapSLET and SLMs facilitate the students' learning engagement in the grade 10 lessons.

Data Gathering Procedure

A formal communication letter was dispatched to the office of the Schools Division Superintendent, seeking approval for the conduct of the present study.

Subsequently, an endorsement was forwarded to the office of the school principal, requesting appropriate action to be taken. Thus, prior approval was sought for the implementation of this study. Upon receiving approval, a key aspect of the data gathering was the collection of written consent from parents or legal guardians using the consent form. And then data were collected subsequent to the final computation of Grades (1st and 2nd Grading) from the respective class advisers of the 21 sections of the Grade 10 learners of Basilan National High School, during the academic year 2020-2021.

Data Analysis

The quantitative data collected from the grade sheets of 21 sections of Grade 10 learners for the school year 2020-2021 was subjected to both descriptive and inferential statistics. Specifically, group means and independent sample t-test were utilized. In order to determine the academic performance of the learners in Araling Panlipunan using each of the learning modules, the group means were computed and interpreted in accordance with DepEd Order No.8, s. 2015 for the scale and descriptive ratings (refer to table 1). Moreover, to ascertain whether there was a significant difference in the academic performance of the learners utilizing the two learning materials, a statistical comparison was conducted using independent sample t-tests. The results were then meticulously analyzed and interpreted correspondingly.

Table 1: Rating Scale for the Learners Academic Performance in Araling Panlipunan

| Scale | Descriptive Rating |
|----------|------------------------------|
| 90-100 | Outstanding |
| 85-89 | Very Satisfactory |
| 80-84 | Satisfactory |
| 75-79 | Fairly Satisfactory |
| Below 75 | Did not meet the expectation |

Source: DepEd Order No.8, s. 2015

Results and Discussion

This segment mounts the outcomes and discoveries of the data analysis that was carried out. Furthermore, it deliberates on the interpretations made with respect to the various variables that were taken into account in this study.

Learners Academic Performance in Araling Panlipunan. Table 2 presents the academic performance of the learners in Araling Panlipunan when employing various learning materials. It is evident that the group mean score of the students in Araling Panlipunan when using the Capsulized Self-Learning Enhancement Tool (CapSLET) is 84.91%. This indicates that the academic performance of the students when using CapSLET is highly satisfactory. This suggests that while utilizing CapSLET, the students were able to successfully accomplish various learning tasks, including formative, summative, and performance tasks at a very satisfactory level. Similarly, the table demonstrates that the group mean score of the students in Araling panlipunan when applying the self-Learning Module (SLM) is 88.12%. This signifies that the academic performance of the students when using SLM is also highly satisfactory. Although the group mean score is higher, it still implies that while utilizing Self-Learning Module (SLM), the students were able to successfully complete various learning tasks, including formative, summative, and performance tasks, at a very satisfactory level.

Table 2: Academic Performance of the Learners in Araling Panlipunan

| Type of Learning Module | N | Mean | SD | Descriptive Rating |
|--------------------------------|----------|-------------|-----------|---------------------------|
| CapSLET | 21 | 84.91 | 4.5 | Very Satisfactory |
| SLM | 21 | 88.12 | 3.8 | Very Satisfactory |

In respect to the learning materials employed, it is that the group mean score of the learners exceeded 75%, thereby signifying that both learning materials made a significant contribution towards academic performance of the learners in the Modular Distance Learning Modality. Additionally, the minimal standard deviations observed indicate that the data collected is homogenous, suggesting that the distribution of the data was not widely dispersed.

Difference on the Learners Academic Performance between Capsulized Self-Learning Enhancement Tool (CapSLET) Self-Learning Module (SLM). Table 3 displays the outcome of the statistical examination concerning the disparity in the academic performance of learners utilizing the two learning modules, namely Capsulized Self-Learning Enhancement Tool (CapSLET) and Self-Learning Module (SLM).

Table 3: Difference on the Learners' Academic Performance Between CapSLET and SLM

| Learning Material | N | Mean | SD | T | df | p-value |
|--------------------------|-----------|--------------|-------------|-------------|-----------|----------------|
| CapSLET | 21 | 84.91 | 4.39 | | | |
| | | | | 2.50 | 40 | .017 |
| SLM | 21 | 88.12 | 3.81 | | | |

According to Table 3, the t-value is 2.5 and the p-value is less than $\alpha = .05$. This indicates a significant difference in academic performance between learners who utilized the CapSLET and SLM. The outcomes favor the academic performance of learners who utilized the SLM. Statistically, learners have a higher academic performance when utilizing the SLM. Therefore, it can be concluded that the SLM is more effective than the CapSLET in terms of learners' performance in Araling Panlipunan.

The disparity can be attributed to the divergence in the objectives, composition, and caliber of evaluation incorporated in the aforementioned modules. It is a verifiable fact that the CapSLET is primarily formulated to serve as supplementary and remedial instructional materials. Its emphasis is on the identification and remediation of specific areas of weakness, thereby offering a limited range of learning tasks. In contrast, the SLM provided by the regional office, while addressing the same MELCs, is structured exclusively for the purpose of facilitating distance learning modalities in public schools within the region. Consequently, the learning tasks are meticulously delineated and subdivided into specific objectives within the module.

