

**EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW
NORMAL**

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

**ROSEMARIE C. LEGATIC
MARIEL R. LIBRES
CRISCEL P. SANCHEZ**

June 2022

EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW
NORMAL

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

ROSEMARIE C. LEGATIC
MARIEL R. LIBRES
CRISCEL P. SANCHEZ

•

June 2022

**EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW
NORMAL**

**A thesis
Presented to the Faculty of the
College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus, Bilar, Bohol**

**In Partial Fulfilment
Of the Requirement for the Degree
In Bachelor in Elementary Education**

**ROSEMARIE C. LEGATIC
MARIEL R. LIBRES
CRISCEL P. SANCHEZ**

June 2022



APPROVAL SHEET

This thesis entitled **EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL**, was prepared and submitted by **Rosemarie C. Legatic, Mariel R. Libres and Criscel P. Sanchez** in partial fulfillment of the requirements for the degree Bachelor in Elementary Education Major in General Education has been examined and recommended for acceptance and approval for oral defense.

THESIS COMMITTEE


MA. QUIMAR Q. GAHIT, EdD
Chair


MAE P. BAS, EdD, PhD
Editor


DONNA RUTH P. TALO, MSc
Statistician


ADORACION P. QUITORAS, EdD
Member


LIMWEL A. NALDOZA, MAEd
Adviser

Approved by the Examining Panel during the Oral Examination conducted on April 22, 2022 with a rating of 1.7 M

EXAMINING PANEL


MARIETTA C. MACALOLOT, PhD
Chair


LIBRADA S. QUILAS, PhD
Member

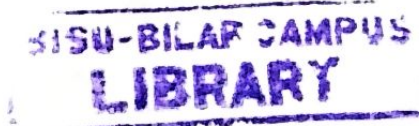

ADORACION P. QUITORAS, EdD
Member


MA. QUIMAR Q. GAHIT, EdD
Member

Accepted and approved as partial fulfillment of the requirements for the degree Bachelor in Elementary Education Major in General Education.

April 22, 2022
Date of Oral Defense


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



ACKNOWLEDGMENT

A sweet achievement of this work will never be realized without the endless support and concerns of the following persons, dignitaries and entities.

Making an undergraduate study is a challenging task for us. Before the fulfillment of this manuscript, time, genuine effort, treasure and holistic participation was given and done for this work to be accomplished. In recognition to the people who have contributed so much to help and support, the researchers are honored to mention the names of those who have extended their helping hands to make this study a reality.

With our humble hearts, sincere prayers and profound faith, we give praise and thanksgiving to our **Almighty Father** for His unfathomable love and divine mercy that blessed the researchers with good health, strength, unending guidance and enabled the researchers to stand firm amidst all the trials in life and in the accomplishment of the study.

Mr. Limwel A. Naldoza, Thesis Adviser, for his wonderful insights, remarks, encouragement and untiring support for the improvement of the study;

Ms. Donna Ruth P. Talo, Thesis Statistician for sharing his time, effort and knowledge in the interpretation and analysis of the gathered data.

Dr. Mae P. Bas, Thesis Editor, for her untiring effort and honest remarks in editing the draft and final copies of the research.

Ms. Kathleen Quion and Dr. Cristina D. Bautista, Research Instructor 1 and 2, for the support and guidance in the study;

Dr. Marietta C. Macalolot, Campus Director, for her final approval of this manuscript;

Dr. Ma. Quimar Q. Gahit, Dean, College of Teacher Education, for her support in granting permission to the researchers in conducting the study;

Dr. Adoracion P. Quitaras Chairperson, Department of General Education, for her guidance and support of the study;

Dr. Librada S. Quilas, Thesis Technical Expert, for his great remarks and patience in guiding the study and the researchers;

Ms. Geraldine M. Merlas, School Librarian, for providing the researchers the necessary materials for this research;

Mr. Bianito A. Dagatan, EdD, CESO V, Schools Division Superintendent, for the approval of our letter to conduct our research to the elementary learners in his division;

Ms. Juana T. Oracion, Ph.D., OIC- Public School District Supervisor for allowing us to conduct a pilot testing for the reliability of our questionnaire;

Dr. Annabel P. Lusica Ph.D and Ms. Josefina Orapa, Principal, Bayong and Del Pilar Elementary, for allowing us to conduct our study to their learners;

Teachers in the selected elementary schools, who rendered their precious time in guiding and helping in distributing the modules to the learners;

To the **Grade VI learners** of the selected school, who did not hesitate in answering the questionnaires;

To all the **parents and guardians** of the respondents, who warmly welcomed us in their homes and helped us in facilitating their children;

To our beloved parents and guardians, **Mr. Armando Legatic Sr.** and **Mrs. Lolita Legatic**, **Mr. Ricardo Libres** and **Mrs. Cristina Libres** and **Mr. Crisanto Sanchez** and **Mrs. Maricel Sanchez**, who gave their endless effort and support financially and morally, love, prayers, faith, understanding and encouragements.

To those whose name may not appear but who willingly help, shared and supported us to make the study a success. May God continue to bless you with His infinite love and may your eminent service to others return to you a hundredfold.

THANK YOU SO MUCH, GOD BLESSES US ALL!!!

THE RESEARCHER,

Edhai, Yel and Cris

•

ABSTRACT

The main objective of the study was to determine the effectiveness of Modular Distance Learning in the New Normal. Specifically, it sought to find out the profile of the learners in terms of: age, sex; academic performance; level of effectiveness of modular distance learning of the respondents in terms of: cognitive, affective and psychomotor domain; if there is a significant different between the effectiveness of modular distance learning and the learning domains. The study was conducted at Pilar District and the respondents were the 39 grade 6 learners of the two selected Elementary Schools. The Adapted questionnaire (Hoque, 2017) was prepared for the respondents; this instrument was pretested to determine its clarity and validity. Furthermore, an enhanced survey questionnaire was used to gather the needed data for the effectiveness of modular. The gathered data were tallied, tabulated and computed using the simple percentage formula, weighted mean score, and one way analysis of variance ANOVA). It was revealed that majority of the Grade VI learners were 11 years old, and the numbers of female and male learners were nearly equal, with 19 females and 20 males. Additionally, the majority of respondents have an 89 as their mode for the 1st quarter, which is more effective. Anchored on the findings the following recommendation were forwarded: Teachers should continue the modules given to the learners, be visually appealing and simple to comprehend. Also, despite the new normal, continue to employ successful ideas and methods for imparting knowledge and encouraging themselves. Learners should do the utmost to improve learning methods. Encourage them to exert more effort to improve their academic performance as well as their learning domains also to adapt the new way of learning and ensure that they have good time management skills. Learners should continue to improve what good education look like; generate ideas, value the learning and apply learning methods from the module as well as from the teachers. Encourage other learners to study and work hard in the new normal by lending a helping hand to one another. Future researchers, are encouraged to conduct further study to all levels in regards with the learning domains and strengthen the validity and verification of the findings.

