

STUDENTS' PERCEPTION ON MODULAR LEARNING

**College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

**JAQUELYN L. OMAPAS
JENYCEL P. JAMIL**

June 2022

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In Partial Fulfillment
of the Requirements for the Degree
in Bachelor in Secondary Education
Major in English

Jaquelyn L. Omapas
Jencyel P. Jamil

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APPROVAL SHEET

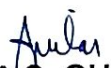
This thesis entitled "STUDENTS' PERCEPTION ON MODULAR LEARNING", was prepared and submitted by Jaquelyn L. Omapas and Jenycel P. Jamil in partial fulfillment of the requirements for the degree in Bachelor in Secondary Education Major in English has been examined and recommended for acceptance and approval for oral defense.

THESIS COMMITTEE


MA. QUIMAR Q. GAHIT, EdD
Chair


CRISTINA D. BAUTISTA, PhD
Adviser/Editor


DONNA RUTH P. TALO, MSC
Statistician


LIBRADA S. QUILAS, PhD
Member

Approved by the Examining Panel during the Oral Examination conducted on April 22, 2022 with a rating of 1.4.

EXAMINING PANEL


MARIETTA C. MACALOLOT, PhD
Chair


MA. QUIMAR Q. GAHIT, EdD
Member


LIBRADA S. QUILAS, PhD
Member


MAE P. BAS, EdD, PhD
Member


MELODINA A. SENDRIJAS, MAEd
Member


REAL A. BAGUIN, MAEd
Member

Accepted and approved as partial fulfillment of the requirements for the degree Bachelor in Secondary Education major in English.

April 22, 2022
Date of Oral Defense


MARIETTA C. MACALOLOT, PhD
Campus Director, BISU-Bilar



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ABSTRACT

The COVID-19 pandemic forces institutions to close face-to-face classes, resulting in to a paradigm shift in favor of remote learning in order to continue providing education in the midst of the crisis, unconventional learning strategies were reinforced. This resulted in the transformation of classroom-oriented Learning resources are transformed into learning resources that are suitable for distance learning. At the moment, the positioning of alternative educational modalities in a new normal classroom setting have become a hot topic in the education sector. In light of the new trend in education brought about by the pandemic or other similar circumstances, this study aims to identify students' perceptions on Modular learning of 170 randomly selected Hagbuaya High School students from grades 7 to 12. The purpose of this study was to determine the significance of the relationship between respondents' sex and the level of their perception of modular learning in each of its dimensions. Furthermore, it sought to reduce the significant variance in students' perceptions of the five dimensions of modular learning. The descriptive-comparative survey method uses a modified questionnaire as the data collection instrument. The findings revealed that there was no significant relationship between respondents' sex and their level of perception of modular learning across all dimensions. Hence, the null hypothesis was accepted. Moreover, there was significant variance among the five dimensions of modular learning as perceived by the students. Hence, the null hypothesis of the study was rejected. This study recommended that, parents may provide students with a conducive learning environment at home while also offering minimal household chores during answering modules. Encourage time management to students to focus on their activities at home and in studies. Furthermore, teachers, parents, and other stakeholders shall keep up their efforts to improve and supplement the necessary learning experiences for students in the face of a pandemic.

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Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

In December 2019, a novel coronavirus outbreak was first reported in Wuhan, Hubei Province, China. Cases have since been reported in other Chinese cities as well as overseas, raising fears of a global outbreak. The Department of Health in the Philippines investigated the first suspected case on January 22, 2020. The COVID-19 coronavirus pandemic has resulted in widespread cancellation of scientific conferences, travel restrictions, social isolation, and other unusual preventative measures. It has also had an impact on the educational system in the Philippines (Zhu & Niu, 2020).

The Philippine education system was adjusting to the new blended learning model, which was now being introduced throughout the world. Despite calls for an academic freeze in the aftermath of the Coronavirus outbreak, the Education sector insisted that education should not be jeopardized (Abante et al., 2021).

The Philippines' educational system has adopted the usage of modules in conjunction with other teaching methods such as online learning, radio, television, and blended learning. Module learning was preferred by 39 percent of students (about 8.8 million) who responded to Learner Enrolment and Survey Forms (LESFs) (Manlangit, 2020).

This also takes into account learners in remote locations who do not have access to the internet for online learning. In this new normal period, the Division of Bohol pledges to strengthen our responsibility to help and capacitate schools and learning centers in creating a conducive learning environment and adhering to quality standards stipulated. The Department of Education in Bohol will carry out its programs, projects, and activities with "compassion, empathy, and love," fully aware that there was still much work to be done in maintaining learning continuity in the face of the epidemic (Llego, 2021).

This prompted the researchers to conduct a study that would contextually define how the high school students in Hagbuaya High School feel towards the new mode of teaching implemented by DepEd and would assess if there was a significant relationship between the respondents' sex and the level of their perception of modular learning in each of its dimensions. Moreover, this was also done to identify if there was a significant variance in the students' perception among the five dimensions of modular learning.

Literature Background

John Dewey (1859–1952) was a well-known educational reformer (as well as a philosopher and psychologist) whose ideas and theories have had a significant impact on social and educational change today. Social Presence Theory, Cognitive Presence Theory, and Teaching Presence Theory are all contained in his Community Inquiry Theory.

For Dewey (1933), Social Presence Theory is the capacity to present oneself and integrate personal and meaningful interactions. The category of social presence is first since it drew the greatest study interest. The focus of this study is on teaching and cognitive presence. Although social presence is not used like blended learning, it should still be addressed because students in schools have some social presence. It is here, where social and cognitive presence collide, that the fundamental source of concern emerges. Students in Blended Learning recognized that because it is not like traditional four-cornered classrooms, they cannot truly converse in the space where they do Blended Learning. Simply put, pupils begin to realize that they are not there just for social purposes.

Furthermore, social presence is less important if the learning activities are information gathering and there are no group activities where students may benefit from the thoughts of others. It is important to remember that social presence is more than just creating socioemotional presence and personal interactions; it also necessitates an intellectual focus. Personal ties should not only be characterized through the lens of emotional interactions but also the lens of academic relationships. The deliberate aspect of educational communication (i.e., Cognitive and Teaching Presence) cannot be isolated from social presence for educational objectives (Tobias, 2021).

The probing, organizing, completing, and validating of one's understanding by elaboration and making remarks in a specific scenario is characterized by Cognitive Presence Theory. Cognitive Presence is characterized as a cycle of

practical inquiry in which individuals intentionally move from comprehending the problem or issue to exploring, integrating, and applying what they have learned. Progress necessitates direction, which suggests that cognitive presence refers to a person's capacity to grasp a concept on his own (Tobias, 2021).