Conclusion and Recommendations

Using the Capsulized Self-Learning Enhancement Tool (CapSLET) and the Self-Learning Module (SLM), this study aimed to ascertain and compare the academic performance of Grade 10 students in Araling Panlipunan. The results indicated that the learners did better in Araling Panlipunan when SLMs were employed in remote learning as opposed to the usage of CapSLET. In the realm of distance learning, modules are considered the most effective learning materials. They make it possible for students to learn new things, even in the absence of a teacher, by utilizing various learning resources, including modules. A module of high quality is essential in the learning

process, particularly in distance learning. The quality of the module or learning materials that the teacher provides during this pandemic period has a major impact on students' academic progress. Both the Capsulized Self-Learning Enhancement Tool (CapSLET) and the Self- Learning Module (SLM) have played a crucial role in the academic performance of Araling Panlipunan 10 learners. However, the results of this study indicate that learners perform better when using Self Learning Module, and therefore, it is highly recommended.

References

- Ali, R., Ghazi, S. R., Khan, M. S., Hussain, S., & Faitma, Z. T. (2010). Effectiveness of modular teaching in biology at secondary level. *Asian Social Science*, 6(9), 49. https://pdfs.semanticscholar.org/a002/4b15d7c55edbebe3a42cc1dfe58b98209760.pdf?fbclid=IwAR2K0GmUo-3gl8Luy2_96PcSJhxivDp7Hg0net0QMpQKYxTKlodVqRfpgAA.
- Anzaldo, Geraldine D. "Modular distance learning in the new normal education amidst Covid-19." *International Journal of Scientific Advances* 2, no. 3 (2021): 233-266. DOI: 10.51542/ijscia.v2i3.6.
- Briones, Leonor M. 2020. *DepEd prepares Self-Learning Modules for education's new normal*. Department of Education, Philippines. <https://www.deped.gov.ph/2020/07/02/deped-prepares-self-learning-modules-for-educations-new-normal/?fbclid=IwAR32Yp55jGcI5xbMQ8HQhUFesjwuOpNcUsRGhu4PDqyvOadoSXDv4SNkO8M#:~:text=%E2%80%9CThe%20SLMs%20and%20the%20other,DepEd%20Secretary%20Leonor%20Briones%20said>.
- Brown, James W., Richard B. Lewis, and Fred F. Hareteroad. 1977. *International Technology, Media, and Methods*. McGraw Hill Book Company New York, USA. 21-22.
- Castroverde, Felicisimo, and Michell Acala. 2021. "Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic." *International Journal of Research Studies in Education* 10, no. 8: 7-15.
- Cavanaugh, Cathy, Kathy Jo Gillan, Jeff Kromrey, Melinda Hess, and Robert Blomeyer. 2004. "The effects of distance education on K-12 student outcomes: A meta-analysis." *Learning Point Associates/North Central Regional Educational Laboratory (NCREL)*. 9
- Dangle, Ysthr Rave Pe and Johnine Danganan Sumaoang. 2020. *The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools. Proceedings of the 3rd International Conference on Academic Research in Science, Technology and Engineering*. 100-108.
- Dargo, Janina, and Michelle Dimas. 2021. "Modular distance learning: Its effect in the academic performance of learners in the new normal." *Journal of Education, Teaching and Learning* 6, no. 2: 204-208.
- Donnelly, Roisin and Marian Fitzmaurice. 2005. *Designing Modules for Learning. Learning and Teaching Centre*, Dublin Institute of Technology, 14 Upper Mount Street, Dublin 2, Ireland. 1-21.
- Manlangit, Pierce, Alyssa Melody Paglumotan, and Shane Carmie Sapera. 2020. "Nanay, Handa Na Ba Kayong Maging Tagapagdaloy?" *Supercharging Filipino Parents is Key for Successful Modular Distance Learning*. 1. <https://www.flipscience.ph/features/tagapagdaloy-modular-distance-learning/>
- Manlove, D.C. and B. David. 1985. *Flexible Scheduling. Longmans Green and Company*, New York, USA, 7-12.
- Nardo, Ma Theresa Bringas. 2017. "Modular instruction enhances learner autonomy." *American Journal of Educational Research* 5, no. 10: 1024-1034.
- Olivo, Marilyn G. 2021. "Parents' perception on printed modular distance learning in Canarem Elementary School: Basis for proposed action plan." *International Journal of Multidisciplinary: Applied Business and Education Research* 2, no. 4: 296-309.
- Smith, Deborah Deutsch, and Naomi Chowdhuri Tyler. 2011. "Effective inclusive education: Equipping education professionals with necessary skills and knowledge." *Prospects* 41, no. 3: 323-339.

Taneja, Reshma. 1989. Dictionary of Education. Anmol Publication Murare, New Delhi, India. 155.

Financial Report

| Materials | Quantity | Unit Price | Total |
|---------------------|-----------------|-------------------|-----------------|
| Bond papers | 3 reams | 280.00 | 840.00 |
| Printing cost/ink | 4 bottles | 400.00 | 1,600.00 |
| Book binding | 3 copies | 150.00 | 450.00 |
| Wifi (Load) | | 300.00 | 1,500.00 |
| Incidental Expenses | | | 1,000.00 |
| Total: | | | 5,390.00 |