TABLE OF CONTENTS

	Page
TITLE PAGE.....	i
APPROVAL SHEET.....	ii
ACKNOWLEDGMENT.....	iii
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF FIGURE.....	x

Chapter

1	THE PROBLEM AND ITS SCOPE	
	Rationale.....	1
	Literature Background.....	3
	THE PROBLEM	
	Statement of the Problem.....	16
	Significance of the Study.....	17
	RESEARCH METHODOLOGY.....	18
	Design.....	18
	Environment and Participants.....	18
	Instrument.....	18
	Procedure.....	19
	Statistical Treatment.....	20
	DEFINITION OF TERMS.....	22

2	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA. 24-32	
3	SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	
	Summary of Findings.....	33
	Conclusions.....	34
	Recommendations.....	35
	REFERENCES.....	36
	APPENDICES	
	Letters	
	A. Request Letter for Pilot Approval	40
	A.1 Request Letter for Conducting the Study.....	43
	A.2 Request Letter to the Division Office.....	45
	A.3 Parents' Consent.....	47
	A. 4 Letter to the Respondents.....	50
	B. Instrument.....	51
	C. Raw Data.....	56
	D. Computation.....	60
	RESEARCHERS' BIODATA.....	61

•

LIST OF TABLES

TABLE		PAGE
1	Profile of the Respondents.....	25
2	Academic Performance of the respondents.....	25
3	Level of effectiveness of modular learning in the learning domain	
	Cognitive Domain.....	26
4	Affective Domain.....	28
5	Psychomotor Domain.....	30
6	Significance Between Effectiveness Modular Distance	
	Learning in the Learning Domains.....	33

•

LIST OF FIGURE

FIGURE		PAGE
1	Theoretical and Conceptual Framework of the Study	15

Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

A pandemic recently occurred, and everything changed, including an individual's daily routine, particularly the routine inside the classroom. The institutions find and create ways to provide learners with knowledge that meets everyone's needs. Modular distance learning was introduced as a method of continuing to study despite the pandemic. The fatal occurrence has limited the opportunity to expose children, teens, and younger and older ones - who are already in a difficult circumstances to pursue their education.

On the other hand, this global crisis has prompted education specialists to devise novel solutions to the problem in the Philippines' Education System. In Department of Education has created Distance Learning Modalities (DLM) as a unique way to ensure learning continuity while vaccination is not yet available for the 2020-2021 school year.

The most prevalent sort of distance learning is modular learning (Bernardo, 2020). According to a poll by the Department of Education (DepEd), parents with children enrolled in this academic year prefer studying through printed and digital modules. This considers learners in remote regions who do not have internet access for online learning.

Distance learning is a type of learning delivery method in which instruction is provided by a teacher to learners' who are physically distant. Modular Distance Learning (MDL) are the most common type of Distance Learning (DL) in our country. The most popular way of distance learning among parents with children enrolled this academic year is learning through printed modules.

Modular distance learning is delivering education to learners' materials and resources at any time that leads teachers to individualize their teaching based on learners' needs and preferences. Thus, teachers and learners play roles in learning, but learners must put in more effort for learning is beneficial and modular distance learning requires a self-learning strategy.

Printed modular learning is an effective way for learners to learn the learning domain in new normal and has several potential benefits for learners to learn. This provides flexibility and choice for the learners, who can access the modules at their own pace that corresponds to learners' needs and interests. Since there are many obstacles and challenges teachers and learners have encountered and adjustments from various learners' learning domains.

Personal experiences led to the conduct of the study the above mentioned, the researchers prompted to determine the effectiveness of modular distance learning in the new normal and its effectiveness in the learners' Learning Domains (Cognitive, Affective, and Psychomotor).

Literature Background

The packet theory is a learning and performance theory with parts labeled perception, memory, and decision. A name "packet theory" comes from the focuses on the decision module, which is the foundation for bouts of responses. According to this theory, learners are considered the center of the teaching-learning process. They should exert more effort despite new modalities in school not only to continue but also to improve each learning domain of each learner.

Theories about learning; (O'Neil, 2021). The traditional classroom, the cognitive theory was used to convey information from the teacher to the learners. Thus, learners bear the burden of learning. Cognitive theory's inability to explain human thought and learning was a flaw. The behaviorism focuses on observable behaviors, ignoring independent mental activities. Learning was defined by behaviorism as the acquisition of new behavior based on environmental factors.

The Psychomotor theory is primarily concerned with the acquiring of many physical and cognitive skills in concert. As a result; it includes aspects of learning that are physical, emotional, cognitive, and social (Reideluth, 2001). According to (Rafee, 2002), learning outcomes, student motivation, and school output are the three main concerns of modular curriculum. The modular addressed various known gaps in vocational education, including theory and practice, school and worked, and education and work in general. The teaching modular system's premise is more precise, focuses on learning that students can integrate, and

provides learning that students can incorporate and effectively apply. (Young, 2001).

Furthermore, the theory of effectiveness measurement provides feedback to decision-makers on how deliberate actions affect critical issues. However, no formal framework for developing effectiveness measures. This means that every learner deserves to receive quality and competent instruction. Thus, learners should receive effective modular distance learning. (Bullock, 2006).

The Philippine government's official journal (Official Gazette, 2014). Sections; 3 and 9 of Commonwealth Act No. 638 and Republic Act No. 10650, respectively, provided that:

SEC. 3. Terms; – As defined in this Act:

(a) Distance education is a mode of instruction in which students and teachers are separated physically. A student-centered, guided independent study that employs well-researched teaching and learning pedagogies to deliver well-designed learning materials in a sort of media. This is also known as flexible learning and distributed learning.

SEC. 9.; Delivery Mode. – Online Distance Learning (ODL) can be offered through a variety of methods, including: Textbooks, study aids, workbooks, course syllabi, correspondence feedback, and other print forms.

Order No. 18 of the Department of Education, Section 1, Interim Guidelines on Awarding and Recognizing Achievements in Light of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021, issued under DepEd Order No. 012, s. In 2020, the BE-LCP aims to ensure the health, safety, and well-being of learners, teachers, and personnel during COVID-19 while also figuring out how to keep education going. In this regard, schools approve a various way to continue school by using modular to ensure the health of learners. Thus, educators and higher education officials keep a close eye on the Basic Education Learning Continuity Plan for School Year 2020-2021 to ensure that it is productive and effective despite the challenges that everyone faces, and that it aims to ensure the health, safety, and well-being of the students and teachers.

Further, The Education Act of the Philippines, or Batas Pambansa Blg.232, Learners and pupils in schools have the right to receive relevant quality education online that was aligned with national goals and conducive to their full development as human beings, according to section 9 of the 1982 Education Act.

The most effective way to effect positive social change, raise a generation of responsible citizens, and contribute to human development. This primary goal of modular distance learning is to learn about a new normal and assess its suitability for learners. (UNICEF, 2020).

As schools are now not attending face-to-face classes, other learning methods have to be employed. It is important to note that not all forms of learning are suitable in all situations under community quarantine, educators, are resorting

to online learning and other flexible learning solutions to ensure that stakeholders are safe during the pandemic. To adapt to the so-called "New Normal," these systems use technology and other creative ways as an alternative to traditional, classroom-based learning. (Daily Tribune, 2020).

John Dewey once said, "Learning is good when it provides learning experiences or situations that ensure understanding. Thus, learners learn when actively involved in their learning." Teachers must provide learning modalities to ensure each student's learning and the effectiveness of modular distance learning in the new normal. Also, the right to acquire is the right of every child. This right comes the responsibility to work their best in school and gain an excellent academic performance (Oak,2012).