"The educational process has two sides - one psychological and one sociological," according to the Teaching Presence Theory, "and none can be subjugated to the other or disregarded without ill repercussions." This clearly illustrates the Curriculum framework's cognitive and social presence parts. Dewey also stressed the need for having a purpose, organization, and leadership; in other words, teaching presence. Dewey (1938) claimed that it is the educator's role to define goals and activities, but not to be bound by them. Educators must be informed, flexible yet focused, and comfortable with ambiguity, he claimed, to develop and nurture a community of inquiry. "Thought requires thorough and attentive instructional guidance," he said in this respect (Dewey, 1933). Dewey (1938) recognized the need of facilitating healthy social connections in the classroom by organizing the social environment as well as the physical environment.

The underlying theories of modular distance learning and its consequences on students' perceptions of modular learning were presented above. The definitions of each theory may be found in the preceding paragraph, which was based on John Dewey's Community of inquiry paradigm. The researchers feel that the right output of Modular Distance Learning will subsequently affect the entire success of this study as a result of their

assistance. The researchers concluded that the three hypotheses have different consequences for students' perceptions of modular learning, with the concept of whether it is positive or negative still to be tested.

In accordance with Section IX of the Batas Pambansa Blg. 232, also known as "the Education Act of 1982," the state must acknowledge the student's right to competent teaching and relevant, high-quality education for him to reach his full potential as a human being (Torrefranca, 2010).

"The utilization of Distance Education as an acceptable, efficient, and effective means of delivering quality higher and technical educational services in the country," according to Section 2 of Republic Act (RA) No. 10650, generally known as the Open Distance Learning Law. Section 9 of the same Act deals with the mode of delivery. Print, textbooks, study guides, workbooks, courses, syllabi, correspondence feedback, and other print media may be used to provide ODL programs utilizing information and communications technology and other ways.

Covid-19 has been classified a pandemic by the World Health Organization, posing a current threat to mankind. This epidemic effectively caused the global suspension of various activities, including educational activities, resulting in a massive crisis-response movement of colleges, with online learning functioning as the educational platform (Adedoyin, 2020).

Following an evaluation of the lethal virus's quick growth and severity throughout the world, WHO (2020) proclaimed Covid-19 a pandemic, with an

added statement of social distance as a measure of curbing the pandemic's spread.

Education is a fundamental entitlement for children, youth, and adults in emergencies, and it must be prioritized from the start of any disaster operations (Philani, 2020).

Students, parents, and educators throughout the world have felt the unanticipated rippling impact of the COVID-19 epidemic as schools have been shuttered to deal with the worldwide pandemic. While governments, frontline workers, and health authorities do their utmost to contain the spread, educational institutions strive to provide high-quality education to all students during these tough times. Many students have experienced psychological and emotional hardship at home/in their living quarters and have been unable to interact successfully (Petrie, 2020).

The most common type of distance learning is modular learning. This learning method is currently used by all public schools in the Philippines because, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules is the most preferred distance learning method among parents with children enrolled in this academic year (Bernardo, 2020).

Modular remote learning is a type of training that uses digital or physical self-learning resources such as modules, textbooks, handouts, or learning

activity sheets. Teachers convey lesson information without personally confronting pupils in this kind of education (Gutierrez, 2021).

The most common kind of Distance Learning is modular learning. This learning modality is currently used by all public schools in the Philippines, because, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method among parents with children enrolled in this academic year (Bernardo, 2020).

Teachers prepare learning materials, weekly study guides, and other resources for modular distance learning, and these materials must be accompanied by quality assured instructional packets in which the parent/guardian or para-teacher meets with the teacher and receives instructions and the learning materials to be completed by the learner for the week (Codamon, 2021).

The usage of modules fosters self-directed learning. One of the advantages of employing modules for education is that pupils develop greater self-study or learning abilities. Students actively participate in understanding the topics provided in the module. They get a sense of responsibility as they complete the activities in the module. The students' progress on their own with little or no help from others. They are learning how to learn and are becoming more self-assured (Nardo, 2017).

The Department of Education (DepEd) launched the Basic Education-Learning Continuity Plan (BE-LCP) to help teachers and students cope with the challenge of remote learning. The BE-LCP calls for schools to use a "blended" approach to teaching based on a mix of "modular" learning and online classes to help teachers and students cope with the challenge of remote learning. A series of "modules" or "self-learning resources" prepared and published by DepEd are at the center of this new method, allowing students to study topics on their own. Other central government agencies and local government units (LGUs) have taken efforts to assure continuing access to education in addition to DepEd's actions (United Nations Children's Fund, 2020).

Blended learning is a new trend in education that combines face-to-face sessions with e-learning modules (Voos, 2003), allowing students to benefit from the best of both teaching techniques (Graham, 2004; Harding, Kaczynski, & Wood, 2005). Other benefits include increased flexibility (Graham, 2004; Macedo-Rouet, Ney, Charles, & Lallich-Boidin, 2009) and lower expenses (Harding, 2005) when compared to traditional classrooms (Woltering, Herrler, Spitzer, & Spreckelsen, 2009), particularly when a large number of students are to be taught. Blended learning is a term that refers to a method of teaching

Blended learning is a term that refers to a method of teaching This is a method of learning that combines face-to-face instruction with any or all of the following: online distance learning, modular distance learning, and TV/Radio-based instruction. Blended learning will allow schools to reduce the number of individuals outside the house at any given moment while also limiting face-to-

face learning. Production of necessary teacher and learner learning resources (LR Portal and DepEd Commons will be utilized), as well as cooperation from media institutions such as TV and radio stations, will be critical for implementation.

As a result, the Department of Education promulgated the use of modular printed materials to meet the needs of students to ensure that learning would continue. MDL stands for Modular Distance Learning and is designed for learners who do not have access to the internet.

According to Anzaldo (2021), despite strong opposition, the Department of Education (DepEd) agreed and implemented the flexible blended learning approach. This was owing to the virus's danger of causing courses to open. The many learning modes include modular (printed), modular (digitized), online, educational television, radio-based instruction, homeschooling, and blended learning. Online learning is used in cities where modern life has taken hold and students and learners have the luxury of having internet access at home, whereas Modular Distance Learning is used in rural areas or provinces where internet access is limited to a select few.

Parents and guardians play numerous responsibilities in Modular Learning, such as Modulator, Bundy-clock, and Home Innovator, according to the Department of Education (DepEd). As a Modulator, they are responsible for collecting and submitting printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the start and conclusion of each week, as agreed by

the parents and the school. They must examine their child's timetable or weekly plan as a Bundy-clock. Due to a large number of topics or activities to be completed, they must ensure that all procedures are followed to avoid cramming or delays in submission, which might negatively impact the child's performance. Finally, as a Home Innovator, they must establish a productive learning atmosphere for their child to assist them to focus more on learning. It must be a well-lit, well-ventilated place with few or no distractions in the house (Dangle & Sumaoang, 2020).

The following ideas act as anchors for researchers to attain their objectives and provide solutions to the study issues. These are compiled and thoroughly studied by the researchers because they contain ideas that are relevant to the topic.

