



# SPECIAL SUPPORT STRATEGY (SSS): AN AIDE IN MODULAR DISTANCE LEARNING OF STUDENTS FROM FAMILIES WITH LOW EDUCATIONAL ATTAINMENT

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# **Special Support Strategy (SSS): An Aide in Modular Distance Learning of Students from Families with Low Educational Attainment**

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## **Abstract**

A modular distance modality is a learning approach that uses self-learning modules in which learning takes place without teachers and students physically interacting. It is the preferred distance learning method in this new normal time. However, learners from families with low educational attainment struggled to adapt to this innovation. This scenario paves the way for devising a Special Support Strategy (SSS) intervention. Moreover, this action research sought to determine the impact of SSS on students from families with low educational attainment. A mixed-method concurrent triangulation research design was maximized in this undertaking. The research participants were the 20 purposively-chosen grade 12 students from Mahayag School of Arts and Trades during the School Year 2020-2021. Mean percentage score (MPS) and interrupted time series analysis was used to treat the study's quantitative data. The findings revealed that SSS has significantly increased students' achievement levels as students' mean scores were low during pretests. They significantly rose in the series of posttests administered after implementing the intervention. Moreover, in the qualitative phase, (1) ease of learning struggle, (2) boost in learners' interest, and (3) relief of mental pressure came out to be the themes in the in-depth interview. Furthermore, these two conforming findings proved that SSS had a significant positive impact on learners, especially those from low educational attainment families.

*Special Support Strategy*

**Keywords:** *family's educational attainment; modular distance learning; new normal;*

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Most of all, to our Almighty Father, that blesses me with knowledge and wisdom to come up with this study despite the hindrances I have met along the way.

## **Context and Rationale**

The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. Governments throughout the world issued an advisory to exercise extreme caution. Handwashing, wearing face masks, physical distance, and avoiding big gatherings and assemblies have been used as public health initiatives. In order to mitigate or control the spread of the disease, lockdown, and stay-at-home techniques have been implemented (Sintema, 2020).

In education, the pandemic wreaked havoc on its system, affecting nearly 1.6 billion students in over 200 countries. Due to school and other learning space closures, more than 94 percent of the world's student population has been impacted (Pokhrel and Chhetri, 2021).

In the Philippines, ensuring the welfare of more than 27 million students enrolled in basic education alone calls for unwavering dedication despite the current health crisis. To not deprive learners of their right to quality education as stipulated in the 1987 Constitution article XIV, sections 1 and 2, Covid-19's public health emergency calls the Department of Education to be innovative and resourceful in delivering quality, accessible, relevant, and liberating education. Through DepEd Order No. 12 s.,2020, various learning modalities aimed at maintaining the delivery of high-quality education to Filipino learners were introduced.

Among those different distance learning modalities, modular learning is the most popular type (Bernardo, 2020). The survey spearheaded by the Department of Education (DepEd) showed that 8.8 million out of the 22.2 million enrolled learners preferred modular distance learning for the upcoming school year. Thus, this learning method is currently used by all public schools in the Philippines.

Modular distance learning is a learning modality that uses Self-Learning Modules (SLM) based on the Department of Education's most essential learning capabilities (MELCS). The modules include parts on motivation and assessment that serve as a comprehensive reference to the required competencies of both teachers and students. Teachers will keep track of the student's development through home visits but continuously observe the implemented health protocols and feedback mechanisms, guiding those who require further help (Manlangit, et al., 2020). Moreover, this learning modality situates Filipino students to learn in the comfort of their homes and with limited contact with teachers that place parents or guardians as the learners' model or the more knowledgeable other.

However, in a survey conducted by Social Weather Stations (SWS) in March 2021, for families with children enrolled in school for the 2020-21 school year, 89% of them perceived modular learning to be "more difficult" than traditional face-to-face instruction (Mercado, 2021). Although schools give printed materials and some give internet support, parents have expressed concern that the existing system forces students to study independently. This problem was also proven in the findings of Dangle and Sumaoang (2020) in their study on implementing modular learning in public secondary schools in the Philippines. It was found that students had difficulty with self-studying, and parents lacked the knowledge to academically guide their child/children (Herliandry et al., 2020).