Citizenship education, according to the (Crick Report, 2016), consists of three components that contribute to a specific set of learning outcomes: a cognitive component concerned with information, skill, and understanding, such as political literacy; and a behavioral part concerned with cognitive behavior talents are a necessary component for completing learning objectives. (Sethy, 2012),

While the country is fighting the challenge brought about by the coronavirus disease 2019 (COVID-19) pandemic, the Commission on Higher Education (CHED) and the Department of Education (DepEd) adopted and implemented the flexible model of blended learning despite many oppositions. As the classes resumed, unceasing students' concerns and teachers' outcry were in the limelight, exposing the disadvantages that these learning solutions are posing.

Modular learning arranges information in a way that presents points in an intelligent way, and it can be individualized according to learners' needs. Traditional course frameworks generally present information sequentially, and the perception by the learner is one of monotony. Traditional courses often intersperse quizzes after some prescribed reading or lecturing is offered. Modular courses tend to use learning objects that are more closely related to a holistic approach to information, often including a problem-oriented approach (Tseng, Su & Hwang, 2008).

According to (Dochy, 2003) the learners is the most important consideration in modular learning. He explained that students want a more personalized approach to course content that takes into account their prior knowledge and personal characteristics. Furthermore, modularization allows students to learn at their own pace in most cases. If the learner already knows the material, an appropriate pace may allow them to skip modules. Modularization requires providing pre-tests for each module. The student may skip the section if they receive a passing grade. A post-test will be given if he or she does not complete the section. The student can only proceed to the next module in the course after completing it successfully. He noted that computer-based courses are frequently the best way to achieve modular learning.

Cognitive talents are brain-controlled skills that allow people to do a wide range of tasks, from simple to complicated. This aids students in their academic endeavors. (Raja and Asaph ,2014).

British Educational Research Journal (2001), state that, By successfully learning to use higher leverage strategies based on evidence of "what works" and/or innovative professional practice, an improving school increases its intellectual capital (especially its capacity to create and transfer knowledge) and social capital (especially its capacity to generate trust and sustain networks) to achieve educational outcomes of intellectual and moral excellences. , it becomes possible to define some of the stated characteristics of effective schools in greater detail.

Experience teaching and learning physiology in a new modular curriculum at Rwanda's National University (Gahutu,2010). Learners said they learned best when the lecture was less theoretical and they could work through material in small groups through demonstrations. Learners liked the new teaching and learning approach, however challenges with limited human and material resources must be addressed. However, kids will need more access to outside materials, such as those available through the library and the internet, to make the problem-based approach successful. Overall, Rawadan pupils expressed greater satisfaction with the modular, self-directed approach to learning than with the more traditional classroom approach.

Meanwhile, the research entitled "Adjusting to The New Normal: Exploring Alternative Learning Strategies for Devcom. Students" (Malonzo, Vallejo and Vargas, 2021) of Central Luzon State University's Department of Development Communication, College of Arts and Social Sciences Philippines. Revealed that, there are different teaching-learning strategies used by education institutions and

academic practitioners. One of the most dominant today is traditional learning which is characterized by face-to-face (F2F) classroom setting methodology. In traditional learning, classes are delivered on a fixed schedule and follow a fixed curriculum. Other learning strategies common to higher education institutions are online learning (OL) and distance learning (DL). The term blended connotes blending online with traditional modes of learning (Thorne, 2003). This teaching-learning strategy provides a middle ground between the dominant traditional face-to-face (teacher-learners) classroom teaching and online learning. (Hannay & Newvine, 2006) pointed out the advantages of integrating distance and traditional methods into a "hybrid" learning environment.

According to (Khan, 2007), flexible learning allows learners to learn when, how and what they desire. It is also using the qualities and resources of the web, digital technologies, and other forms of learning in combination with instructional design principles to deliver well-designed, learner-centered, and interactive learning environments to everyone, anywhere, at any time. Meanwhile, (Alivio and Abadiano, 2020) published Teachers in the New Normal: A Grounded Theory of Cebu Normal University. Revealed that Covid-19 pandemic is causing educational systems to adapt to a "new normal," according to new research. The crisis is causing educational institutions to shift their focus to new modes of instruction. To ensure that children's learning continues in this new period of human history, extensive preparation for changes in the educational landscape is required. As a result, in addition to the existing forms, teachers are burdened with a mountain of paper work. Teachers find ways to cope with the challenges of the new normal by

managing their time, working in teams, and cooperating with one another to achieve a common goal. In the field of educational technology, blended learning is referred to as the "new normal" (Norberg, Graham, Dziuban, Moskal, & Sicilia 2011) or the "new traditional model" (Ross & Gage, 2006). Though there are some ambiguities surrounding its definition, blended learning can simply be defined as an instructional approach that incorporates both traditional and online digital methods (Graham, 2013). It necessitates both the teacher's and the student's physical presence, as well as some student control over time, setting, track, or pace (Huang, Zhou, Dong & Wattson, 2009). Blended learning offers opportunities for use in education despite the COVID-19 constraints because of these characteristics. Traditional classroom modality is necessary for blended learning. Due to the constraints imposed by the COVID-19 pandemic, these modalities may be modified or reduced, if not eliminated, from the teaching options.

On the other hand, while attempting to effectively engage students in this "new norm" is difficult, it is manageable with proper planning of appropriate, effective, and long-term interventions. Instead of band-aid solutions, CHED and DepEd should use the pandemic as an opportunity to address our long-standing educational issues, relying on research-based and future-proofing solutions. These organizations must recognize that ignoring current concerns will only worsen the crisis' impact and make it unbearable for everyone in the long run. Sure, learning should never stop, but in this new world, learning must also be safe; and we, as citizens, must act as watchdogs to ensure that our government is assisting us in this endeavor. (Navaroza, 2020)

When students move from physical face-to-face presence to virtual contact, the learning space becomes disembodied, virtual, rather than real, affecting both student learning and school organization, which is no longer based on buildings but on websites. As the Education 2030 Agenda (UNESCO, 2015) demonstrated, such change is not only coterminous with the pandemic; prior to that, the Delors Report (Delors, 1996) defined education as lifelong learning that included learning to know, learn to do, learn to be, and learn to live together.

These international initiatives have not only recognized traditional school subjects, but have also shifted the curriculum to address current events (Spiller, 2017). However, the "new normal" emphasizes two ideas for the Organization for Economic Cooperation and Development (OECD, 2019): competency-based education, which includes the knowledge identified in the Delors Report, and a new learning framework structured by digital technologies. This logic remains unchanged by the Covid-19 pandemic. Indeed, the OECD's Program for International Student Assessment's interdisciplinary skills framework, content, and standardized testing have become the most powerful tool for curriculum prescription. Educationally, "the universal homogenous 'state' exists already. Globalization of standardized testing—the most prominent instance of threatening to restructure schools into technological sites of political socialization, conditioning children for compliance to a universal homogeneous state of mind" (Pinar, 2019).

•

In today's fast-paced digital world, education must be both inclusive and non-conformist. Education, according to the (United Nations, 2015), should ensure

inclusive and equitable quality education and promote opportunities for lifelong learning for all. "The coming years will be critical for saving the planet and achieving long-term, inclusive human development."

The affective domain encompasses a person's feelings, emotions, and attitudes. Receiving phenomena, responding to phenomena, valuing, organization, and characterization are examples of affective domain categories (Anderson & Dr on, 2011). Paying attention in class is one example. The learner's active participation in class or during group discussion falls under the next subdomain of responding to phenomena. The ability to see and express something's worth is referred to as valuing. This includes a student's ability to express their thoughts and opinions on various topics discussed in class. Organization refers to a student's ability to prioritize one value over another and develop their own value system. As a result, a student places a high value on academic work because it influences the career path chosen rather than what is available. (Feinstein and Cannon, 2005).

