CONTRIBUTORY FACTORS AND STRATEGIES OF SENIOR HIGH SCHOOL LEARNERS IN ACCOMPLISHING SELF-LEARNING MODULES (SLMS)

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Contributory Factors and Strategies of Senior High School Learners in Accomplishing

Self-Learning Modules (SLMs)

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Abstract

The closure of in-person classes brought by the pandemic resulted in the adoption of modular distance learning. This study determined the contributory factors and strategies of Senior High School learners in the accomplishments of Self-learning Modules (SLMs). The study utilized a descriptive-comparative research design wherein the respondents were 36 Grade 11 and 12 learners. Data were gathered through a questionnaire and analyzed using mean and Mann-Whitney U test. Results showed that Grades 11 and 12 learners had the same level of agreement, "*Agree*" in the contributory factors in accomplishing SLMs in terms of following instructions, accomplishing of required outputs, on-time submission of outputs, and household partners. The learners believe that the factors to some extent have an effect on the accomplishment of their SLMs. Also, there is no significant difference in the level of agreement in the contributing factors between the Grade 11 and 12 learners. For the level of effect of the strategies to manage the factors in accomplishing SLMs, both groups considered them to be "Effective" indicating that the strategies are 76-90 % effective in managing the accomplishment of their SLMs. Moreover, there is no significant difference in the level of effect of the strategies between the learners in Grade 11 and 12. Thus, factors and strategies affect the accomplishment of SLMs among learners wherein the involvement of the family, teachers, and school is essential. With the help of the people around the learners, they will be more motivated and confident in accomplishing their SLMs.

Keywords: printed modules, distance learning, self-directed, COVID 19

Acknowledgments

Introduction and Rationale

The education system has been disrupted the most in history during the COVID-19 pandemic, affecting nearly 1.6 billion learners in more than 190 countries and all continents. The closure of schools and learning facilities has impacted 94 percent of the world's student population, up to 99 per cent in low and lower-middle income countries. (Policy Brief: Education during Covid-19 and beyond, 2020). Globally, traditional face to face learning has changed whether be it synchronous, asynchronous, and blended due to the pandemic. The education around the world has been stirred but still education continuous. As face-to-face learning is not possible unless a vaccine is available, the Department of Education suggested ways on how learning continues amidst COVID 19 pandemic. COVID 19 has paved way to the implementation of Distance Learning Delivery Modalities (DLDM) as stipulated in DepEd Memo No. 187, s. 2020. Distance Learning may be implemented through the different delivery modalities.

Printed Modular Distance Learning was adopted by Binga National High School since according to survey prior to the start of classes, most of the households cannot access to the internet, tv signals, and radio stations. Printed Modules are learning materials in printed papers such as work sheets, activity sheets or self-learning materials. These are downloaded from DepEd's learning portals like the DepEd Commons and SDO LRMDS portals. These are then printed and packed by the teachers and delivered to the designated drop off area or picked by parents/household partner at school. The delivery and retrieval are done every Tuesday of every week; thus, learners have one week to accomplish their Self-learning Modules (SLMs).

As observed and as per initial assessment of learners' performance with their modules, most of the learners of Binga National High School and its nearby schools show anxiety and lack of interests in accomplishing the SLMs given to them. This is manifested by unaccomplished or incomplete SLMs and late in passing of SLMs. As per record, the percentage of learners submitting their SLMs is 97 %, however within that percent 8 out 10 learners submit unaccomplished and incomplete SLMs. The remaining 3 % comprised of

those learners who don't submit SLM's or activity sheets at all. Hence, the research intends to determine the contributory factors with regards to the accomplishments of printed SLMs as a means of learning modality. Identifying the factors that affect the accomplishments of modules will help determine the activities that boost the accomplishment of learners of their modules.

Senior High School I (SHS) learners are expected to be more responsible and more reliable when it comes to self-learning since they are in the higher years. They are supposed to be more independent in learning so modular means of learning should not be an issue for them. In contrast, Villalobos and Destacamento Jr. (2016) in their study entitled "*Students' Self-directed Learning Qualities and Their Association to Age"* found that the age group 16-17 years old, which is the age range of learners in the Senior High, obtained the lowest in terms of assessment on the self-directed learning qualities.

Most studies reviewed focused on challenges of learners in online learning, blended learning, distance learning in the new normal, challenges of teachers in the distance learning modality, struggles in the new normal, self-directed learning, effectiveness of parents in remote learning and experiences of parents in remote learning (abante et.al, n.d; Calo &Bustamante, 2021; Dangle & Sumaoang, 2020; Ferri, D'Andrea, Grifoni and Guzzo, 2018; Garbe, Ogurlu, Logan & Cook, 2020; Loeng, 2020; Nardo, 2017; Picciano, 2017; Sadiq and Zamir, 2014). However, few research has been done with regards to the contributory factors affecting the accomplishments of printed modules as a means of learning modality. With this, the researcher aimed to find out the things that contributes to the accomplishment of printed modules and activities that can be done by the learners to successfully accomplish their modules.

The research can be used as a reference for future related research, it can also serve as a basis in the making of policy for distance learning. Moreover, teachers can use this research as a basis for them to enhance their instructional skills in terms of delivering learning through printed modules. Above all, the research could be used in the planning or

development of activities to improve the implementation of distance learning and/or other learning modalities.