Locally, this scenario is also deemed true at Mahayag School of Arts and Trades. From the observation and casual conversation with the parents whenever they go to school to return and get a new self-learning module, most of them expressed the same

sentiments that their son/daughter was struggling in learning independently and did not know how to help their respective child. Approximately eighty percent of the senior high school parents/guardians shared the same problem regarding this modular learning modality. A survey revealed that the educational attainment of any member of the family of those struggling learners was at most a high school graduate only. According to Brossard, Kamei and Correa (2020) parents' lack of education and ability to provide support for homework crucially affect child learning outcomes, especially during school closures. As a result, learners from families with low educational attainment had little or no progress while learning from home. Thus, learning loss was most pronounced among students from disadvantaged homes (Engzell, Frey and Verhagen, 2021).

This emerging problem should not hamper every learner's right to attain meaningful learning. Article XIV, Section 1 of the 1987 Constitution kept reminding us what must be due to our learners. This right must always be preserved, and the Department of Education is responsible for providing learning opportunities notwithstanding the national emergency of COVID-19, even though the Basic Education Learning Continuity Plan (BE-LCP) is perfectly crafted to cater to the learner's need for quality education during this pandemic. Nevertheless, it cannot be denied that there were gray areas on the receiving end on the part of the learners. As one of the primary movers in the delivery of quality education in the department, it is a teacher's responsibility to help find a way to solve this existing problem to enhance the quality of education the learners receive in this new normal time.

With these, a Special Support Strategy (SSS) was created with the drive to address the learners' struggles, especially those from low educational attainment families where they were most likely to have less access to different aspects of information and support. It is a strategy that wishes to lighten the burden of students to achieve meaningful learning in this new normal time. This action research aims to determine the impact of this devised intervention on students learning through modular distance modality. Hence, the outcome of this undertaking could be an excellent contribution to ensuring the delivery of quality education despite this pandemic.

### **Innovation, Intervention, and Strategy**

The researcher invented an intervention called Special Support Strategy (SSS). It addresses learners' difficulty in self-learning and the problem with parents' lack of knowledge to guide them academically, as described by Dangle and Sumaoang (2020). This strategy is anchored on the idea of the scaffolding technique. Nevertheless, this intervention's very purpose is to give students the academic support. Moreover, it aims to ease the burden of students from families with low educational attainment in achieving meaningful learning through modular distance modality. This strategy is designed specifically for the learners from families with low educational attainment but is not limited to them.

There are three primary forms of this strategy: (a) the Buddy System approach, (b) the teacher-KaPurok sympathy approach, and (c) the foster family approach.

The first SSS form is known as the buddy system approach. It refers to the extra help provided to a student by a co-grade learner who is academically capable and lives close to the struggling student's house. The identified academically talented co-grade learner is called buddy. The buddy's role is to assist the struggling student in

comprehending the module's topics and activities. The teacher is the one who identifies and assigns a designated buddy to those students who qualify for special assistance.

The second form is referred to as teacher-kapurok sympathy. It refers to the designated student receiving extra help from a teacher or some other "Purok" member to complete the module lessons. The teacher must establish a strong linkage with the barangay local government unit to make this type or form possible. As a result, individuals within the barangay with a strong sense of volunteerism in helping others have the opportunity to be included in this second "SSS" form.

The third approach is known as the foster family approach. It relates to the extra help provided by a family with a high educational background who lives close to the struggling student's home.

Lastly, the type of special support given to identified struggling learners mainly relies on which of those types is more convenient and can minimize learners' movement from other places. Thus, the utmost priority is ensuring first learners' health safety without hampering their learning.

### **Action Research Questions**

This action research attempts to probe that special support strategy could address the learning struggle of students from disadvantaged homes. Moreover, it determines the impact of the Special Support System (SSS) on learning of students from families with low educational attainment who are studying through a modular approach in this new normal time in Mahayag School of Arts and Trade, Mahayag North District, Division of Zamboanga del Sur, School Year 2020-2021.