The psychomotor domain includes the ability to use and coordinate motor skills. Perception, set, guided response, mechanism, complex overt response, adaptation, and origination are all sub-domains of psychomotor. The ability to apply sensory information to motor activity is referred to as perception. For example, a student may practice a series of exercises from a textbook in order to improve their exam scores (Sousa, 2016). Adaptability is a key component of the domain, demonstrating the ability to adapt learned skills to meet specific needs.

Creating new movement patterns for a specific situation is also part of the origination process (Sincero, 2011).

According to the study, "Adjusting to the New Normal Education: Perceptions and Experiences of Fellow Junior High School Teachers on the Conduct of Class Observation this COVID-19 Pandemic" (Castillo, (2021). In response to the challenges posed by the COVID-19 pandemic, Philippine schools must continue to implement a package of education interventions crafted collaboratively by the Department of Education (DepEd) and key education stakeholders, with the utmost consideration for the safety of teachers and students nationwide, using the most appropriate and practical distance learning delivery modality.

Modular learning is a type of distant learning that uses Self-Learning Modules (SLM) based on the Most Essential Learning Skills (Vygotsky, 2000). The modules feature motivation and assessment parts that act as a comprehensive guide to both teachers' and students' desired competencies. Teachers will do home visits to track the growth of the students. Filipino students can learn in the comfort of their own homes thanks to the modular method. Parents or guardians will be the learners' model or "More Knowledgeable Other" due to limited contact with teachers (MKO). Someone knows more about an activity, process, or topic than the learner or has a greater ability level than the learner.

Furthermore, the study entitled, "Modular Distance Learning in the new normal education amidst Covid-19 (Anzaldo, 2021) stated that in the Philippines

attempting to push through education despite the deadly pandemic cause by covid-19 has proven to be a difficult undertaking. Online learning is implemented especially for high schools and colleges in cities where modern living is adapted and learners have the privilege of having internet connection at home. But modular distance learning is implemented for those living in rural areas or provinces where internet connection is only available for a few. The usage of modules created by teachers with various tasked and learning activities base on the essential learning competencies is known as modular distance learning.

During these school closures, all face-to-face lessons were cancelled, compelling many institutions, including our own university, to immediately transition from face-to-face in-person learning to completely online lessons. Learning is often stigmatized as a weaker option that provides a lower quality education than in-person face-to-face learning (Hodges, 2020).

In the context of the legal bases, theories and related studies, this study is pursued with the objective and to be able to determine the effectiveness of Modular distance learning in the new normal in Grade VI selected Pilar Elementary School.

The Theoretical-Conceptual framework of the study is presented in figure 1 on the next page.

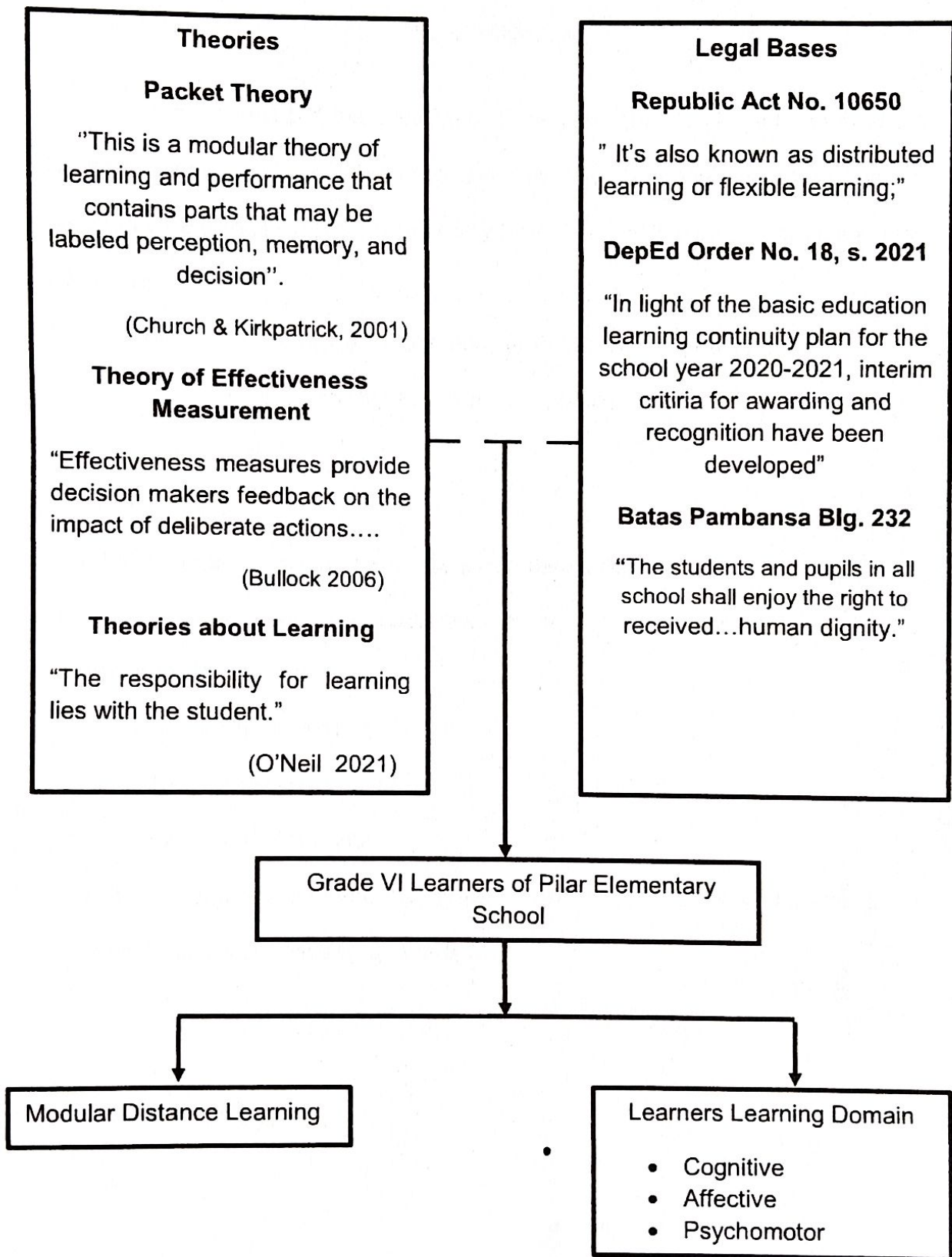


Figure 1. Theoretical and Conceptual Framework

THE PROBLEM

The main thrust of this study is to determine the effectiveness of Modular Distance Learning towards learners' learning domain in the new normal in the selected Grade VI learners in elementary schools of Pilar District, Academic Year 2021-2022.

Specifically, the study aims to answer the following question:

1. What is the profile of the respondents in terms of:
 - 1.1 Sex; and
 - 1.2 Age?
2. What is the academic performance of the respondents?
3. What is the level of effectiveness of modular distance learning of the respondents in terms of:
 - 3.1 cognitive domain;
 - 3.2 affective domain; and
 - 3.3 psychomotor domain?
4. Is there a significant difference between the effectiveness of modular distance learning and the Learning domains?