Literature Review

Covid 19 has disrupted many of the normal things that people do including markets, businesses, social activities, schools and the likes. However, for the continuity of education and keeping its vision and mission which is providing quality education to every Filipino learner, the Department of Education adopted Distance Learning. Distance Learning consists of delivering lessons remotely without a face-to-face contact between a teacher and the learner. (Ferri. et. al, 2018) This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. (Quinones, 2020) However, this kind of learning is noble to learners in the basic education especially those in the public schools. Moreover, Modular Distance Learning has been the most preferred in most of the schools especially in the rural areas where internet connection and TV signals are remote. As a result, the Central Office together with its workforce started developing modules to address the need for a distance education.

Sadiq and Zamir (2014) argues that in creating a module, there are things that should be incorporated to offer more preponderant likelihood of fostering approach to learning, such as continuous interaction with content and others; relating new ideas to previous existing knowledge; providing clear explanations and cognizance base knowledge to students; structuring in a balanced student workload; providing opportunities for students to pursue in depth so they can understand the material for themselves; and ensuring an appropriate formative and comprehensive assessment strategy.

Aside from the modules produced by the Central Office of the DepEd, the offices in the Divisions also produced modules that are contextualized and are deemed appropriate to the learners in each area. The modules have its own different parts that meets the standard teaching plan from review/motivation to evaluation.

Dangle and Sumaoang, (2020) pointed out that the use of modules encourages independent study and one of the benefits of using modules for instruction is the acquisition

of better self-study or learning skills among students. On the other hand, a greater self-discipline and self-motivation is required for students, there is an increased preparation time and lack of concrete reward for teachers and staff, and greater administrative resources needed to track students and operate multiple modules. Learners need to develop sense of responsibility in studying and accomplishing their modules.

Parents and household partners play a big role in the realization of this New Normal modular distance learning since they act as facilitators in the learning process of their children. Both parents and child need to expand their patience in accomplishing the SLMs. Some advantages of modular instruction include more choice and self -pacing for students, more variety and flexibility for teachers and staff, and increased adaptability of instructional materials. This pandemic drove changes in the life of human, it squelches time and space that individual used to enjoy and share with their family and friends. Moreover, it left hurdles in the learning process of learners.

While some studies provide difficulties of learners in the learning process, most of it are in the Online distance learning such as synchronous and asynchronous so mainly it is the use of online platform. However, the researcher seeks to take a closer look on the case of senior high school learners in their accomplishments of SLMs.

Moreover, with the factors contributing to the accomplishment of SLMs, activities can be done to manage the accomplishment of SLMs among senior high school learners. Some of the factors can be a challenge and would trigger stressful events/situations that if not managed correctly may negatively affect academic performance and progress (Nyatsanza & Mtezo, 2013). In the study of Barrot, Llenares, and del Rosario (2021), it was found out that learners in the college level employed strategies in overcoming challenges they faced during online learning. Some of these are talking to their family, transferring to a quieter place, studying late at night where all members of the family are already asleep, consulted with classmates and teachers, using the internet, joining Facebook groups, ask help from family members, and using of resources available at home.

Though many studies focused on the challenges experienced by learners in the online distance learning, looking for the contributory factors in accomplishing SLMs and strategies to manage these factors seem to be less focused.

Theoretical Framework

Behaviorism is one learning theory that focuses on how people behave. Picciano (2017) pointed out that behaviorism in education examines how students behave while learning. It focuses on observing how students respond to certain stimuli that, when repeated, can be evaluated, qualified, and eventually controlled for each individual. The behavior of students towards learning can be connected to how they accomplish their self-learning modules. Olson and Hergenhahn (2013) stated that learning happens because of a particular experience that happens therefore changes in behavior also occur. An intervening variable is a theoretical process that is assumed to take place between the observed stimuli and responses. Independent variables cause a change in the intervening variable (learning), which in turn causes a change in the dependent variable (behavior). This is manifested in the learners' progress in accomplishing and submitting of self-learning modules. Perhaps with the experiences that the learners encountered while doing the modules, their behavior towards it changes too.

In addition, learning is social, people learn as they associate with other people. Social constructivism describes and explains teaching and learning as complex interactive social phenomena between teachers and learners (Picciano, 2017). Humans are social animal. People live and adapt to the environment and the phenomenon they are in. This is same in learning, children learn from observing others as well as from model behavior, which are processes involving attention, retention, reproduction and motivation. (The Office of Learning and Teaching, 2004). The use of printed SLMs as a mode of learning delivery hampers the social interaction of the learner and the facilitator. For this reason, learners feel the emptiness in learning by themselves giving them anxiety especially when they are frustrated in understanding the lessons from the SLMs.

On the other hand, cognitive load theory proposes that a finite amount of information can be processed in the mind at one time, based on the limits of perception, attention, and working memory (Schunk, 2012 as cited in Lynch, 2016). As a child grows, so does the development of his/her memory. Cognitive Load Theory depends on the concept that the brain can hold and manipulate a specific amount of information at a time. Teachers, therefore, need to be aware of the amount of information, the structure of instruction, and what they are asking the students to do with that information so as to not overload the cognitive abilities of their students. When an overload occurs, students often display an increase in errors, poor efforts, and lack of engagement. If an overload occurs, struggling students tend to shut down. (Burgess, 2016). The number of activities in the module may have impact in the learner's ability to grasp information. Also, it is not new that some learners end up depressed due to anxiety brought by overloading of school activities.

Moreover, with the implementation of self-learning modules, the struggles of learners in keeping themselves motivated to learn and to accomplish and submit their required outputs is real. Self -directed learning according to Leong (2020) entails individuals taming initiative and responsibility for their own learning. Learners are free to set goals and define what is worth learning. Self-directed learning can take place both inside and outside of formal educational institutions. When teachers are involved, they should be facilitators of learning and not transmitters. From an andragogical point of view, the learner moves toward increasing self-directedness, and the teacher's role is to encourage this increasing self-directedness. However, with the situation nowadays in Binga National High School where communication with the use of technology is very limited due to the location of the school, teachers can only monitor and facilitate learners in a very minimal way.