According to Bagood (2020), the transfer of education delivery to modular distant learning has posed challenges for school employees in terms of educational quality. The Department of Education is actively seeking innovative solutions to solve present difficulties and to prepare teachers and school administrators for IT-based distance learning. Beginning in May 2020, instructors and program directors produced modules in all topics for all grade/year levels throughout four quarters by the "Essential Learning Competency." Learning packages are made up of self-learning modules that have been pre-tested, discussed, and assessed. Module descriptions are sent to all students along with the class schedule. The course will instruct students on what to study and will review the material with them for the next week.

Individualized teaching is a characteristic of asynchronous e-learning, which allows learners to employ self-learning modules (SLMs) in textual, digital, or electronic form, depending on their needs. Other materials, such as textbooks, activity sheets, study guides, and so on, are available to Modular Distance Learning students. Many teachers would be required to present current educational materials. Students may now use their personal computers, tablets, PC, or smartphones to access these resources (Malaya, 2020).

According to Magsambol (2020), students will have access to self-directed learning resources through the DepEd's sophisticated, integrated learning system (SLMs). Every quarter, teachers will distribute a syllabus to pupils. In one year, students will get four sets of textbooks and lab guides. Before courses begin, parents will get occupational credentials. There will be specific drop-off places for school materials in Barangays where there is no school. During the school year, we plan to distribute the program four times. Parents will provide instructors with the completed assignment sheet. They can send their homework to their teachers at school or to designated pick-up stations. The progress of the students on the summative and assessment activities will be monitored. The Department of Education stated that no quarterly tests will be held this year, resulting in "remote learning."

Several studies have been conducted across the world to evaluate the usefulness of flexible learning and to offer a perspective on its end-users, teachers, and students. The following studies support the researchers' claim that students' impressions of modular learning demand further consideration,

particularly whether the latter's benefits outweigh the issues experienced by its end users—instructors and their students.

The NASA TLX results revealed that participants required little perceived labor effort to complete the activities in the module, according to Dayarathna et al. (2020) in their article " Assessment of the Efficacy and Effectiveness of Virtual Reality Teaching Module: A Gender-based Comparison." The post-motivation findings showed that both male and female students were motivated to learn queuing theory as a result of the VR program. Overall, the efficacy and effectiveness tests show that both male and female participants had a comparable experience with the VR training module that was produced.

According to Lim (2016), The use of Mathematic Modules in teaching Mathematics directly word problem solving is an effective teaching method. The findings of this study indicated efficacy in the sense that things worked out for the subjects of study in mathematics without the instructor having to cram as hard as they typically do. Respondents found the utilization of modules and fundamental terminology in Math to be quite helpful in enhancing their learning study habits. Though both groups learned using the two methods of teaching, the subjects who were taught using the modular approach performed significantly better than the subjects who were taught using the traditional lecture method, and it is concluded that the modular approach is an applicable and successful teaching approach that could be used in teaching mathematics subjects.

The study of Ambayon (2020), stated that myth and folklore have not been utilized to promote literacy. The goal of this study was to validate a myth and folklore curriculum and see how effective it was at teaching the topic. This was a response to the lack of good teaching books and the desire for good instructional resources. The findings revealed that the produced module was well thought out in terms of content, relevancy, and mechanics. Students also rated the module as extremely effective, informative, and efficient. For the report, third-year undergraduate students at the School of Education were polled. Students were divided into experimental and control groups. The classes were graded based on their previous semester's grades. The experimental group used the established module, while the control group did not. The examinations were based on the several exercises and questions that were asked at the end of each course. According to the tests, pupils in the experimental group fared well, while those in the control group saw their outcomes shift. In certain instances, the technique might be valuable for mythology and folklore research.

Moreover, to the study by Naboya (2019), supplemental education in inorganic Chemistry is a new invention that is currently being utilized to supplement classroom learning. Self-instructional modules are included in this learning package, allowing for self-paced study. Because a module is a single instructional kit devoted to a specific concept, it provides a range of types for the learning process. Modules distinguish between different learning styles, adjust to fulfill a variety of learning demands, and put the most emphasis on the learner. Modules also urge the student to participate constructively. Modules also urge

the student to participate constructively. The modular approach to education is founded on the idea that learning is most effective when students are actively involved in and in control of the process.

According to Yazon (2016), Educators in the United States have started using the modular system for teaching and learning. To give greater comprehension, the aspiring writer treats the writing subject as a course, which allows him or her to focus more on the important details. Each system module is designed for a unique sort of individual since they must reply regularly to each course of action at the learner's speed.

And the study of Vergara (2017), The Alternative Learning System is focused on making the most of learning modules. These standardized assessments for advanced primary and secondary students were created for self-study. Furthermore, the Alternative Learning Framework encourages the use of supplemental learning materials, such as those created by the facilitator and those that are tailored to the requirements of the learner. Contextualizing learning is crucial because it teaches us how to think. Learners' academic performance will be improved, and they will gain lifetime learning abilities, thanks to the Alternative Learning System (ALS), which has been certified and verified.

The aforementioned readings and studies serve as the framework of the study to determine the students' perception of modular learning.