Statement of Null Hypothesis

There is no significant difference between the effectiveness of Modular Distance Learning and learners' learning domains in terms of cognitive, affective and psychomotor of the grade VI selected learners' in Pilar Elementary School in new normal.

Significance of the Study

The researchers believe that the study would be beneficial to the following:

Learners. This study would help student to understand and cope up the modular distance learning of the new normal. Also, this could be a vital approach to find its effectiveness in the new normal settings.

Parent. This study help parents understand and assist their children and be flexible enough to adjust in the new normal settings.

Teachers. This study serve as a guide on improving the way they handle their learners. This an avenue to have and get strategies on how to deliver learning in different learning domains.

School Administrators. This study provides the administrations an insight about the importance and effectiveness of modular distance learning.

Future Researchers. This study serve as their reference and the result of the study could provide data that help future researchers finds its effectiveness on classroom restructuring of the new normal.

RESEARCH METHODOLOGY

Design

The researcher utilized a descriptive survey method to conduct the study. As defined, it is the method of research that simply looks with intense accuracy to describe and determine precisely what the research sees to gather information about the effectiveness of modular distance learning to the learning domains of Grade VI selected learners' in Elementary in Pilar, Bohol.

Environment and Participants

The said study was conducted in two selected Elementary School of Pilar, Bohol. There were 2 selected elementary schools namely: Del Pilar and Bayong Elementary Schools. With the total of 39 learners' as respondents in which simple random sampling was used to represent the population of the study.

The researchers choose the Grade VI pupils to be the respondents of the study for the learners are knowledgeable and flexible enough to cope up to its effectiveness in the new normal settings.

Instruments

The researchers utilized a modified questionnaire adapted from "Three Domains of Learning: Cognitive, Affective and Psychomotor Learning (Hoque, 2017)." The questionnaire determined the effectiveness of Modular Distance Learning in the new normal and served as the main instrument in gathering data.

The questionnaire used has 30 items but was divided into the different learning domain namely: cognitive, affective, psychomotor in modular distance learning in new normal. The respondents of this study rated the statement in the questionnaire using 5-point interval of which 1 refers to not effective, 2 as less effective, 3 as effective, 4 more effective and 5 most effective. The data gathering was Pilot tested in Seirra Bullones Central Elementary School to validate the questionnaire.

Data Gathering Procedures

The researchers asked permission to the Campus Director, Dean of College of Education of Bohol Island State University-Bilar Campus, to allow the researchers to conduct the study outside the campus. Also, a letter was given to the Division Office of Bohol and Principal of the said school asking to distribute the questionnaires to the target respondents who were the elementary learners from the two selected school in Pilar District. After securing the permission, the researcher set time to conduct of the study.

Then, the researcher proceeded to the two selected schools where the respondents can be found. The Covid-19 pandemic has impacted the entire world. With that, the researchers as well as the respondents observed the Inter-Agency Task Force for the management of Emerging Infectious Diseases Resolution (IATF) Covid-19 guidelines like social distancing and wearing facemask in order to minimize the transmission of virus. To secure evidence of the gathered data, the

researcher adds the questionnaire to their modules to the respondents for more detailed information that is useful for the study.

In the administration of the questionnaire, the subject respondents were the 39 pupils from Grade VI two selected School in Pilar, Bohol. The different items in the questionnaire was translated in Bisayan dialect for better understanding. The questionnaire was pilot tested and checked before it was administered to the respondents. The data were gathered and collected for statistical treatment, analysis and interpretation.

Statistical Treatment

The data gathered in this study was subjected to the following statistical treatment:

To determine the profile of the respondents and the first quarter grade of the respondents of sub- problem, percentage formula was used. To get the percentage, the formula

$$P = \frac{F}{n} \times 100$$

Where:

P = Percentage

F = Frequency

N = number of cases

Weighted Mean Score was applied to determine the level of effective of modular distance learning on the respondents in terms of: cognitive, affective and psychomotor. The weighted mean score was computed using the formula:

$$WMS = \frac{1(NE) + 2(LE) + 3(E) + 4(ME) + 5(ME2)}{N}$$

Where:

WMS= stands for weighted mean score

NE= stands for frequency of responses (Not Effective)

LE= stands for frequency of responses (Less Effective)

E= stands for frequency of responses (Effective)

ME= stands for frequency of responses (More Effective)

ME2= stands for frequency of responses (Most Effective)

N= stands for total number of respondents

To determine the significant difference between the effectiveness of modular distance learning in the learning domain thus: Cognitive, Affective and Psychomotor. The One Way- Analysis of Variance (ANOVA) was computed using the formula:

$$F = \frac{MST}{MSE}$$

$$MST = \frac{\sum_{i=1}^k (T_i^2 / n_i) - G^2 / n}{k - 1}$$

$$MSE = \frac{\sum_{i=1}^k \sum_{j=1}^{n_i} Y_{ij}^2 - \sum_{i=1}^k (T_i^2 / n_i)}{n - k}$$

Where:

F = is the variance ratio for the overall test

MST = is the mean square due to the treatments/groups (between groups)

MSE = is the mean square due to error (within groups, residual mean square)

Y_{ij} = is an observation

T_i = is a group total

G = is a ground total of all observation

n_i = is the number in group i and n is the total number of observations.

Definition of Terms

To ensure thorough understanding on the content of the study, the following terms are defined operationally:

Academic Performance. The first quarter general average of the respondents.

Affective. It is a learning domain that guides learners through evaluating their value choices, reflecting on their value systems, and developing their own approaches to innovation and creativity and is refers to how emotions and feelings can have a big impact on the learning experience in new normal.

Cognitive. It is a learning domain that involves thinking and is essential for success in any area of learning. •

Domains. It is a learning which involves cognitive, affective and psychomotor that can help facilitator to observe each learner.

Modular Distance Learning. A new and improved form of learning. This will be mostly done through printed handouts/modules.

New Normal. It is a current situation learning or studying concept that is different from what has been experience in the past school year.

Psychomotor. It is widely-used construct in the distance learning and allows learners to learn in an interactive environment.

Chapter 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, and interpretation of gathered data on the effectiveness of modular distance learning in learners' learning domain in the new normal. This presents and includes the demographic profile of the elementary learners of Pilar District in terms of sex, age, academic performance of the respondents, level of effectiveness of modular distance learning in terms of: cognitive, affective and psychomotor and difference in effectiveness of modular distance learning and the learning domain.

Table 1 shows the demographic profile of the respondents in two selected schools in Pilar District:

Sex. There were thirty-nine (39) respondents, nineteen (19) (48.7%) were female and twenty (20) (51.3%) were males.

Table 1
Profile of the Respondents
N=39

	Category	Frequency	Percentage
S E X	Female	19	48.7
	Male	20	51.3
Total	39	39	100
A G E	11	28	71.8
	12	8	20.5
	13	2	5.1
	15	1	2.6
Total	39	39	100

Age. The ages of the learners range from 11-15 years. 28 (71.8%) aged eleven (11), 8 (20.5%) were twelve years old (12), 2 (5.1%) were thirteen years old (13), and 1 (2.6%) were 15 years old.

Table 2 presents the academic performance of the first quarter general average of the learners on modular distance learning. It was found that 19 (48.72%) of the respondents got 90-100 as their average, was interpreted as "Outstanding," and 4 (10.26%) of the respondents got 80-84 as the lowest grade was interpreted as "Satisfactory." It indicates that modular distance learning is not a hindrance but a great help for every learner to learn. According to Khan (2007), "flexible learning allows learners to learn when, how and what they desire."