Hence, in today's education where homeschooling is the norm, family role is very crucial and necessary in the achievement of education's goal. It has been boldly reiterated from the start that household partners will serve as the frontliner in the learning process of the learners. Homeschooling has left burden and extra work for every member of the family.

Family members are obliged to assist and help facilitate the learners in the accomplishing of modules. Ceka and Murati (2016) pointed that education support from parents to their children, like helping them in their homework, would help them in creating everyday routine of learning. They also stated that parents should stimulate their children by giving praise or rewards according to how they perform the task. However, since not all parents or family members can come of help to learners in the accomplishment of their SLM, some learners have difficulty in doing the tasks in the modules. Thus, the support of the family in the homeschooling also can pose barrier in the accomplishment of modules.

These theories and principles would give a detailed and clearer scenario of the contributory factors affecting the accomplishment of SLMs among learners. Also, these theories and principles would support the interventions done by the learners to manage these factors leading to the accomplishments of SLMs.

Research Questions

This study sought to identify the factors that aid in the accomplishment of SLMs of Garde 11 and 12 SHS learners in Binga National High School. Specifically, this research aimed to answer the following questions:

1. What is the level of agreement on the contributing factors in accomplishing the SLMs in terms of:
    a. following instructions,
    b. accomplishing of required outputs,
    c. on time submission of outputs, and
    d. household partners' support.
2. Is there a significant difference in the level of agreement between Grade 11 and Grade 12 on the contributing factors in accomplishing the SLMs in terms of:
    a. following instructions
    b. accomplishing of required outputs

c. on time submission of outputs

d. household partners' support.

H_o There is no significant difference in the level of agreement between Grade 11 and Grade 12 on the contributing factors in accomplishing the SLMs in terms of instructions, accomplishing of required outputs, on time submission of outputs, and household partners' support.

3. What is the level of effect of the strategies in the accomplishment of SLMs?

4. Is there a significant difference in the level of effect of the strategies in the accomplishment of SLMs between Grade 11 and Grade 12?

   H_o There is no significant difference in the level of effect of the strategies in the accomplishment of SLMs between Grade 11 and Grade 12.

Scope and Limitation

The study focused on the contributory factors in the accomplishment of SLMs among SHS Learners. However, due to the limitation of online data collection and IATF protocols, the study was conducted to a total of 36 learners. The study is limited in identifying the factors contributing to the accomplishment of SLMs and activities done to manage the accomplishment of SLMs itself only and it doesn't concern on the other Modular system such as the delivery and retrieval, grading system and others.

A questionnaire was used in the gathering of data using a 4-point Likert scale and was interpreted using mean and Mann-Whitney U Test. Floating of questionnaires was given in prints and online through google form. Parents and learner-respondents were informed through their class group chats.

Research Methodology

Research Design

The researcher used descriptive-comparative research design to identify the contributory factors in the accomplishment of SLMs of the SHS learners. Comparison was made between Grade 11 and Grade 12 to determine if they both have the same agreement on the factors that contributes to their accomplishment of SLMs and level of effect of the strategies done to accomplish the SLMs.

Population and/ Sampling

Total enumeration was used in the study. The respondents were 16 Grade 11 learners and 20 Grade 12 learners for a total of 36 SHS learners of Binga National High School.

Data Collection

Data was gathered through a survey questionnaire which consists of two parts. Part one requires the contributory factors in accomplishing SLMs in terms of following instructions, accomplishing required outputs, on time submission of outputs and household partners' support. There were 10 items for following instructions, 10 items for accomplishing required outputs, 5 items for on time submission of outputs and 7 items for household partners' support. Part two focuses on the effect of strategies done in accomplishing SLMs.

Printed questionnaires were given to the learners during the module distribution and was included in the learning packets of the respondents. Questionnaires in google form were sent online for those learners who chose blended learning. The respondents were informed by every class adviser via messenger. The questionnaire was validated and piloted to 30 learners SHS of Fianza National High School to test the reliability of the questionnaire.

Data Analysis

The level of agreement on the contributory factors and level of effect of strategies in accomplishing SLMs were analyzed using Mean and 4-point Likert scale (Tables 1 and 2) to gain a better understanding on the experiences of learners in the accomplishment of their

SLM. Mann-Whitney U test was used to determine the significant difference in the level of agreement and level of effect.

Table 1

Level of Agreement on the Contributory Factors in the Accomplishments of SLMs

Numerical value	Statistical limit	Descriptive equivalent	Operational Definition
4	3.26- 4.00	Strongly Agree (SA)	The learner agrees that the statement is a contributory factor in accomplishing SLMs to a very high extent.
3	2.51 - 3.25	Agree (A)	The learner believes that the statement is a contributory factor in accomplishing SLMs to some extent
2	1.76-2.50	Disagree (D)	The learner believes that statement that the statement is not a contributory factor in accomplishing SLMs to some extent
1	1.00-1.75	Strongly Disagree	The learner does not agree that the statement is a contributory factor in accomplishing SLMs at all.

Table 2

Level of Effect of the Strategies *in the Accomplishments of SLMs*

Numerical Value	Statistical limit	Descriptive equivalent	Operational Definition
4	3.26 – 4.00	Very Effective (VE)	The strategy is 91-100 % effective in managing the accomplishment of SLMs.
3	2.51 – 3.25	Effective (E)	The strategy is 76-90 % effective in managing the accomplishment of SLMs.
2	1.76 – 2.50	Less Effective (LE)	The strategy is 50 % effective in managing the accomplishment of SLMs.
1	1.00-1.75	Not Effective (NE)	The strategy is not effective at all.