Specifically, this sought to answer the following queries:

1. What is the level of students' achievement using the Special Support Strategy in the series of pretests and posttests conducted?
2. Is there a significant difference between the students' pretests and posttests achievement levels?
3. What is the participants' experience regarding their learning through a modular distance learning approach with the Special Support Strategy?
4. Based on the study findings, what is the impact of the Special Support Strategy on those students from families with low educational attainment?

### **Action Research Methods**

#### **Research Design**

The current action research employed a mixed-method concurrent triangulation research design. This model uses quantitative and qualitative data collection and analysis separately. Then, the results are converged during the interpretation (Creswell, 1999). Specifically, the qualitative phase maximized interrupted time-series research design, and phenomenological research design was used in the qualitative phase.

This research design is considered appropriate for this undertaking because this study's main objective is to determine the impact of SSS quantitatively and qualitatively on students in this modular distance learning. Both results are compared if they

conform with one another. Thus, it would lead to a sound basis if SSS is an aide in students' learning in a modular approach.

### **Participants and/or Other Sources of Data Information**

The participants of this study were the twenty grade twelve students of Mahayag School of Arts and Trades, the School Year 2020-2021. The researcher believed these participants were the most mature among other lower-grade students. Nevertheless, it was assumed that they could provide more appropriate and refined data for this study.

In the quantitative phase, twenty purposively chosen students who qualify to the criterion that they must be from families with low educational attainment were the ones who experienced the intervention. Specifically, these were students whose parents and other members of the family's educational attainment were at an elementary level, a high school undergraduate, or most a high school graduate only. Thus, no one in the family who is at least a college level or above from it.

While in the qualitative phase, eight out of the initial twenty students were utilized to undergo an in-depth interview about their experience on SSS. These were students whose parents and family members only were at most elementary graduates.

### **Research Instrument**

The researcher-made achievement tests for the series of pretests and the posttests were used in this study. It undergoes face validity only as some panel of experts was checking it within the school. Interview-guide questions were maximized in the qualitative phase of this undertaking, and the researcher himself conducted the in-depth interview.

### **Data Gathering Methods**

To ensure the integrity of the research conduct, the researcher secured permission from the office of the school principal on her consent allowing the researcher to conduct this study that aims to address the student's struggles with self-learning in this new normal time.

Upon approval, a set of participants was purposively identified to probe the impact of "SSS" on their learning. As an indispensable step in the data collection phase, the research participants were wholly informed about the purpose and significance of the study and their involved commitment and protection of confidentiality. Nevertheless, informed consent was requested first from them.

After such, the researcher established a strong linkage with the stakeholders by searching for some special assistance that could be provided to the research participants, such as a buddy scheme, teacher-kapurok, and foster family approach. After all the students already had special support, a series of researcher-made pretests were administered.

Then, during the application of the intervention, the researchers simultaneously conducted an in-depth interview with eight students who were significantly in need of special support to achieve meaningful learning. The interview was done to determine their perception of special support in their studies. After such, a series of posttests were given to all the participants.



Lastly, the gathered quantitative and qualitative data were analyzed and interpreted simultaneously. Hence, both findings were presented and took part as the basis of whether this strategy was effective.

### **Data Analysis**

This research undertaking utilized the mixed method concurrent triangulation research design. It follows that both quantitative and qualitative data were simultaneously gathered.

The quantitative data were the scores of students in a series of pretests and posttests. Moreover, the qualitative data were transcribed from interviews with some research participants. Separate analyses of quantitative and qualitative data were strictly observed. Then, both findings were compared if they conformed with one another.

Furthermore, in the analysis of the quantitative data, descriptive statistics such as mean, mean percentage score (MPS) and its descriptive equivalent were used to describe students' achievement level in the pretests and posttests. The scoring system was adopted from DepEd Memo No. 160, s. 2012.

Specified below is the mastery/achievement level:

MASTERY/ACHIEVEMENT LEVEL	
MPS	Descriptive Equivalent
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 – 14%	Very Low
0 – 4%	Absolutely No Mastery

Interrupted time series analysis was maximized as well to track if there was a significant difference between the achievement levels of students in the pretests and posttests, respectively. Then, to assess the effect of the intervention also.

In the analysis of the qualitative data, a thematic analysis was used to interpret students' experiences regarding the intervention.