Table 2
Academic Performance of the Respondents
SY: 2021-2022
N=39

Category		Frequency	Percentage	Descriptive Interpretation	Rank
G R A D E S	Below 75	0	0	Did Not Meet Expectations	4
	75-79	0	0	Fairly Satisfactory	4
	80-84	4	10.26	Satisfactory	3
	85-89	16	41.03	Very Satisfactory	2
	90-100	19	48.72	Outstanding	1
Gen. WMS	89.85	39	100	Very Satisfactory	

Range
4.3- 5.0
3.5- 4.2
2.7-3.4
1.9- 2.6
1.0- 1.8

Descriptive Interpretation
Outstanding •
Very Satisfactory
Satisfactory
Fairly Satisfactory
Did Not Meet Expectations

Grades
90-100
85-89
80-84
75-79
Below 75

Table 3.1 Data revealed that the level of effectiveness of modular distance learning in the cognitive domain in the new normal. There were 10 indicators of cognitive domain listed. Among the indicators, “Modular Distance Learning efforts have caused me to examine my view of what constitutes a good education” got the highest weighted mean of 3.67 which interpreted as more effective. It means that learners have high level in the cognitive domain. It implies the learners can remember, understand and generate ideas from modules given and provide an excellent example of how these various types of modules can work together for the outcomes. However, 2.72 weighted mean indicator number 7, “Prepared for the result of scores of the modular distance learning” got the lowest interpreted as Effective. This implies that learners can accept the outputs of their lessons and focus on acquiring the necessary practice and understanding. Generally, the weighted mean average in the cognitive domain was 3.21 determined as Effective. This indicates that learners can understand the lesson given through modules in the new normal.

Citizenship education, according to the (Crick Report, 2016), consists of three components that work together to produce a particular set of learning outcomes: a cognitive part that deals with information, skill, and understanding, such as political literacy; and a behavioral part that deals with behavior. (Sethy, 2012), cognitive talents are a necessary component for completing learning objectives. Cognitive talents are brain-controlled skills that allow people to do a wide range of tasks, from simple to complicated. This aids students in their academic endeavors (Raja and Asaph, 2014).

Table 3.1
Level of Effectiveness of Modular Distance Learning on the
Respondents in terms of Cognitive Domain
N=39

INDICATORS	<i>WM</i>	DESCRIPTIVE INTERPRETATION
1. Remember Easily through modular learning modalities.	3.10	Effective
2. Understand and Interpret the lesson.	3.26	Effective
3. Breaks down information.	2.92	Effective
4. Puts part together or answer the task given.	3.41	Effective
5. Generate ideas through the lesson.	3.62	More Effective
6. Decide and conclude information that are given by the different learning modalities.	2.77	Effective
7. Prepared for the result or scores of the modular distance learning.	2.72	Effective
8. Modular Distance Learning has promoted a sense of learning beyond new normal.	3.26	Effective
9. Think the changes brought about by our modular efforts will be lasting changes.	3.36	Effective
10. Modular Distance Learning efforts have cause me to examine my own view of what constitutes a good	3.67	More Effective
Average Weighted Mean Score	3.21	Effective

Range
4.3- 5.0
3.5- 4.2
2.7-3.4
1.9- 2.6
1.0- 1.8

Descriptive Interpretation
Most Effective
More Effective
Effective
Less Effective
Not Effective

Table 3.2 presents the level of Affective Domain in the Modular distance learning in the new normal. The highest weighted mean score of 3.64, "Learners are interested to learn more, and know more" interpreted as More Effective. This mean that learners are eager to learn, open-minded in order deal with the changes and get new ideas of what's inside the module. On the other hand, the indicator number 17 "Understand why Modular Distance Learning happens in the new normal," has the lowest weighted mean of 2.74 interpreted as Effective. It entails that learners are aware and able to adopt the changes and accept what is the mindset towards their learning in the new normal and enables learners to access and complete course material at their own pace.

The learners scored the average weighted score of affective domains as 3.13, which interpreted as Effective. This means the involvement of learners' ability to communicate their thoughts and ideas about numerous subjects discussed in class, particularly in the new modular distance learning is effective.

Receiving phenomena, responding to phenomena, valuing, organizing, and characterization are all examples of affective domain categories. (Anderson, 2011). Thus, paying attention in class is an example of this, but with the new regular modular system, it can be beneficial in any way. Also, valuing is the ability to recognize and communicate something's worth. Affective learning was term used in education to describe the process of acquiring and using the knowledge that influences emotions.

Table 3.2
Level of Effectiveness of Modular Distance Learning on the
Respondents in terms of Affective Domain
N=39

INDICATORS	<i>WM</i>	DESCRIPTIVE INTERPRETATION
11. Accept the Result or acceptance in the Modular Distance Learning.	3.33	Effective
12. Learners are interested to learn more and know more.	3.64	More Effective
13. Adopt and Initiate changes from the Modular Distance Learning.	3.56	More Effective
14. Awareness of the instruction.	3.38	Effective
15. Act and support towards co-learners.	3.33	Effective
16. Value learning from Modular Distance Learning.	2.76	Effective
17. Understand why Modular Distance Learning happen in the new normal.	2.74	Effective
18. Feel that my input was relevant in the Modular Distance Learning.	2.92	Effective
19. Modular Distance Learning effort has been conducted on the bases of goals.	3.13	Effective
20. Learner's leadership is the key element in the Modular Distance Learning of the new normal.	2.64	Effective
Average Weighted Mean Score	3.13	Effective

Range

4.3- 5.0
3.5- 4.2
2.7-3.4
1.9- 2.6
1.0- 1.8

Descriptive Interpretation

Most Effective
More Effective
Effective
Less Effective
Not Effective

Table 3.3 illustrate the level of effectiveness of modular distance learning in the psychomotor domain. Among the 10 indicators of psychomotor domain “Have more time to build coherent, connected learning through the different learning modalities” got the highest mean of 3.64 interpreted as More Effective. It means that learners are not focusing on one strategy to learn instead, learners’ find time and encourage themselves to know another way that help learners build the coherent, connected learning is through different modalities of teaching and learning. On the other hand, “Construct new way of learning” indicator number 26 got 2.67 interpreted as Less Effective. This mean some learners relies on their parents to answer their modules.

The effectiveness level of the learners in psychomotor domain was Effective with the general average of 3.23. This means that learners can recognized new knowledge/challenges in the new normal, participate new learning modalities, manipulate on how to follow directions, construct new way of learning and able to use more innovative learning methods as result of changes. The psychomotor theory is primarily concerned with the acquiring many physical and cognitive skills in concert. As a result, it includes aspects of learning that are physical, emotional, cognitive, and social (C. M. Reideluth) (2001). Furthermore, (Rafee,2002), learning outcomes, student motivation, and school output are the three main concerns a modular curriculum. It shows that by adopting a new learning style, students can use new knowledge/challenges in the new normal. Modular addressed various known gaps including theory and practice, school and work, and education and worked in general. Young (2001).