Ethical Issues

Permission from the principal, the respondents and their parents, were sought. Writing of name was optional. Results were solely for the research purposes and for the improvement of modular learning of the school. Parents and learner-respondents were informed through class group chats before the floating of questionnaires. Those who were willing were asked to sign the consent form. An assent and consent letter were sent to the respondent and their parents to ensure that they will be guided. Both the parents and respondents were also informed that they may withdraw from answering the questionnaires.

Results and Discussions

Level of Agreement in terms of Following Instructions

One of the facets of a Self - Learning Module is instruction or direction on how learners accomplish it. In order for a learner to accomplish the SLMs smoothly, module developers need to make the directions and instructions clear and concise. After all modules are meant to be done self-directed by learners. Module is a self-contained and independent unit of instruction with a primary focus on a few well-defined objectives and so it must be well-organized with a well-defined topic that contains elements of instructions (Nardo, 2017).

Table 3 shows the respondent's level of agreement on the contributory factors in the accomplishment of SLMs in terms of following instructions. Data presents that both Grade 11 and Grade 12 strongly agreed on the statement "Teachers are always available to be contacted when I have a question or clarification on the instructions". This means that teachers being the frontline in the learning delivery should always be available and easy to be contacted to when assistance is needed by the learner.

The finding is supported by the study of Dangle and Sumaoang (2020) wherein they argued that teachers have the responsibility to monitor the progress of the learners thus, they can be asked for assistance by the learners via different messaging platforms. This implies that Binga National High School Teachers are very accommodating and does not impose difficulty for learners in the accomplishment of their modules.

However, the statement "The aims and learning outcomes of the module were made clear to me" got the lowest mean for both Grade 11 and Grade 12. This indicates that the learners were not able to fully understand the purpose and the expected learning outcomes once they accomplished their SLMs. A clear and direct objective of learning material can result to a more successful accomplishment of activities as it is the first basis in letting the learners understand the lesson. This is supported by an article in The Classroom Check-up (n.d) entitled "Strategy: Developing and Using Clear Academic Objectives" stating that the development and usage of clear objectives in the lesson helps the learners to attain good performance level in the classroom. The more the learners understand what they are working for, the more they stay on task. Thus, having clear objectives can optimize learning.

Table 3

Contributory Factors in the Accomplishment of SLMs in Terms of Following Instructions

Contributory Factors	Grade 11		Grade 12	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. At the start of the module, I received clear information and guidance on what the module covered and on assessment details.	3.31	Strongly Agree	3.15	Agree
2. It was clear right from the start what is expected from me.	3.00	Agree	3.05	Agree
3. I was provided with timely and helpful information and guidance at the start of the module.	3.13	Agree	3.15	Agree
4. The aims and learning outcomes of the module were made clear to me.	2.94	Agree	2.95	Agree
5. The direction in each activity is clear and easy to understand and follow.	3.25	Agree	3.05	Agree
6. The directions help me develop my ability to work independently without asking help from others.	3.06	Agree	3.10	Agree
7. The instructions used appropriate vocabulary for senior high learners.	3.31	Strongly Agree	3.15	Agree
8. Teachers are always available to be contacted when I have a question or clarification on the instructions.	3.31	Strongly Agree	3.30	Strongly Agree
9. Teachers help me in understanding the directions in every activity.	3.13	Agree	3.20	Agree

10. Teachers put a lot of effort in giving feedback and comments on my work.	3.25	Agree	3.15	Agree
OVERALL MEAN	3.17	Agree	3.13	Agree

Legend:

Statistical limit	*Descriptive equivalent*
3.26- 4.00	Strongly Agree (SA)
2.51 - 3.25	Agree (A)
1.76-2.50	Disagree (D)
1.00-1.75	Strongly Disagree (SD)

Level of Agreement in terms of Accomplishing Required Outputs

Printed modular learning has been new and noble to today's new learning modality. Learners are given Self Learning Modules and they are expected to study the modules by themselves. However, they are also required to submit outputs such as assessments for written task and performance task which are all related from the modules given.

Table 4 presents the factors that contributes to the accomplishment of SLMs among Grade 11 and 12 in terms of accomplishing required outputs. It shows that Grade 11 learners agreed to a high extent that "learning activities in the module helped them to learn". This statement also is agreed by Grade 12 with the highest mean. This implies that learners admit that they are learning something by accomplishing the required outputs in the SLMs. This justifies the purpose of SLM which is to impart knowledge and skill to learners even without the presence of a facilitator or a teacher. This is supported by the study of Sequira (2012) entitled "Self-Learning is the Future: A New Paradigm for the 21st Century" where it was stated that learners are self-directed in learning with the use of SLMs, since it is designed to let learners be free to choose what to learn, how to learn and where to learn.

Table 4

Contributory Factors in the Accomplishment of SLMs in terms of Accomplishing Required Outputs.