### **Results and Discussion**

The significant findings of this study, analysis, and interpretation of data gathered to elucidate the impact of Special Support Strategy "SSS" on the studies of learners through modular approach modality are hereby stressed.

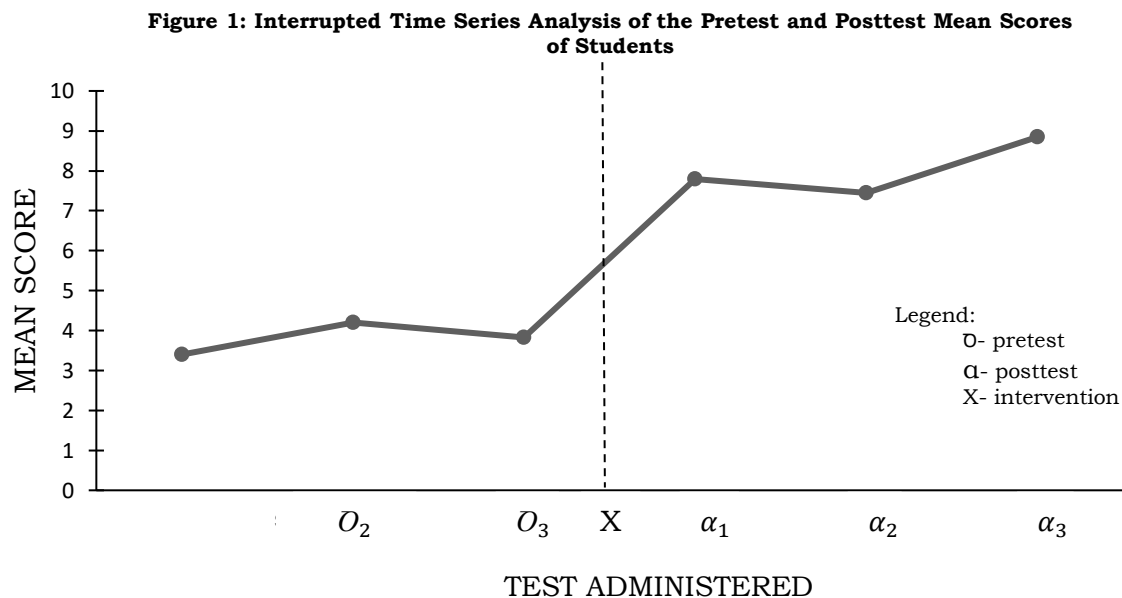
Table 1 below displays the students' level of achievement in terms of mean percentage scores (MPS) in the series of pretests and posttests. In the pretest series, the MPS are 34%, 42%, and 38.3 %, respectively. Accordingly, its descriptive equivalents to students' achievement level are low on the first pretest and average on both the second and third pretests. Then, in the series of posttests, the MPS were 79.5%, 74.5%, and 88.5%, respectively. Moving towards mastery is the students' achievement level in the first two posttests and closely approximating mastery on the last posttest.



**Table 1: Students' Achievement Level Before and After Experiencing the Intervention**

Test	Mean Percentage Score	Descriptive Equivalent
1 <sup>st</sup> Pretest	34%	low
2 <sup>nd</sup> Pretest	42%	Average
3 <sup>rd</sup> Pretest	38.3%	Average
1 <sup>st</sup> Post Test	79.5%	Moving Towards Mastery
2 <sup>nd</sup> Post Test	74.5%	Moving Towards Mastery
3 <sup>rd</sup> Post Test	88.5%	Closely Approximating Mastery

Figure 1 presents the interrupted time series analysis of the pretests and the posttests mean scores of students before and after experiencing the intervention. The mean scores in the series of pretests were 3.4, 4.2, and 3.83, respectively. While in the series of posttests, the computed mean scores were 7.95, 7.45, and 8.85. The data clearly shows that students' mean scores were low during the pretests compared to the student's scores in the posttests. Moreover, it can be seen that students' mean scores significantly arouse after the implementation of the intervention, as represented by the borderline. The undeniable significant increase of mean scores of students after experiencing the intervention entails a lot on the impact of SSS on students' achievement level during this pandemic.