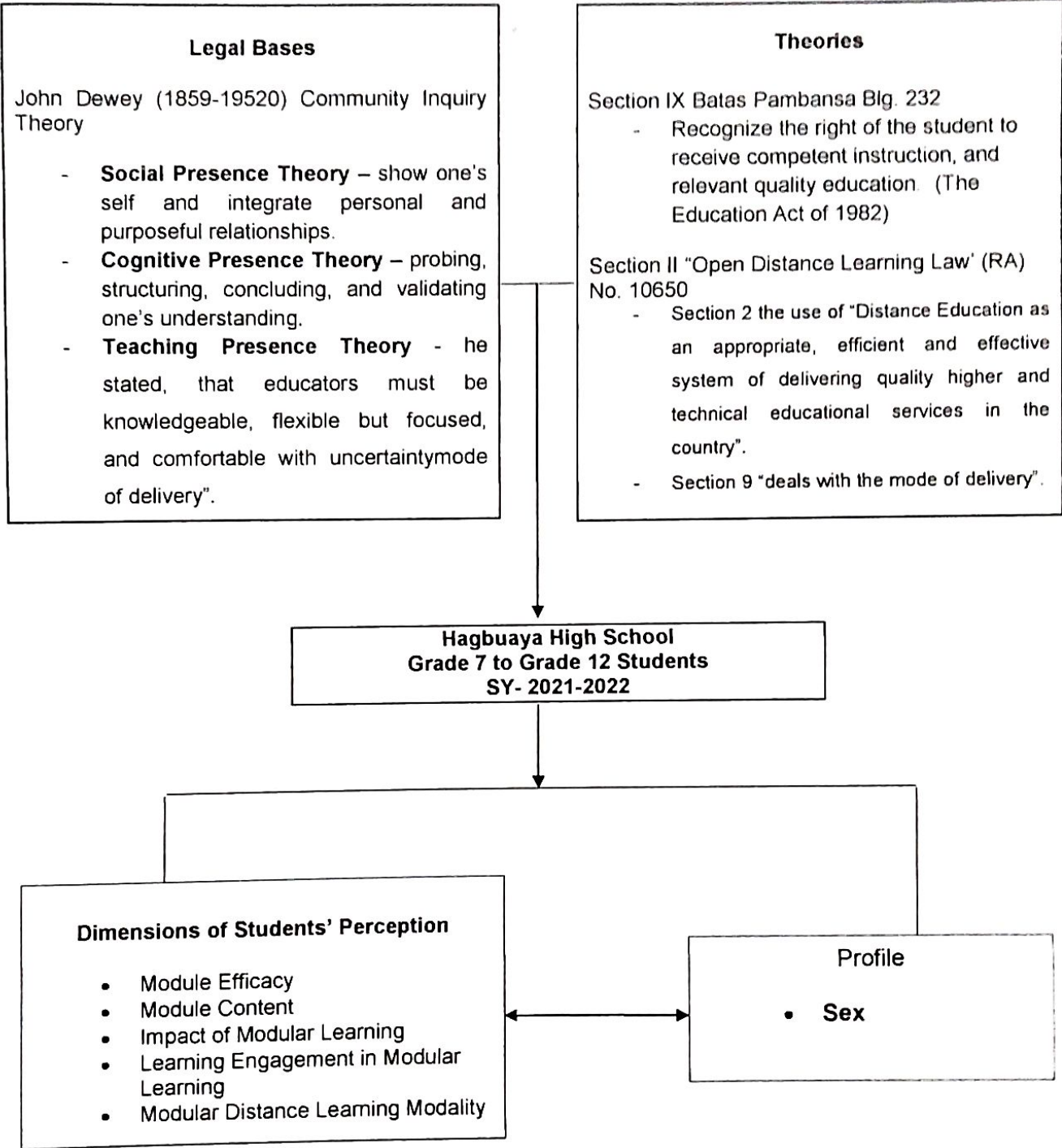


Figure 1. Theoretical and Conceptual Framework of the Study

THE PROBLEM

Statement of the Problem

This study generally aimed to identify the perception of modular learning of the students of Hagbuaya High School, AY 2021 - 2022.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of their sex?
2. What is the level of the students' perception of modular learning in terms of:
 - 2.1. module efficacy;
 - 2.2. module content;
 - 2.3. impact of modular learning;
 - 2.4. learning engagement in modular learning; and
 - 2.5. modular distance learning modality?
3. Is there a significant relationship between respondents' sex and the level of their perception of modular learning in each of its dimensions?
4. Is there a significant variance in the students' perception among the five dimensions of modular learning?

Null Hypotheses

This study aimed to test the following hypotheses:

There was no significant relationship between respondents' sex and the level of their perception of modular learning in each of its dimensions.

There was a significant variance in the students' perception among the five dimensions of modular learning.

Significance of the Study

The result of the study would be useful to the following individuals:

Students. The survey would be beneficial for the students and the survey would be valuable to them. This would provide them with extra information regarding modular learning, including their experiences in modular classrooms and how they overcame any obstacles. This would also help them to acknowledge and confront their modular learning experiences. As a result, this could assist them to conduct a useful study as part of their academic career.

Teachers. In the teaching-learning process, teachers play a critical role. The findings of the study might be utilized by instructors to plan the delivery of modular learning mode materials to students in different geographic locations who may be unable to attend offline sessions owing to a variety of factors. As a consequence, they would be encouraged to maintain their frequent connections with students and teachers while still fulfilling their motivational tasks.

Parents. The outcomes of this study would be advantageous to parents because they are the ones that care for their children's requirements and give psychological and emotional support. The role of parents is critical in ensuring that their children participate and learn from printed materials. The findings of this

study would provide them with knowledge regarding the modular learning method, as well as suggestions on how to inspire and assist their children.

Administrators. The outcomes of the study could assist school administrators in providing significant assistance to students who are having difficulty with the modular learning mode.

Future Researchers. The result of this study would guide them on their journey of conducting a study related to students' perception of modular learning.

RESEARCH METHODOLOGY

Design

This study is quantitative and used a descriptive-comparative survey method employing a modified questionnaire as the instrument for collecting the data needed. To achieve the aims of the inquisition, the researchers used the descriptive-comparative survey technique. This approach was used to determine the students' perception of modular learning.

Environment and Participants

This study was conducted in Hagbuaya High School a public school located in Hagbuaya, Catigbian, Bohol. Hagbuaya High School was a school in the province of Bohol, VII – Central Visayas, in the Municipality of Catigbian. It was established on January 01, 2008. The school was composed of 1 school principal and 15 teachers. It has a total number of 307 high school students from Grade 7 to 12.

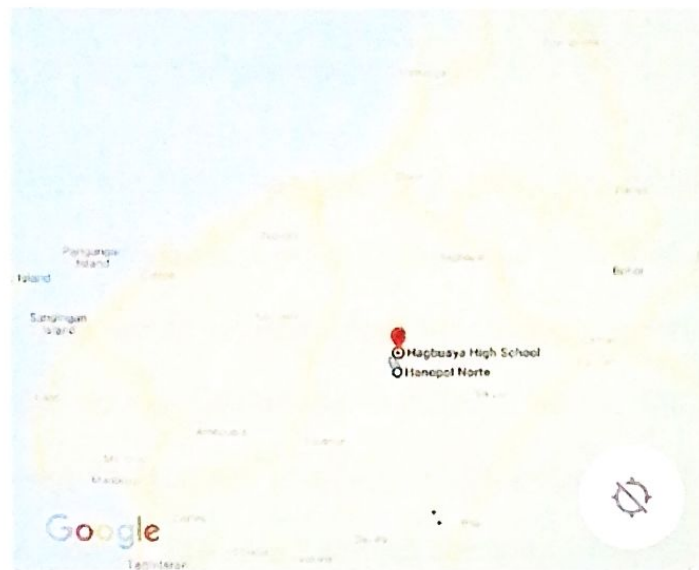


Figure 2. Shows the location of the school of this study.

The respondents of the study were the randomly selected students from Grade 7 to 12 for S.Y. 2021-2022 in Hagbuaya High School with a total number of 170 respondents. The researchers chose these respondents because they were currently using the Modular Learning Modality. Before the COVID-19 pandemic, they were also able to experience the traditional face-to-face classes. Thus, they could compare their situation before the pandemic started and the educational system they have experienced to this new educational approach.

Instrument

The researchers utilized a modified questionnaire to find out the Students' Perceptions of modular learning. The questionnaire was patterned after the study of Ian S. Robertson (2016), "**STUDENTS' PERCEPTION ON MODULE QUESTIONNAIRES**". Researchers made few corrections or modifications to the

items that would fit the objective of the study and undergo a pilot testing to test the validity and reliability of the instrument.