Contributory Factors	Grade 11		Grade 12	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. The SLM is intellectually stimulating.	2.94	Agree	3.10	Agree
2. There are too many activities to be done.	2.94	Agree	3.15	Agree
3. The learning activities in the modules helped me to learn.	3.63	Strongly Agree	3.20	Agree
4. I enjoy doing the activities in the modules.	3.00	Agree	2.95	Agree
5. I have enough time to accomplish all the activities in the modules.	3.00	Agree	2.65	Agree
6. The academic expectations of me on the modules is too high.	2.75	Agree	2.90	Agree
7. The volume of lessons in the modules is too much to thoroughly understand.	2.56	Agree	2.85	Agree
OVERALL MEAN	2.97	Agree	2.97	Agree

Legend:

Statistical limit	Descriptive equivalent
3.26- 4.00	Strongly Agree (SA)
2.51 - 3.25	Agree (A)
1.76-2.50	Disagree (D)
1.00-1.75	Strongly Disagree (SD)

Level of Agreement in terms of On-Time Submission of Outputs

Submitting of outputs and/or accomplished modules on time is one of the struggles that learners face in modular learning modality. Learners of Binga National High School are given one week to accomplish activities in their modules, and they are to submit activities or the accomplished modules itself for the teacher to check and give feedback to. However, most teachers got piled up load of checking and giving feedbacks since the submission of outputs are not on time and sometimes takes two weeks to one month for the learners to submit.

Table 5 shows the factors contributing to the accomplishment of SLMs of grade 11 and grade 12 in terms of On Time Submission of Outputs. It is noted that the learners agreed on the on-time feedback of teachers and the availability of modules aids in doing their SLMs. However, they disagree in terms of the allotted time of 1 hour to accomplish the modules and

submission of modules on time. This means that the time allotted which is one hour for each module is not enough for the learners. This results in the learners having a hard time submitting their outputs on time.

Thus, giving more time to accomplish their modules and extending of deadline help learners in understanding and accomplish the required outputs to be passed as learners need to accomplish at least 8-9 modules in a week. Bacomo et al. (2022) stated that in dealing with learners' performance in distance learning, time needs to be considered so learners should be allowed adequate time to reply to their SLMs. Also, in the study of Schunk (2012) as cited in Lynch (2016) mentioned that limited information can be processed in the mind at one time, based on the limits of perception, attention and working memory. Hence, more time is needed for learners to accomplish their modules.

Table 5

Contributory Factors in the Accomplishment of SLMs in terms of On Time Submission of Outputs

Contributory Factors	Grade 11		Grade 12	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. The SLMs are delivered/available for pick up on time.	2.94	Agree	3.10	Agree
2. I submit my accomplished modules on time.	2.31	Disagree	2.40	Disagree
3. Teachers give comments on time so I can accomplish activities I missed.	3.13	Agree	2.90	Agree
4. One week of accomplishing and submission of SLMs is enough.	2.56	Agree	2.45	Disagree
5. One hour allotted time for each module is enough.	2.19	Disagree	2.30	Disagree
OVERALL MEAN	2.63	Agree	2.63	Agree

Legend:

Statistical limit	Descriptive equivalent
3.26- 4.00	Strongly Agree (SA)
2.51 - 3.25	Agree (A)
1.76-2.50	Disagree (D)
1.00-1.75	Strongly Disagree (SD)

Level of Agreement in terms of Support from Household Partners

Education in the new normal has demanded learners to study at home. With all their resources at home, they are deemed to continue learning through distance learning and one of them is the printed modular learning modality. For this, family members are the critical partners in this journey of learners. Although SLMs given to the learners are considered self-learning, it is for a fact that they need guidance from household partners in teaching. To assure the continuity of learning in the Philippines public basic education system, self-learning modules are put in place to meet the educational needs of every learner with the help of parents as partners. To assure the continuity of learning in the Philippines public basic education system, self-learning modules are put in place to meet the educational needs of every learner with the help of parents as partners in teaching (Alicamen & Abadiano, 2020).

Table 6 presents the contributory factors in accomplishment of SLMs with the support of family members or household partners. It shows that both grade 11 and grade 12 learners strongly agree that family members encourage them to accomplish their modules. This indicates that household partners of the respondents take modular learning seriously and that by encouraging their children/ward to accomplish their SLMs, it makes the learning process easier for the learners. Consequently, family members' support in the distance learning is very crucial and inevitable, as supported by Cos and Paguia (2021) arguing that parents, siblings and adult family members play a very important and significant role in the various components of child's personality and the improvement of his/her performance in school.

However, the educational background of parents or guardians affects the completion of modules of the learner. Parents with higher educational attainment could help the learners in doing their modules as compared to those who were not able to finish even the basic education. Kintanar, Elladora and Cuizon (2021) argued that parents are the most powerful influence in their children's education however, parents with lower educational attainment lack knowledge and confidence to help their children in their schooling while learners whose parents have higher education show greater appreciation for learning.

Moreover, parents or guardians have jobs or work to do limiting their time or don't have time to assess the learners. This can be supported by the study of Garbe, Ogurlu, Logan and Cook (2020) where they found out that the occurrence of school closure and remote schooling presented a struggle to balance responsibilities. Furthermore, the sudden and unexpected nature caught parents off guard that they have hard time balancing their work, family and teaching responsibilities making them unable to work while assisting their children with their schooling or vice versa (Kintanar et al., 2021).

Table 6

Contributory Factors in the SLMs in terms of Support from Household Partners

Contributory Factors	Grade 11		Grade 12	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. My family is supportive of modular learning.	3.00	Agree	2.95	Agree
2. Members of my family are willing to assist me in accomplishing y modules.	3.13	Agree	3.05	Agree
3. Members of my family are busy most of the time.	2.94	Agree	3.05	Agree
4. Members of my family did not finish college/schooling.	3.06	Agree	2.85	Agree
5. My family provides data load for me to do research on the lessons and submit my outputs online.	3.19	Agree	3.05	Agree
6. My family gives me 8 hours a day to accomplish my modules.	2.88	Agree	2.55	Agree
7. My family encourages me to accomplish my modules.	3.50	Strongly Agree	3.40	Strongly Agree
OVERALL MEAN	3.10	Agree	2.99	Agree

Legend:

Statistical limit	*Descriptive equivalent*
3.26- 4.00	Strongly Agree (SA)
2.51 - 3.25	Agree (A)
1.76-2.50	Disagree (D)
1.00-1.75	Strongly Disagree (SD)

Comparison in the Level of Agreement in terms of Instruction.