However, amid this pandemic, data were gathered not face-to-face. Hence, the researcher is following the health safety protocol. The question of how reliable the students' posttests scores in this study is one of the struggles the researcher had met. Moreover, to corroborate the quantitative findings of this study, research participants'

perceptions concerning their experience with the intervention were simultaneously gathered.

Maximizing Delahunt's (2017) coding matrix, the following themes were obtained:

**Ease Learning Struggle.** Understanding the module or learning activity sheet independently by the student is a struggle (Gueta and Janer, 2020). Learners significantly experiencing difficulty are those having no physical guidance from any knowledgeable other. Yet, this problem is profound for learners from disadvantaged homes (Engzell, Frey and Verhagen, 2021). However, a Special Support Strategy was found to have addressed this issue as participants 1 and 2 have expressed that the intervention had eased their learning struggles.

***“Napasayon ra gyud ang pag answer kung naa makatabang og explain sa mga lisod sabton nga parte sa modyul.”****[It is easy now to answer the activities in the modules because there will be someone I could ask for on those part that I hardly understand.] P1*

***“Mas pabor ang pag answer sa modyul kung naa makatabang nga nakabalo sa topic. Kay naa ra man mapangutan an ko sa akoo mga kalibog.”****[It is better to answer the module if there will be someone who will help and knows about the topic because my confusions will be directly address.] P2*

This themed exhibits that SSS has the quality of effective teaching strategy as Killen (2007) said that an effective teaching strategy is the one that caters to the needs of the learners to let them achieve meaningful learning. Thus, seeking a strong support group will inspire the learners to conquer exhausting problems as they will be guided in the learning process (Baraquia, 2022).

**Boost Learners' Interest.** Interest is a powerful motivational process that energizes learning and guides academic and career paths (Renninger and Hidi, 2019). In teaching, learners' interests must be kept intact throughout the teaching-learning process in order for the students to achieve meaningful learning. Moreover, it is the teacher's responsibility to look for a strategy that would arouse and keep students interested throughout the learning experience. During this pandemic, students remarkably lost motivation and learning performance (Tan, 2020). With this, it urged teachers to be innovative this time in order to boost students' interest. Luckily, a special support strategy has shown a good effect on learners' interest. It was found that SSS had pushed learners to answer their modules though there were times that they felt like being lazy as P2 and P5 stressed that having the intervention gives them a sort of encouragement to answer their modules.

***“Naa gyud panahon nga tapulan kaayo ko moanswer sa module pero kay naa man makatabang nako sa akoo kalibog mao nga ganahan ko moanswer nalang gyud og egrab ang opportunity mentras naa motabang.”****[There were times that I felt lazy in answering my modules, however,*

*since there is someone who willingly help me in explaining and clarifying difficult parts of the topic so I felt motivated with it and waste no time of having such opportunity.] P2*

***“Mapugos ko moanswer na usahay imbis nga kapuiyan unta ko. Unya naa man akoo klasmate [ ]...siya man ang giassign ni Sir nga motabang nako pasabot sa module”*** *[I am somehow forced to answer the module since my classmate was here already. However, she was the one that my teacher assigned to me to help me understand the module.] P5*

This emerging theme supported the idea of several authors. Like on Amjah (2014) about the right strategies in teaching. He emphasized that the right strategies are those who let students to be interested in learning. Then, on Bidabadi, et al. (2016) stressed out that a good teaching strategy helps the students to question their preconceptions and motivates them to learn. Moreover, interest and involvement in the learning process are essential elements to stimulate the learners (Baraquia, 2019).

***Relief on Mental Pressure.*** Students are at a higher risk of social isolation and the development of mental health problems during the COVID-19 crisis, as stressed by Elmer et al. (2020). Nevertheless, struggling to understand the modules added to the development of mental health problems for the learners. However, a Special Support Strategy (SSS) gave a positive mindset to learners from families with low educational attainment that they were not alone in fighting mental pressure brought by individually answering modules where of which they were not used. This was proven in the statement of participant 4 (P4) below.