The survey questionnaire has two parts. Part I was focused on the profile of the students as respondents in terms of their sex. Part II of the questionnaire contained items that would assess respondents' Perception of the Modular Learning according to its dimensions: Module Efficacy, the Content of the Module, the Impact of Modular Learning, Their Engagement in the Modular Learning, and the Modular Distance Learning Modality.

Procedure

The researchers requested first the approval of the Bohol Island State University – Bilar Campus higher authorities before seeking permission to conduct a study outside the campus. Afterward, the letter of permission was sent to the School Principal of Hagbuaya High School. For the actual conduct of the research, the researchers distributed the printed questionnaires together with their modules on the scheduled day of their distribution for that certain week. Afterward, the answered questionnaires were gathered before weekend as scheduled for their retrieval of modules. Once the data were obtained and tallied, it was subjected to different statistical tests for analysis, interpretation and presentation.

Statistical Treatment

The gathered data of the profile of the respondents in terms of their sex were organized and employed to statistical analysis distribution method with the formula of Simple Percentage:

$$p = \frac{f}{n} \times 100$$

where:

P = relative percentage

f = frequency

n = number of cases

The level of students' perception on modular learning was obtained through weighted mean with the following formula:

$$WM = \frac{\sum fxi}{N}$$

where:

WM = weighted mean

\sum = summation

f = frequency

x = weighted assigned for each scale

Moreover, the scores were descriptively interpreted as:

Range	Descriptive Interpretation
1.00-1.79	Strongly Disagree
1.80-2.59	Disagree
2.60-3.39	Neutral
3.40-4.19	Agree
4.20-5.00	Strongly Agree

To determine the significant relationship between the respondents' sex and the level of their perception of modular learning in each of its dimensions, the Simple Linear Regression was utilized with the formula:

$$y = \alpha + \beta x$$

Where,

β = slope

α = y intercept

y = y coordinate

x = x coordinate

Furthermore, to find the significant variance on the students' perception among the five dimensions of modular learning, these were determined using One-Way ANOVA with the formula:

$$f = \frac{s^2_B}{s^2_W}$$

$$s^2_B = \frac{\sum n_i(\bar{x}_i - \bar{x}_{GM})^2}{k - 1}$$

$$s^2_W = \frac{\sum (n_i - 1)s_i^2}{\sum (n_i -)}$$

Where,

s^2_B = between-group variance

s^2_W = within-group variance

$$\bar{x}_{GM} = \frac{\sum x}{N}$$

d.f.N. = k-1 where k= number of groups

d.f.D. = N-k where N= $n_1 + n_2 + \dots + n_k$

DEFINITION OF TERMS

Some of the terms used in this study were operationally defined for clarification and better comprehension.

Blended Learning. It is a term that refers to a method of teaching This is a method of learning that combines face-to-face instruction with any or all of the following: online distance learning, modular distance learning, and TV/Radio-based instruction.

Distribution. It is the act of distributing, delivering or handing over printed modules to students.

Modular learning. It refers to the self-study modules or printed materials used in this type of distance learning. It is a collection of printed self-learning modules designed and distributed by the Department of Education that allows students to study topics independently.

Online Distance Learning. It refers to activating learners' active engagement through the use of different internet-based technologies when they are geographically separated during teaching.

Perception. This pertains to the students' perspectives on student interaction/collaboration, connection, teaching techniques and strategies, support, and the problems they confront in implementing the Flexible Learning Modality. The redesigned questionnaires were used to obtain these data.

Retrieval. It is a procedure for students to return printed modules that have been answered.

Self-Learning Modules (SLMs). In this kind of module, the learners are given the freedom to select what they want to learn, how they want to learn it when they want to learn it, and where they want to study it.

Students. In this study, it refers to the Grade 7 to 12 students of Hagbuaya High School who are using Modular Learning.

Chapter 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, and interpretation of data based on the results gathered through a printed survey questionnaire which was disseminated to the randomly selected grade 7 to 12 students in Hagbuaya High School, Hagbuaya, Catigbian, Bohol for S.Y. 2021-2022. The data were subjected to statistical treatment that led to either the acceptance or rejection of the null hypotheses.

Table 1 shows the demographic profile of the respondents in terms of their sex. The study revealed that the majority of 170 respondents were females comprising 100 (58.82%) while there were 70 (41.18%) male respondents.

Table 1
Demographic Profile of the Respondents
n= 170

Sex	Frequency	Percentage
Female	100	58.82%
Male	70	41.18%
Total	170	100%

Table 2.1 presents the level of students' perceptions of modular learning based on the Module Efficacy. For this level, item no. 4: "The module ran smoothly" got the highest weighted mean of 3.85 described as "Agree". However, item number 2 with the statement "The handouts/course materials were very useful" got the lowest weighted mean of 3.69 described as "Agree". Meanwhile, this level had a composite mean of 3.75 described as "High". Generally, the

students perceived the efficacy of the module as with 'high' with a weighted mean of 3.75.

This purports that students were satisfied on the module efficacy in terms of distribution, information and usefulness even though new set of modality was being implemented by the Department of Education to supplement the students' needs in learning process.

This was also supported on the study of Ali (2020) which implies that as long as the education sector was engaged, teachers and students have ample support, the curriculum and content of the learning modules are well-defined and personalized, technological limitations are acknowledged, user-friendly and enjoyable materials are present, education will continue one way or another.

Table 2.1
Level of Perception of Modular Learning: Module Efficacy
n= 170

Items	Weighted Mean	Response Category	Rank
1. The module ran smoothly.	3.76	Agree	2
2. The handouts/course materials were very useful.	3.69	Agree	5
3. There was ample opportunity to ask a question.	3.71	Agree	4
4. Information on the module was available.	3.85	Agree	1
5. Information on the module was accurate.	3.72	Agree	3
Composite Mean	3.75	High	

Legend:

Range	Description	Interpretation
4.20 – 5.00	Strongly Agree (SA)	Very High
3.40 – 4.19	Agree (A)	High
2.60 – 3.39	Neutral (N)	Average
1.80 – 2.59	Disagree (DA)	Low
1.00– 1.79	Strongly Disagree(SDA)	Very Low

Table 2.2 presents the level of students' perceptions of modular learning based on the module content.

For this level, item no. 1: "The aims of the module were made very clear" got the highest weighted mean of 3.88 described as "Agree". However, item numbers 3 & 4 with the statements "Correctly assumed my level of skill" and "Correctly assumed my prior knowledge" got the lowest weighted mean in the said level with 3.47 described as "Agree". Meanwhile, the level of perception of the students in the content of the module has a composite mean of 3.58 interpreted as "High".