Table 7 shows the difference between G11 and G12 level of agreement on the factors contributing to the accomplishments of SLMs in terms of instructions. There is no significant difference in the level of agreement on the contributory factors in the accomplishments of modules in terms of instructions between G11 and G12. This suggests that both Grade 11 and Grade 12 of Binga National High School were given enough instructions by the teachers in the accomplishments of modules. Thus, learners were able to accomplish their activities because they were guided by the instructions. According to Sowell (2017), giving of instruction can affect learning directly and those lessons or activities can be a mess when learners do not comprehend what they're instructed to do.

Table 7

Differences in terms of Instructions

Statement	Grade 11 (N=16)		Grade 12 (N=20)			
	Mean Rank	*Sum of Ranks*	*Mean Rank*	*Sum of Ranks*	*U*	*p* value
1. At the start of the module, I received clear information and guidance on what the module covered and on assessment details.	20.06	321	17.25	345	135	0.4261 ns
2. It was clear right from the start what is expected from me.	18.06	289	18.85	377	153	0.8237 ns
3. I was provided with timely and helpful information and guidance at the start of the module.	18.28	292.5	18.68	373.5	156.5	0.9113 ns
4. The aims and learning outcomes of the module were made clear to me.	18.34	293.5	18.63	372.5	157.5	0.9366 ns
5. The direction in each activity is clear and easy to understand and follow.	18.59	297.5	18.43	368.5	158.5	0.9619 ns
6. The directions help me develop my ability to work independently without asking help from others.	17.66	282.5	19.18	383.5	146.5	0.6674 ns
7. The instructions used appropriate vocabulary for senior high learners.	19.81	317	17.45	349	139	0.5038 ns
8. Teachers are always available to be contacted when I have a question or clarification on the instructions.	19.84	317.5	17.43	348.5	138.5	0.4937 ns
9. Teachers help me in understanding the directions in every activity.	17.81	285	19.05	381	149	0.7262 ns
10. Teachers put a lot of effort in giving feedback and comments on my work.	19.50	312	17.70	354	144	0.6105 ns

Comparison in the Level of Agreement in terms of Accomplishing Required Outputs.

Table 8 shows the differences in their level of agreement on the contributory factors in terms of accomplishing required outputs between G11 and G12 learners. There is no significant difference in the level of agreement on the contributory factors in the accomplishments of modules between G11 and G12 in terms of accomplishing required output. This indicates that both Grade 11 and Grade 12 learners consider generally the factors to be helpful in the accomplishments of required outputs. The learners were able to accomplish the required outputs for they were able to enjoy doing the activities because it's interesting. Also, since teachers give clear instruction, and when objectives of a learning module are clear, learners would be more motivated to accomplish the activities. Barille, (n.d.) argued that giving clear instructions to students can affect students' success in the classroom for when given effective directions, students can engage with the material more effectively and ultimately have more productive experiences.

Table 8

Differences in terms of Accomplishing Required Outputs

Statement	Grade 11 (N=16)		Grade 12 (N=20)			
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	U	p value
1. The SLM is intellectually stimulating.	17.22	275.5	19.53	390.5	139.5	0.5140 ns
2. There are too many activities to be done.	16.88	270	19.80	396	134	0.4078 ns
3. The learning activities on the modules helped me to learn.	22.44	359	15.35	307	97	0.0449*
4. I enjoy doing the activities in the modules.	18.91	302.5	18.18	363.5	153.5	0.8361 ns
5. I have enough time to accomplish all the activities in the modules.	20.91	334.5	16.58	331.5	121.5	0.2203 ns
6. The academic expectations of me on the modules is too high.	17.13	274	19.60	392	138	0.4837 ns
7. The volume of lessons in the modules is too much to thoroughly understand.	17.00	272	19.70	394	136	0.4448 ns
8. Some of the key answers doesn't match with the lessons in the modules.	21.38	342	16.20	324	114	0.1431 ns
9. The summative tests were totally different form the outcomes and the lectures.	20.44	327	16.95	339	129	0.3237 ns
10. The activities are interesting and motivating.	18.06	289	18.85	377	153	0.8237 ns

* Significant Difference < .05

Comparison in the Level of Agreement in terms of On-time Submission of Outputs

Table 9 shows the differences in their level of agreement on the contributory factors in the accomplishments of SLMs in terms of on-time submission of outputs between G11 and G12 learners. There is no significant difference in the level of agreement on the challenges encountered between G11 and G12 in terms of on-time submission of output. This suggests that both Grade 11 and Grade 12 consider submitting outputs on time. Moreover, it is the task of ton-time to monitor the delivery and submission of accomplished outputs. This is supported by Dangle and Sumaoang (2020) stating that teachers take the responsibility of monitoring the progress of the learners. Also, they are tasked to give assistance to learners via e-mail, telephone, text, messages among others.