***“Maynalang gyud nga naa ra jud makatabang nako nga makatubag sa akoo kalibog sa pag answer sa modyul. Kay dire sa balay wala jud maka tabang nako kay si mama og papa . . .elementary ra kutob. Niya si ate pa jud [Sir] kay highschool graduate pero wala daw siya kaagi ane sab sauna.Mura ko mabuang atong una [sir] nga dili ko kasabot unya unsaon nalang nako ni.”*** *[I am fortunate that there will be someone who always help me in clarifying some confusions I’ve met in answering the module. Because here in our house, there will be no one that could help me with it since my mother and father is only an elementary graduate. Then, my elder sister is a high school graduate. However, she said that she didn’t meet any of the topics in the module before. I felt paranoid at first on what should to do with it]. P4*

This last theme depicts that SSS has addressed the challenge of Becker (2021) as he emphasized that educators are vital in protecting student mental health during the COVID-19 pandemic. As for students struggling in learning, resources for help must be out there. The best thing to do is to connect the students to the best form of available support, whether in their homes, schools, or communities. Thus, SSS's primary role is to support learners in their learning struggles, and it even relieves their mental pressure during this time.

The study's quantitative and qualitative findings are clearly in consonance with each other. It unarguably shows that 'SSS' has an enormous positive impact on the modular approach modality learners in this new normal time. This result conforms with the findings of Van De Pol, Volman and Beishuizen (2010) in their research about scaffolding in teacher-student interaction, where they concluded that scaffolding [like having special support] is very effective in the teaching-learning process and it is more potent to improve students' academic achievement (Boris, 2020). Lastly, the result implies that a special support strategy is a promising innovation to complement students' attainment of meaningful learning with modular distance modality.

### **Conclusion and Recommendations**

This study seeks to establish a claim on the impact of Special Support Strategy (SSS) on students learning through modular distance modality. The data revealed a significant increase in students' achievement levels after students experienced the intervention, based on what was depicted in the interrupted time series analysis graph. Moreover, the qualitative phase showed that SSS had eased learning struggles, boosted learners' interest, and relieved mental pressure. Hence, those were the emerging theme from the in-depth interview. The conforming results of this study's quantitative and qualitative phases clearly show that the Special Support Strategy (SSS) had addressed the current struggle on self-learning of students from low-educational attainment families on modular distance modality. It even serves as a motivating factor and relieves the mental pressure most students need in this new normal time. Moreover, SSS is a suitable intervention that contributes to ensuring the delivery of quality education despite this pandemic. Thus, SSS is undoubtedly an aid to students learning in modular distance modality. Further, the outcome of the study recommended the following: (a) SSS must be considered by the teachers as one of the effective strategies to be maximized during this time, and (b) modification or strengthening of this strategy by the panel of experts in the education would be of big help to attain much meaningful learning on the part of the learners.



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### Action Plan

#### Information Dissemination About Special Support Strategy

Goals/Objectives	Activities/Strategies	Persons Involved	Resources Needed	Time Frame	Success Indicator
(a) To disseminate the result of this study.  (b) To orient teachers about special support strategy 'SSS'	Webinar/LAC session	All teachers as much as possible	Laptop, reliable internet connection, approval from authorities to conduct such activity	May 2021	Adaptation of 'SSS' on the part of the teachers.
(a) To modify 'SSS' to achieve better results.  (b) To refine approaches in applying "SSS"	Webinar/LAC session	Master teachers, educational experts	Laptop, reliable internet connection, approval from authorities of conducting such activity, and budget	July 2021	A modified Special Support Strategy is ready for the adaptation of teachers.

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## Financial Report

The table below shows the cost estimates expended before, during, and after conducting this action research.

Activities	Quantity	Unit	Estimated cost	Total estimated cost
<b>SUPPLIES AND MATERIALS</b>				
Short Bond paper 80 GSM	3	ream	245	735
Long Bond Paper 80 GSM	3	ream	320	960
T664 printer ink Cyan	3	refill bottle	375	1125
T664 printer ink yellow	3	refill bottle	375	1125
T664 printer ink magenta	3	refill bottle	375	1125
T664 printer ink black	3	refill bottle	375	1125
			<b>SUBTOTAL:</b>	6,195
<b>Reproduction and Binding cost</b>				
Binding of documents @ P150	6	instance	100	600
			<b>SUBTOTAL:</b>	600
<b>Food expenses during the implementation of the intervention and in-depth interview</b>				
Snacks during FGD and validation	40	Pax	60	2400
			<b>SUBTOTAL:</b>	2400
			<b>GRAND TOTAL:</b>	<b>₱9,195.00</b>

## Appendix A

### INFORMED CONSENT

Title of the Study:

**Special Support Strategy (SSS): An Aide in Modular Distance Learning of Students from Families with Low Educational Attainment**

Principal Investigator:

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I agree to participate in this study, I understand that the focus of the study is to document and analyze the effect of SSS as an aide in modular distance learning for students from families with low educational attainment.