Table 2.2
Level of Perception of Modular Learning: Module Content
n= 170

Items	Weighted Mean	Response Category	Rank
1. The aims of the module were made very clear.	3.88	Agree	1
2. It was clear how the module would be assessed.	3.57	Agree	2
3. Correctly assumed my level of skills.	3.47	Agree	3
4. Correctly assumed my prior knowledge.	3.47	Agree	3
5. There is enough time to understand what was taught in the module.	3.55	Agree	4
Composite Mean	3.58	High	

Legend:

Range	Description	Interpretation
4.20 – 5.00	Strongly Agree (SA)	Very High
3.40 – 4.19	Agree (A)	High
2.60 – 3.39	Neutral (N)	Average
1.80 – 2.59	Disagree (DA)	Low
1.00 – 1.79	Strongly Disagree (SDA)	Very Low

This means that the modules have been designed to be as succinct as possible to assist students in fully comprehending the material without the need

for face-to-face interaction. As a result, teachers should examine their students' capacity to comprehend a certain topic.

A semblance of the finding was also reported in Nardo (2017) study which stated that students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module.

Table 2.3 presents the level of students' perceptions of modular learning based on the Impact of Modular learning. For this level, item no. 3: "The use of Modular Learning helped me learn the content of the subject flexibly and conveniently" got the highest weighted mean of 3.21 described as "Neutral". However, item number 5: "Using Modular Learning makes Learning interesting" got the lowest weighted mean in the said level with 3.03 described as "Neutral". Meanwhile, the students' perception of the impact of modular learning had a composite mean of 3.13 described as "Average".

This means that students in this dimension were not likely developing them to be flexible in this new mode of teaching. Moreover, most of the students were averagely interested in learning the lesson.

These results are similar to those findings by Afzal et al. (2010) it concludes that students who are intrinsically motivated perform much better academically than students who are extrinsically motivated. Extrinsically motivated students might do a good job or perform well to achieve a certain reward but it does not keep them motivated for long-term and overall

performance does not change or is consistent. Students who are intrinsically motivated take up tasks or perform well academically for their own interest and for their own learning.

Table 2.3
Level of Perception of Modular Learning: Impact of Modular Learning
n= 170

Items	Weighted Mean	Response Category	Rank
1. The use of Modular Learning improved my learning despite the COVID-19 pandemic.	3.19	Neutral	2
2. The use of Modular Learning helped me learn the content of the subject flexibly and conveniently.	3.21	Neutral	1
3. The use of Modular Learning helped me develop confidence in the subjects.	3.14	Neutral	3
4. Modular Learning highly motivates me for taking adjacently courses.	3.08	Neutral	4
5. Using Modular Learning makes Learning interesting.	3.03	Neutral	5
Composite Mean	3.13	Average	

Legend:

Range	Description	Interpretation
4.20 – 5.00	Strongly Agree (SA)	Very High
3.40 – 4.19	Agree (A)	High
2.60 – 3.39	Neutral (N)	Average
1.80 – 2.59	Disagree (DA)	Low
1.00– 1.79	Strongly Disagree(SDA)	Very Low

Table 2.4 presents the level of students' perceptions of modular learning based on their engagement in modular learning.

Findings revealed that item no. 5: "The use of Modular Learning motivated me to seek from parents/guardians, classmates, and the teacher." got the highest weighted mean of 3.48 described as "Neutral". However, item number 4: "The use of Modular Learning made it easier for me to be more engaged in the

different activities in the Self-Learning Module.” got the lowest weighted mean in the said level with 3.04 described as “Neutral”. Meanwhile, this level has a composite mean of 3.29 described as “Average”.

Table 2.4
Level of Perception of Modular Learning: Engagement in Modular Learning
n=170

Items	Weighted Mean	Response Category	Rank
1. The use of Modular Learning helped me participate in the activities indicated in the Self-Learning Modules (SLMs) in ways that enhanced my learning competencies.	3.29	Neutral	3
2. The use of Modular Learning motivated me to actively do all the activities in the self-learning module.	3.29	Neutral	3
3. The use of Modular Learning increased my interaction with my teacher and most especially with my parents and/or guardian.	3.33	Neutral	2
4. The use of Modular Learning made it easier for me to be more engaged in the different activities in the Self-Learning Module.	3.04	Neutral	4
5. The use of Modular Learning motivated me to seek from parents/guardians, classmates, and the teacher.	3.48	Agree	1
Composite Mean	3.29	Average	

Legend:

Range	Description	Interpretation
4.20 – 5.00	Strongly Agree (SA)	Very High
3.40 – 4.19	Agree (A)	High
2.60 – 3.39	Neutral (N)	Average
1.80 – 2.59	Disagree (DA)	Low
1.00– 1.79	Strongly Disagree(SDA)	Very Low

This means that the students have an average perception on their learning engagement in the use of modular learning. Moreover, they were less likely engaged themselves on the different activities provided in the module.

The findings suggest that a student's ability to receive support from family, friends and their instructor motivates them to do better in modular learning. It was

also supported from the study of Krane & Klevan (2019) states that parents are responsible to support and guide students in teacher-student relationships. Teacher-student relationships (TSR) is a pivotal factor in students' achievement, motivation and learning (Hattie, 2009).

Table 2.5 presents the level of students' perception of modular learning particularly in the modular distance learning modality.

Results revealed that item no. 3: ". It was easier to participate in the different activities in the Modular Learning using the Self-learning module in comparison to face-to-face class meetings." got the highest weighted mean of 2.86 described as "Neutral". However, item number 4: "I believe that I would do better in the class if it was taught in the traditional face-to-face class format without using Modular Learning." got the lowest weighted mean in the said level with 1.95 described as "Disagree". Meanwhile, this level has a composite mean of 2.58 described as "Low".

This means that students are averagely participate in the activities in the modular learning than in the face-to-face activities. But on the other hand students prefer that the lectures should be done in face-to-face meetings.

It supports from the study of Hurlbut, (2018), Distinctly identifying that face to face teaching can provide to the student a better understanding on their tasks while in modular learning instructors need to build a more constructive way of communicating with the student and providing more assistance.

Table 2.5
Level of Perception of Modular Learning: Modular Distance Learning Modality
n= 170

Items	Weighted Mean	Response Category	Rank
1. The activities in the Modular Learning using the Self-learning module motivated me to learn the content more than the ones in the face-to-face traditional class meetings.	2.76	Neutral	2
2. My attention to the activities/task in the Modular Learning using the Self-learning modules was greater in comparison to the traditional face-to-face class meetings.	2.74	Neutral	3
3. It was easier to participate in the different activities in the Modular Learning using the Self-learning module in comparison to face-to-face class meetings.	2.86	Neutral	1
4. I believe that I would do better in the class if it was taught in the traditional face-to-face class format without using Modular Learning.	1.95	Disagree	5
5. I still understand the lessons like before when I was in face-to-face class meetings.	2.59	Disagree	4
Composite Mean	2.58	Low	

Legend:

Range	Description	Interpretation
4.20 – 5.00	Strongly Agree (SA)	Very High
3.40 – 4.19	Agree (A)	High
2.60 – 3.39	Neutral (N)	Average
1.80 – 2.59	Disagree (DA)	Low
1.00 – 1.79	Strongly Disagree(SDA)	Very Low

Table 3 present the significant relationship between respondents' sex and the level of their perception of modular learning in each of its dimensions. It was found out that the P value is greater than 0.05, thus the null hypothesis is accepted. This implies that sex is not a predictor of the respondent's perception of modular learning.