Table 9

Differences in terms of On-time Submission of Outputs

Statement	Grade 11 (N=16)		Grade 12 (N=20)			
	Mean Rank	*Sum of Ranks*	*Mean Rank*	*Sum of Ranks*	*U*	*p* value
1. The SLMs are delivered/available for pick up on time.	17.06	273	19.65	393	137	0.4640 ns
2. I submit my accomplished modules on time.	17.69	283	19.15	383	147	0.6790 ns
3. Teachers give comments on time so I can accomplish activities I missed.	19.16	306.5	17.98	359.5	149.5	0.7382 ns
4. One week of accomplishing and submission of SLMs is enough.	18.78	300.5	18.28	365.5	155.5	0.8861 ns
5. One hour allotted time for each module is enough.	18.38	294	18.60	372	158	0.9492 ns

Comparison in the Level of Agreement in terms of Support from Household Partners

Table 10 shows the differences in the level of agreement on the factors in terms of support from household partners between G11 and G12 learners. There is no significant difference in the level of agreement on the factors in terms of support from household partners between G11 and G12 learners. This suggests that support from household partners contributes in the learners accomplishments of SLMs. This is anchored by the study of Dangle and Sumaoang (2020) arguing that family members and relatives play a vital role in education today since most of the students cannot answer all their modules

independently; that is why they badly need the assistance of others. Siblings are at the top of the list helping the learners in answering the modules followed by friends and classmates.

Table 10

Differences in terms of Support from Household Partners

	Statement	Grade 11 (N=16)		Grade 12 (N=20)			
		Mean Rank	*Sum of Ranks*	*Mean Rank*	*Sum of Ranks*	*U*	*p* value
1.	My family is supportive of modular learning.	18.88	302	18.20	364	154	0.8485 ns
2.	Members of my family are willing to assist me in accomplishing y modules.	19.22	307.5	17.93	358.5	148.5	0.7143 ns
3.	Members of my family are busy most of the time.	18.00	288	18.90	378	152	0.7990 ns
4.	Members of my family did not finish college/schooling.	20.13	322	17.20	344	134	0.4078 ns
5.	My family provides data load for me to do research on the lessons and submit my outputs online.	19.50	312	17.70	354	144	0.6105 ns
6.	My family gives me 8 hours a day to accomplish my modules.	20.97	335.5	16.53	330.5	120.5	0.2086 ns
7.	My family encourages me to accomplish my modules.	19.50	312	17.70	354	144	0.6105 ns

Level of Effect of Strategies in the Accomplishments of SLMs

Shown in Table 11 is the level of effect of the strategies done by the learners in the accomplishment of SLMs. It can be noted that playing online games as a means of intervention is not effective for grade 11 while it is less effective to grade 12 learners. This implies that respondents don't consider playing online games to be helpful as a strategy in managing the accomplishments of SLMs. This is in contrast with the study of Calo and Bustamante (2021) where they deduced that taking breaks which includes playing online games, navigating the net and using social media is one way to de-stress and take their minds off the pressure of answering their modules.

It can also be noted that listening to music turned out to be effective in managing the accomplishments of SLMs. This means that Senior High School learners still find it more relaxing to listen to music and that it can help them ready themselves for the accomplishments of their SLMs. According to Bradt, Dileo, and Shim (2013) and Gold et al. (2011) as stated in Witte et al. (2022) that for a long time, music has been used as an

intervention for stress reduction, such as music activities (like singing or music making),

music listening for a certain patient group ('music as medicine'), and live music therapy

offered by music therapists

Table 11

Level of effect of the Strategies in Accomplishing Modules

Interventions	Grade 11		Grade 12	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. I seek help and advice from my family members.	3.19	Effective	3.05	Effective
2. I seek help and advice from my teachers.	3.00	Effective	3.00	Effective
3. I seek the company of my classmates in the neighborhood and do our modules together.	2.38	Less Effective	2.80	Effective
4. I seek advice from our church priest/pastor.	2.81	Effective	2.40	Less Effective
5. I play my favorite online games.	1.63	Not Effective	2.25	Less Effective
6. I hang out with my friends through chats.	2.31	Less Effective	2.55	Effective
7. I listen to music.	2.94	Effective	3.20	Effective
8. I compose a song or a poem.	2.13	Less Effective	2.30	Less Effective
9. I do indoor exercises.	2.69	Effective	3.00	Effective
10. I get enough sleep.	2.81	Effective	2.75	Effective
11. I set time schedule to accomplish my modules one at a time.	2.94	Effective	2.65	Effective
12. I accomplish my SLM on weekdays only and I take a rest on weekends.	2.44	Less Effective	2.45	Less Effective
OVERALL MEAN	2.61	Effective	2.70	Effective

Legend:

Statistical limit	Descriptive equivalent
3.26 – 4.00	Very Effective (VE)
2.51 – 3.25	Effective (E)
1.76 – 2.50	Less Effective (LE)
1.00-1.75	Not Effective (NE)

Comparison in the Level of Effect of the Strategies

Shown in table 12 is the difference in the level of effect of the strategies to manage

the accomplishments of SLMs between G11 and G12 learners. There is no significant

difference in the level of effect of the strategies to manage the accomplishment of SLMs

between Grade 11 and Grade 12. This implies that both Grade 11 and Grade 12 agree that

the strategies are effective in the accomplishments of SLMs. Seeking help from teachers

were agreed by both grade level to be the most effective. This implies that learners put a lot of trust to their teachers when it comes to academic issues, and they feel the fulfillment once they get help from teachers. Arbos, Castarlenas and Dueñas (2021), asserted that seeking help as a learning strategy can shape academic gain and academic help-seeking is considered self-regulated learning strategy that has to be considered in the educational perspective.