Table 3.3
Level of Effectiveness of Modular Distance Learning on the
Respondents in terms of Psychomotor Domain
N=39

INDICATORS	<i>WM</i>	DESCRIPTIVE INTERPRETATION
21. Recognized new knowledge/challenges in the new normal.	3.41	Effective
22. Interacts with parents.	3.28	Effective
23. Participate new learning modalities.	3.38	Effective
24. Manipulate on how to follow directions.	3.46	Effective
25. Perform what is asked.	3.44	Effective
26. Construct new way of learning.	2.67	Less Effective
27. Have more time to get to know the learning modalities.	3.08	Effective
28. The learners are highly motivated to learn the topics presented by teachers.	2.92	Effective
29. Able to use more innovative learning methods as result of changes.	3.03	Effective
30. Have more time to build coherent, connected learning through the different learning modalities.	3.64	More Effective
Average Weighted Mean Score	3.23	Effective

Range
4.3- 5.0
3.5- 4.2
2.7-3.4
1.9- 2.6
1.0- 1.8

Descriptive Interpretation
Most Effective
More Effective
Effective
Less Effective
Not Effective

Table 4. deals with the significant difference between the effectiveness of modular distance learning in the learning Domain. It presented the analysis on the significant difference in the level of effectiveness of modular distance learning towards learners' learning domain. The One Way- Analysis of Variance (ANOVA) to differentiate the three domains. As revealed, the p-value of 0.788 which is greater than 0.05 discloses that the modular distance learning and the learning domain was not significant. This means that there is no difference in the effectiveness of modular distance learning and the learning domain in the new normal. Therefore, the null hypothesis was accepted.

Meanwhile (Nardo, 2017) supported this finding when he found out that independent study was when he discovered that one of the benefits of using modules for training is that students gain higher self-study or learning skills, he agreed with this conclusion. Learners take an active role in grasping the program's contents. As they fulfilled the module's goal, they felt an accountable with little or no assistance from others, the learner makes progress.

Table 4
Modular Distance Learning and Learning Domains
N=39

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	0.202	2	0.101	0.239	0.788
Within Groups	48.217	114	0.423		
Total	48.420	116			

Significant value of 0.788 with the level of domains.

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings from the analyzed and interpreted data. The findings were enumerated in succession based on the objective of the study. This also presents the conclusions as well as the recommendations and after thorough and keen analysis of the study, the researchers arrived on the following findings:

1. Profile of the respondents. From the two selected elementary schools in Pilar District wherein, there were thirty-nine (39) respondents, nineteen (19) were female and twenty (20) were males and the highest percentage of age were eleven (11) years old followed by twelve (12) and the lowest percentage in terms of age were fifteen (15).

2. Academic performance of the respondents. The highest weighted mean average for grades of 19 (48.72%) of the respondents got 90-100 which interpreted as "Outstanding" this means that in the new normal, using modular distance learning improve one's learning.

3. Level of effectiveness of modular distance learning among learners' domains. It was revealed that cognitive domain has 3.21 mean which interpreted as effective this signifies that the learners can understand, remember and generate ideas in the new way of learning, affective domain has 3.13 mean interpreted as effective this signifies that

learners" can accept, adopt and initiate the value of learning and psychomotor domain has 3.23 mean which is also interpreted as effective this signifies that learners can interact, participate, manipulate, perform, construct, recognized new knowledge/challenges in the new normal and able to use more innovative learning methods as result of changes.

4. Significance difference between the effectiveness of modular distance learning and the learning domain. It shows in the study that the F value is 0.239 with the significant value of 0.788. Since the significant value is greater than 0.05, this implies that null hypothesis is accepted. Thus, there is no significant difference among the three domains of learning.

Conclusions

The study concluded that modular distance learning towards learners' learning domain in new normal is "more effective" basing on the grades obtained in the first quarter, it indicates that using modular distance learning is a big help to improve ones' learning.

Furthermore, the result of the study shows that there is no significant difference between the modular distance learning and the learning domains in regards with their grades.

Recommendations

Based on the findings of the study, the following recommendations are suggested:

1. Teachers should continue the modules given to the learners, be visually appealing and simple to comprehend. Also, despite the new normal, continue to employ successful ideas and methods for imparting knowledge and encouraging themselves.

2. Learners should do the utmost to improve learning methods. Encourage them to exert more effort to improve their academic performance as well as their learning domains also to adapt the new way of learning and ensure that they have good time management skills.

3. Learners should continue to improve what good education look like; generate ideas, value the learning and apply learning methods from the module as well as from the teachers. Encourage other learners to study and work hard in the new normal by lending a helping hand to one another.

4. Future researchers, are encouraged to conduct further study to all levels in regards with the learning domains and strengthen the validity and verification of the findings.

•

REFERENCES

- Abadiano M., Alivio M.J. (2020). *Teachers in the New Normal: A Grounded Theory*. Vol. 58 No. 3 (2021): Volume 58 No. 3 (2021) from <http://psychologyandeducation.net/pae/index.php/pae/article/view/4673>.
- Anderson T, Dron J., (2011). *Three Generation of Distance Education pedagogy*. <https://doi.org/101919173/irrodl>
- Adelman H., Taylor L. of University 12 of California, Los Angeles (2020). *Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID-19 Context and Beyond*.
- Batas Pambansa Blg.232 otherwise known as the Education Act of 1982, section 9.
- BERA, (2001). *British Educational Research Journal*, Vol. 27, No. 4 Published by: Wiley <https://www.jstor.org/stable/i266415>.
- Bernardo (2020). *The implementation of modular distance learning in the Philippine Secondary public schools*. <https://www.dpublication.com>
- Cannon and Feinstein 2005 Clark R, Freedberg M, Hazeltine E, Voss MW (2015) Are There Age-Related Differences in the Ability to Learn Configural Responses? *PLoS ONE* 10(8): e0137260. <https://doi.org/10.1371/journal.pone.0137260>.
- Castillo E. (2021). *Adjusting to the new normal education: perceptions and experiences of fellow junior high school teachers on the conduct of class observation this COVID 19 pandemic*. <http://www.researchgate.net>
- Delors J. (1996). *Learning the treasure within*. <https://www.Scirp.org>
- Dochy F., Segers M., Bossche, Gijbels D (2003). *Effects on problem base learning : a meta- analysis* <https://.www.researchgate.net>
- Education 2030 11 Agenda (UNESCO 2015b) testified; preceding that was the Delors Report (Delors)
- Gahuto (2010). <http://: www.researchgate.net>
- Learning Continuity Plan for School Year 2020-2021 Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. DepEd Order No. 18, s. 2021, Office of the President of the Philippines Under Commonwealth Act No. 638 Republic Act No. 10650 Section 8 to 9