Table 3
Significant relationship between respondents' sex
and the level of their perception of modular learning in each of its dimensions

Coefficient^a

Model	Unstandardized Coefficients		Standardized Coefficient Beta	t	Sig.
	B	Std. Error			
1 (Constant)	3.251	.182		17.841	.000
Sex	.118	.110	.093	1.076	.283

a. Dependent Variable: Level of Perception

Table 4-A present the significant variance among the five dimensions of modular learning as perceived by the students. It was found out that the computed F value of 18.379 is greater than the critical value of 2.382 using 0.05 level of significance at 4 and 845 degrees of freedom, thus the null hypothesis of the study is rejected which means that there is a significant variance among the five dimensions of modular learning as perceived by the students.

With the significant variance, the data were then further subjected to Scheffe's test as reflected in Table 4-B. Out of 10 pairings, 6 were significant. Significant pairings were between Module Efficacy and Impact of Modular Learning; Module Efficacy and Learning engagement in modular learning; Module Efficacy and Modular distance learning modality; Module Content and Impact of Modular Learning; Module Content and Learning engagement in modular learning; and Module Content and Modular distance learning modality. It

can be seen from the table that Module Efficacy and Module Content have appeared to have equal values with means of 3.746 and 3.588 respectively; while Impact of Modular Learning, Learning engagement in modular learning, and Modular distance learning modality have contained lower values with means of 3.132, 3.286 and 3.216 respectively. All other pairings were found insignificant.

Table 4 - A
Analysis of Variance Table

Source of Variation	SS	Df	MS	F	p-value	Critical Value at 0.05
Between Groups	46.499	4	11.62466	18.379	1.7171E-14	2.382
Within Groups	534.467	845	0.632505			
Total	580.966	849				
Result: Reject H₀						
Remarks: Significant						

Table 4 – B
Multiple Comparison Using Scheffè's Test

Between Treatments		\bar{x}_1	\bar{x}_2	F'	CV	Interpretation
Module Efficacy	Module Content	3.746	3.588	3.340	9.530	Not Significant
Module Efficacy	Impact of Modular Learning	3.746	3.132	50.682	9.530	Significant
Module Efficacy	Learning engagement in modular learning	3.746	3.286	28.436	9.530	Significant
Module Efficacy	Modular distance learning modality	3.746	3.216	37.665	9.530	Significant
Module Content	Impact of Modular Learning	3.588	3.132	28.001	9.530	Significant
Module Content	Learning engagement in modular learning	3.588	3.286	12.285	9.530	Significant
Module Content	Modular distance learning modality	3.588	3.216	18.573	9.530	Significant
Impact of Modular Learning	Learning engagement in modular learning	3.132	3.286	3.192	9.530	Not Significant
Impact of Modular Learning	Modular distance learning modality	3.132	3.216	0.964	9.530	Not Significant
Learning engagement in modular learning	Modular distance learning modality	3.286	3.216	0.647	9.530	Not Significant

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study and the findings from the data gathered. It also includes the conclusions and recommendations which are drawn from the findings of the study.

The main thrust of the study was to determine the Students' Perception of Modular Learning in Hagbuaya High School grade 7 to 12 students in Hagbuaya, Catigbian, Bohol, AY 2021-2022.

Specifically, it sought to find out the demographic profile of the respondents in terms of their sex and the level of their perceptions in five dimensions: Module efficacy, Module Content, Impact of Modular Learning, Learning Engagement in Modular Learning, and Modular Distance Learning Modality. This study also sought to test the significant relationship between the level of their perception of modular learning in each of its dimensions to their sex. Furthermore, it also sought to test the significant variance in the students' perception among the five dimensions of modular learning.

The researchers used a descriptive-comparative survey method employing a modified questionnaire as the instrument in collecting the data needed. To achieve the aims of the inquisition, the researchers used the descriptive-comparative survey technique. The questionnaire was patterned after the study of Ian S. Robertson (2016), entitled "Students' Perception on Modular Questionnaires". Researchers made few corrections or modifications to the items

that will fit the objective of the study and undergo a pilot testing to test the validity and reliability of the study. The statistical treatments employed in the study were a simple percentage, weighted mean, Simple Linear Regression, and One Way ANOVA.

Summary of Findings

The following are the highlights of the findings:

Profile. The study revealed that out of 170 respondents, there were 100 (58.82%) females while there were 70 (41.18%) male respondents with a total percentage of 100%.

Students' Perception on Modular Learning. Of the five level of Modular Learning, Efficacy of the Module and Module Content was perceived highly by the students. Meanwhile, students had neutral view on Impact of Modular Learning and Learning Engagement in Modular Learning. And, the last level indicated as disagree.

Significant Relationship between Respondents' sex and the Level of their Perception on each Dimensions. It was found insignificant; thus the null hypothesis of the study was accepted.

Significant Variance among the five Dimensions as Perceived by the Students. Out of 10 paired levels, 6 were significant. Significant pairings were between Module Efficacy and Impact of Modular Learning; Learning engagement in modular learning; and Modular distance learning modality. Module Content

and Impact of Modular Learning; Learning engagement in modular learning; and Modular distance learning modality. All other pairings were found insignificant.

Conclusions

The Philippine educational system was adjusting to the new blended learning model, adopting the usage of modules in conjunction with other teaching methods, which was now being introduced throughout the world. Which prompted the researchers to conduct a study that would contextually define how the high school students in Hagbuaya High School feel toward the new mode of teaching implemented by DepEd and would assess if there was a significant relationship between the respondents' sex and the level of their perception of modular learning in each of its dimensions. Moreover, this was also done to identify if there was a significant variance in the students' perception among the five dimensions of modular learning.

This study found no statistically significant relationship between respondents' sex and their level of modular learning across all dimensions. This implies that sex has no bearing on students' perception of modular learning. Furthermore, there was a significant variance in how students perceived the five dimensions of modular learning.

Therefore, students are capable of forming their own opinions without regard for gender biases. Modular learning teaches students to be self-reliant and responsible for answering and comprehending the lesson.

Recommendations

Based on the above-mentioned conclusion, the researchers arrived at the following recommendations:

1. Parents may provide students with a conducive learning environment at home while also offering minimal household chores during answering modules.
2. Encourage time management to students to focus on their activities at home and in studies.
3. Furthermore, teachers, parents, and other stakeholders shall keep up their efforts to improve and supplement the necessary learning experiences for students in the face of a pandemic.
4. Qualitative researches may be considered in future studies to provide a more in-depth exploration of this quantitative data.