Table 12

Differences in the Level of Effect of the Strategies

Statement	Grade 11 (N=16)		Grade 12 (N=20)			
	Mean Rank	*Sum of Ranks*	*Mean Rank*	*Sum of Ranks*	*U*	*p* value
1. I seek help and advice from my family members.	19.19	307	17.95	359	149	0.7262 ns
2. I seek help and advice from my teachers.	18.50	296	18.50	370	160	1.0000 ns
3. I seek the company of my classmates in the neighborhood and do our modules together.	16.50	264	20.10	402	128	0.3083 ns
4. I seek advice from our church priest/pastor.	21.38	342	16.20	324	114	0.1431 ns
5. I play my favorite online games.	14.03	224.5	22.08	441.5	88.5	0.0228*
6. I hang out with my friends through chats.	16.94	271	19.75	395	135	0.4261 ns
7. I listen to music.	16.84	269.5	19.83	396.5	133.5	0.3989 ns
8. I compose a song or a poem.	17.25	276	19.50	390	140	0.5243 ns
9. I do indoor exercises.	16.56	265	20.05	401	129	0.3237 ns
10. I get enough sleep.	18.84	301.5	18.23	364.5	154.5	0.8610 ns
11. I set a time schedule to accomplish my modules one at a time.	20.50	328	16.90	338	128	0.3083 ns
12. I accomplish my SLM on weekdays only and I take a rest on weekdays.	18.69	299	18.35	367	157	0.9239 ns

* Significant Difference < .05

Conclusions and Recommendations

Conclusions

Based on the findings of the study, the following conclusions were derived:

1. The level of agreement on the contributing factors in accomplishing the SLMs in terms of instructions, accomplishing of required outputs, on tie submission of outputs, and household partners' support of Grade 11 and 12 learners is "Agree" denoting that the factors have an effect to some extent.

2. There is no significant difference in the level of agreement on the contributing factors in accomplishing the SLMs in terms of instructions, accomplishing of required outputs, on time submission of outputs, and household partners' support between the learners in Grade 11 and Grade 12.

3. The level of effect of the strategies to manage the accomplishment of the SLMs is "Effective" indicating the strategies were 76-90 % effective.

4. There is no significant difference in the level of effect of the strategies in the accomplishment of SLMs between learners in Grade 11 and Grade 12.

Recommendations

Based on the conclusions, the following recommendation were derived.

1. Teachers should continue their heightened communication to learners in terms of giving instructions and feedbacks to learner's performance. Also, to review and modify self-learning modules before giving to learners so as to check the volume of activities and that would enough to fit with the given time for learners to accomplish them.

2. Teachers, family, and friends' support for SHS learners' activities should be sustained.

3. Strategies to manage the accomplishments of SLMs should be adopted by teachers and learners to avoid stress and burning out brought about by modular distance learning.

4. Teachers and learners should continue to identify strategies that would help in the accomplishments of SLMs to put a balance between academic work and relaxation.

5. Future researchers can do qualitative research and explore deeper on the lived experience of learners in the distance learning and accomplishments of SLMs.

Dissemination and Advocacy Plans

According to Dangle and Sumaoang, (2020), the Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Distance Learning. Hence, Modular Distance Learning may continue for the next school years to come. For this, the researcher believes that the study may help in the revision of the modules so to ease problems that learners experience during the first year of using Self-Learning Modules.

The study could be used to enhance and develop printed modules which can still be used even if face to face class is regained. Determining the contributing factors in accomplishing SLMs could be of great help in the enhancement and development of printed modules. The study can serve as a basis in formulating school programs such as LAC Sessions or INSET that would focus on the crafting of SLMs that caters to the needs of learners considering the factors in accomplishing SLMs. For the school, this study can serve as a basis in the making and formulating of SLMs and related materials that are given to the learners. For the District and Division office, this study may be helpful in the assessment and quality assurance of SLMs and other related materials to avoid or lessen the stress brought about by the challenges that the learners encountered in the accomplishment of their modules. The result of the study can be considered in the revision of SLMs content but without sacrificing the quality and the most essential competencies that the learners must have.

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Financial Report

A. Supplies and Materials

Activity	Item	Unit	Quantity	Estimated cost	Total Estimated Cost	Actual Cost	Total Actual Cost
Implementation of the study and Preparation of Research Papers, Instructional materials/worksheets and other documents	A4 Bond Paper	ream	10	250.00	2,500.00	265.00	2,650.00
	A4 Folder Tagboard with fastener	pc	20	20.00	400.00	22.00	440.00
	Printer Ink Black	bottle	10	300.00	3,000.00	300.00	3,000.00
	Printer Ink Cyan	bottle	2	300.00	600.00	300.00	600.00
	Printer Ink Magenta	bottle	2	300.00	600.00	300.00	600.00
	Printer Ink Yellow	bottle	2	300.00	600.00	300.00	600.00
	USB Flash Drive	pc	1	1,000.00	1,000.00	1,050.00	1,050.00
B. Domestic Travel Expenses							
Submission of First Tranche Deliverables with wet signatures (CE,MOA,WFP)	Courier/Private Vehicle		1	300.00	300.00	500.00	500.00
C. Food and other incurred expenses during the conduct of research							
D. Reproduction, Printing, and Binding Cost							
E. Communication Expenses for the Implementation / Conduct of the Study							
Validation of Instruments	Load of Validators/ Experts	Card	5	300.00	1,500.00	310.00	1,550.00
Implementation of the study - Data Gathering /Collection, Preparation and submission of research papers and other documents	Regular Load of proponent	Card	6	500.00	3,000.00	510.00	3,060.00
	Internet Load of proponent	Card	6	500.00	3,000.00	510.00	3,060.00
	Internet Load of respondents	Card	47	100.00	4,700.00	105.00	4,700.00
F. Other Expenses							
TOTAL					21,200.00		21,810.00

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   Researcher