**1. Confidentiality:** I understand that the information provided by this study may be used for research purposes, including publications in a research journal. All personal information, however, will be coded, and at no time will my personal identity be revealed.

**2. Voluntary participation:** The nature and purpose of the study has been explained to me. I understand that participation in this study is voluntary, and refusal to participate will involve no penalty or victimization. I may terminate my participation at any time I choose, without penalty. I understand that I may withdraw from participation at any time I choose, without penalty. I understand that I may withdraw from participation at any point in the study with no penalty whatsoever.

**3. Termination of Participation:** My participation in this research may be terminated without my consent if the investigator believes that any part of the study may put me at undue risk. My participation may also be terminated if I do not adhere to the study protocol.

**4. Persons to contact with questions:** I understand that the principal investigator in this study is: \_\_\_\_\_. I also take note of the contact persons as indicated in the information leaflet that accompanied this letter which I will file for safekeeping and later reference.

**5. Consent to participation:** I certify that I have read all of the above and received satisfactory answers to any questions that I may have had. I, therefore, willingly give my consent to participate in the study. (I will be provided with a copy of this signed informed consent)

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Participant's Signature

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Date

## Appendix B

### Learning Activity Sheet in Practical Research 2

Name: \_\_\_\_\_ Section and Strand: \_\_\_\_\_

#### Pretest

I. Multiple Choice: Read each question carefully. Choose the letter of the correct answer and write it on a separate sheet of paper.

1. What kind of sources are diaries, letters, and personal accounts?  
 A. Primary Sources    B. Secondary Sources    C. References    D. Work Cited
2. This framework is the researcher's idea of how the research problem will have to be explored.  
 A. Theoretical Framework    C. Concept Mapping  
 B. Webbing    D. Conceptual Framework
3. This involves critiquing and evaluating what other researchers have done in relation to the problem to be studied and whether these studies affirmed or negated the subject under study?  
 A. Review of Related Readings    C. Review of Related Literature  
 B. Review of Related Findings    D. Review of Related Research
4. This citation refers to the rules and conventions established by an association in America for documenting sources in a research paper.  
 A. Modern Language Association (MLA)    C. Chicago Manual of Style  
 B. Background of the Study    D. American Psychological Association (APA)
5. For the citation style above, this is the bibliography label for the list of sources cited at the end of the study.  
 A. Bibliography    B. Sources    C. References    D. Works Cited

II. Identification. Read each question carefully. Give what is asked. Write your answers on a separate sheet of paper.

- \_\_\_\_\_ 1. We cite sources properly to avoid this offense of the law.
- \_\_\_\_\_ 2. This review helps to establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested.
- \_\_\_\_\_ 3. This review consists of an overview of existing evidence which uses pre-specified and standardized methods to identify and critically appraise relevant research.
- \_\_\_\_\_ 4. The body of literature in this review includes all studies that address related or identical hypotheses or research problems.
- \_\_\_\_\_ 5. This review is a flowing, dynamic account of past events which involves an interpretation of these events to recapture the nuances, personalities, and ideas that influenced these events.

### **In-Depth Interview Guide**

#### **A. Engaging Question**

1. What are your thoughts about the modular learning modality that the school is using in this new normal time?
2. What struggles and challenges have you encountered in this modular distance modality?

#### **B. Exploratory Questions**

1. What can you say about having a special support strategy in your learning?
2. Does it address your struggle in understanding the discussion and activities in the module you have received? In what way?
3. How would you describe the impact of the Special Support Strategy on your learning?

#### **C. Exit Question**

1. Is there anything else you would like to say about having special support in your learning during this pandemic?