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APPENDIX A Instrument



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY- BILAR
Zamora, Bilar, Bohol

Vision: A premier science and technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.

Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields, undertake research and development, and extension services for the sustainable development of Bohol and the country.

SURVEY QUESTIONNAIRE

I. Respondents Profile

Name (optional): _____

Sex: _____

Year Level: _____

Direction: Please check (✓) and rate yourself honestly based on what you actually do given the statements using the following scales:

- 5 – Strongly Agree
- 4 – Agree
- 3 - Neutral
- 2 – Disagree
- 1 – Strongly Disagree

II. STUDENTS' PERCEPTIONS ON MODULAR LEARNING

A. THE MODULE EFFICACY	SA 5	A 4	N 3	D 2	SD 1
1. The module ran smoothly.					
2. The handouts/course materials were very useful.					
3. There was ample opportunity to ask question.					
4. Information on the module was available.					
5. Information on the module was accurate.					
Others:					
B. THE MODULE CONTENT					
1. The aims of the module were made very clear.					
2. It was clear how the module would be assessed.					
3. Correctly assumed my level of skills.					
4. Correctly assumed my prior knowledge.					
5. There is enough time to understand what was taught in the module.					
Others:					
C. IMPACT OF MODULAR LEARNING					
1. The use of Modular Learning improved my learning despite the COVID-19 pandemic.					
2. The use of Modular Learning helped me learn the content of the subject in a flexible and convenient way.					
3. The use of Modular Learning helped me develop confidence in the subjects.					

	SA 5	A 4	N 3	D 2	SD 1
4. Modular Learning highly motivates me for taking advance course.					
5. Using Modular Learning makes Learning interesting.					
Others:					
D. LEARNING ENGAGEMENT IN THE MODULAR LEARNING					
1. The use of Modular Learning helped me participate in the activities indicate in the Self-Learning Modules (SLMs) in ways that enhanced my learning competencies.					
2. The use of Modular Learning motivated me to actively do all the activities in the self-learning module.					
3. The use of Modular Learning increased my interaction with my teacher and most especially with my parents and/or guardian.					
4. The use of Modular Learning made it easier for me to be more engaged in the different activities in the Self-Learning Module.					
5. The use of Modular Learning motivated me to seek from parents/guardians, classmates, and the teacher.					
Others:					
E. MODULAR DISTANCE LEARNING MODALITY					
1. The activities in the Modular Learning using the Self-learning module motivated me to learn the content more than the ones in the face-to-face traditional class meetings.					
2. My attention to the activities/task in the Modular Learning using the Self-learning modules was greater in comparison to the traditional face-to-face class meetings.					
3. It was easier to participate in the different activities in the Modular Learning using the Self-learning module in comparison to face-to-face class meetings.					
4. I believe that I would do better in the class if it was taught in the traditional face-to-face class format without using Modular Learning.					
5. I still understand the lessons like before when I were in face-to-face class meetings.					
Others:					

Appendix B Letter Permission to the Dean



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY- BILAR
Zamora, Bilar, Bohol



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December 05, 2021

MARIETTA C. MACALOLOT, PhD
Campus Director
Bohol Island State University- Bilar Campus
Zamora, Bilar, Bohol

Ma'am:

Greetings!

The undersigned, BSED IV Major in English students of Bohol Island State University- Bilar Campus, Zamora, Bilar, Bohol humbly request from your good office to conduct the research entitled "**STUDENTS' PERCEPTION ON MODULAR LEARNING**" in partial fulfillment of the requirements for the degree in Bachelor of Secondary Education.

In line with this, the researchers would like to ask permission from your good office to allow us to conduct our study in Hagbuaya High School, Hagbuaya, Catigbian, Bohol from Grade 7 to Grade 12 students, Academic Year 2020-2021. The distribution of the printed questionnaire will be attached on their modules.

Rest assured that safety protocols will be followed whenever there is a need for personal interaction with the respondents.

May this request merit your approval.

Thank you.

Very respectfully yours,

(Sgd) **JAQUELYN L. OMAPAS**
(Sgd) **JENYCEL P. JAMIL**
Student Researchers

Noted:

(Sgd) **CRISTINA D. BAUTISTA, PhD**
Research Adviser

Approved:

(Sgd) **MARIETTA C. MACALOLOT, PhD**
Campus Director, BISU-Bilar



Appendix C Letter Permission to the School Principal

Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY- BILAR
Zamora, Bilar, Bohol



Vision: A premier science and technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country

Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields, undertake research and development, and extension services for the sustainable development of Bohol and the country

December 05, 2021

FILOMENA C. ALO, MAEd
School Principal
Hagbuaya High School
Hagbuaya, Catigbian, Bohol

Ma'am:

Greetings!

The undersigned, BSED IV Major in English students of Bohol Island State University- Bilar Campus, Zamora, Bilar, Bohol humbly request from your good office to conduct the research entitled "**STUDENTS' PERCEPTION ON MODULAR LEARNING**" in partial fulfillment of the requirements for the degree in Bachelor of Secondary Education.

In line with this, the researchers would like to ask permission from your good office to utilize the Grade 7 to Grade 12 students, Academic Year 2020-2021 as the respondents for pilot testing and for the actual study. Printed questionnaire will be used to gather the needed data.

Rest assured that safety protocols will be followed whenever there is a need for personal interaction with the respondents.

May this request merit your approval.

Thank you.

Very respectfully yours,

(Sgd) **JAQUELYN L. OMAPAS**
(Sgd) **JENYCEL P. JAMIL**
Student Researchers

Noted

(Sgd) **CRISTINA D. BAUTISTA, PhD**
Research Adviser

Recommending Approval

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**
Dean, College of Teacher Education

Approved:

(Sgd) **FILOMENA C. ALO MAEd**
School Principal

Appendix D Letter Permission to the Respondents



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY- BILAR
Zamora, Bilar, Bohol



Vision: A premier science and technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.

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December 8, 2021

Dear Respondents,

Greetings!

The undersigned are currently conducting a study entitled **“STUDENTS’ PERCEPTION ON MODULAR LEARNING”**. This study aims to identify the perception of the students on Modular Learning in Hagbuaya High School from grade 7 to 12 for the School Year 2021-2022.

In line with this, the researchers would like to request your cooperation as our chosen respondents who will answer our validated questionnaires. Rest assured that your responses will be treated with utmost confidentiality.

If you have clarifications and suggestions, feel free to contact the mobile number 09105587446 or email jaquelynomas21@gmail.com and jjenycel@gmail.com.

Your participation towards the completion of this study is highly appreciated.

Thank you in advance and may God bless you.

Very respectfully yours,

(Sgd) **JAQUELYN L. OMAPAS**

(Sgd) **JENYCEL P. JAMIL**

Researchers