- Hodges 2020, Hoque E., (2017). *Three Domains of Learning: Cognitive, Affective and Psychomotor* [http://www. Academic Research](http://www.AcademicResearch)
- Khan B. (2007). *Flexible learning in an information Society*. [http://www. researchgate.net](http://www.researchgate.net)
- Malonzo A.M., Vallejo C.A., Vargas D. (2020). *Adjusting to The New Normal: Exploring Alternative Learning Strategies for Devcom Students*. College of Arts and Social Sciences, Central Luzon State University, Philippines Department of Development Communication https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3829784
- Murphy J. of Vanderbilt University of (1992). *"School Effectiveness and School Restructuring: Contributions to Educational Improvement"*
- Norberg (2011). *A time based blended learning model*. <http://www.researchgate.net>
- O'Neil et al. (2021). Section 1.3 *Theories of Education and the Online Environment*. Angelo State University. p. 17 https://www.angelo.edu/faculty-and-staff/instructional-design/online-teaching/section_13.php
- Raja William et al. (2016) Efficient E-Learning by Dint of Cognitive Abilities. I manager's journal of educational Technology, Vol. 13.No. 2
- Raja and Asaph (2014). Efficient e-learning by Dint of Cognitive abilities. [https://.www.files .eric.ed.gov](https://www.files.eric.ed.gov)
- Richard K. Bullock, Major Usaf (2006). *Theory of Effectiveness Measurement*. <https://scholar.afit.edu/cgi/viewcontent.cgi?article=4300&context=etd>
- Reigeluth, C. M. (1999) *Instructional Design Theories and Models: The Development of Physical Skills: Instruction in the Psychomotor Domain*(pp.458-479). Mahwah, NJ: Lawrence Erlbaum Associate, Inc.
- Sethy (2012). *Cognitive Skills: a modest way of learning through technology*. <http://www.researchgate.net>
- Sincero (2011). *Cognitive learning theory*. [www. Explorable. Com/cognitive learning theory](http://www.Explorable.Com/cognitive-learning-theory)
- Tseng, Su, Hwang (2008). *The effects of informational technology on knowledge managment system*. <https://www.researchgate.net>

Thorne K. (2003). *Determining the appropriate blend of blended learning: a formative research in the context of Spada-Indonesia*.
<http://www.sciepub.com>

Vallespin, C. (2021). *Effectiveness of modular learning approach in teaching elementary grade learners*. *Global Scientific Journal*.
<http://www.Globalscientificjournal.com>

APPENDICES

•

APPENDIX A Request Letter for Pilot Approval



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus



Vision: A Premier Science and Technology University for the formation of a world class and virtuous human resource for sustainable development of 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.

COLLEGE OF TEACHER EDUCATION

November 10, 2021

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

Dear Ma'am:

Good day!

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus, are currently undertaking a research entitled, **"EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL"** as a partial requirement of our course Research 2.

With this, we humbly ask your approval to conduct a pilot test of our questionnaire outside the campus in the Seirra Bullones Central Elementary Schools in Bohol through distributing it personally to the grade VI learners.

Rest assured that Inter-Agency Task Force (IATF) COVID-19 health protocols will be followed and observed and their answers and identities will be kept confidential.

Thank you very much and God bless!

Very truly yours,

(SGD) ROSEMARIE C. LEGATIC
(SGD) MARIEL R. LIBRES
(SGD) CRISCEL P. SANCHEZ

Student Researchers

Noted:

(SGD) LIMWEL A. NALDOZA, MAEd
Thesis adviser

Recommending Approval:

(SGD) ADORACION P. QUITORAS, EdD
Chairperson, DGE

(SGD) MA. QUIMAR Q. GAHIT, EdD
Dean, CTE

APPROVED:

(SGD) MARIETTA C. MACALOLOT, PhD
Campus Director, BISU – Bilar



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



Vision: A Premier Science and Technology University for the formation of a world class and virtuous human resource for sustainable development of 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.

November 10, 2021

COLLEGE OF TEACHER EDUCATION

MA. QUIMAR Q. GAHIT, EdD
 Dean, College of Teacher Education
 Bohol Island State University - Bilar

Dear Ma'am:

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus, are currently undertaking a research entitled, "**EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL**" as a partial requirement of our course Research 2.

With this, we humbly ask your approval to conduct a pilot test of our questionnaire outside the campus in the Seirra Bullones Elementary Central Schools in Bohol through distributing it personally to the grade VI learners.

Rest assured that Inter-Agency Task Force (IATF) COVID-19 health protocols will be followed and observed and their answers and identities will be kept confidential.

Thank you very much and God bless!

Very truly yours,

(SGD) ROSEMARIE C. LEGATIC

(SGD) MARIEL R. LIBRES

(SGD) CRISCEL P. SANCHEZ

Student Researchers

Noted:

(SGD) LIMWEL A. NALDOZA, MAEd
 Thesis adviser

Recommending Approval:

(SGD) ADORACION P. QUITORAS, EdD
 Chairperson, DGE

APPROVED:

(SGD) MA. QUIMAR Q. GAHIT, EdD
 Dean, CTE

•



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
 Bilar Campus
 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.

COLLEGE OF TEACHER EDUCATION

November 10, 2021

JUANA T. ORACION, OIC-PSDS
 Public School District Supervisor
 Sierra Bullones, Bohol

Dear Ma'am:

Good day!

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus, are currently undertaking a research entitled, "**EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL**" as a partial requirement of our course Research 2.

With this, we humbly ask your approval to conduct a pilot test of our questionnaire outside the campus in the Seirra Bullones Central Elementary Schools in Bohol through distributing it personally to the grade VI learners.

Rest assured that Inter-Agency Task Force (IATF) COVID-19 health protocols will be followed and observed and their answers and identities will be kept confidential.

Thank you very much and God bless!

Very truly yours,

(SGD) ROSEMARIE C. LEGATIC

(SGD) MARIEL R. LIBRES

(SGD) CRISCEL P. SANCHEZ

Student Researchers

Noted:

(SGD) LIMWEL A. NALDOZA, MAEd
 Thesis Adviser

Recommending Approval:

(SGD) MARIETTA C. MACALOLOT, PhD
 Campus Director

APPROVED:

(SGD) JUANA T. ORACION OIC-PSDS
 School District Supervisor

APPENDIX A.1 REQUEST LETTER FOR CONDUCTING THE STUDY



**Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol**



Vision: A premier S & T 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.

COLLEGE OF TEACHER EDUCATION

February 02, 2022

MARIETTA C. MACALOT, PhD
Campus Director
Bohol Island State University – Bilar
Zamora, Bilar, Bohol

Dear Ma'am:

Good day!

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus, are currently undertaking a research entitled, “**EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL**” as a partial requirement of our course Research 2.

In this regard, we humbly request permission from your good office to conduct the research in selected elementary schools in Pilar, Bohol. Furthermore, the pupils of these elementary schools will be the respondents of our study. Data gathering will be done through distribution of questionnaire. Rest assured that IATF COVID health protocols will be strictly observed.

We are hoping for your favorable response. Thank you very much and God bless!

Very truly yours,

(SGD) ROSEMARIE C. LEGATIC

(SGD) MARIEL R. LIBRES

(SGD) CRISCEL P. SANCHEZ
Student Researchers

Noted:

(SGD) LIMWEL A. NALDOZA, MAEd
Thesis adviser

Recommending Approval:

(SGD) ADORACION P. QUITORAS, EdD
Chairperson, DGEEd

(SGD) MA. QUIMAR Q. GAHIT, EdD
Dean, CTE

APPROVED:

(SGD) MARIETTA C. MACALOT, PhD
Campus Director, BISU – Bilar



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



Vision: A premier S & T 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.

COLLEGE OF TEACHER EDUCATION

February 02, 2022

MA. QUIMAR Q. GAHIT, EdD

Dean, CTE

Bohol Island State University – Bilar
 Zamora, Bilar, Bohol

Dear Ma'am:

Good day!

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus, are currently undertaking a research entitled, **"EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL"** as a partial requirement of our course Research 2.

In this regard, we humbly request permission from your good office to conduct the research in selected elementary schools in Pilar, Bohol. Furthermore, the pupils of these elementary schools will be the respondents of our study. Data gathering will be done through distribution of questionnaire. Rest assured that IATF COVID health protocols will be strictly observed.

We are hoping for your favorable response. Thank you very much and God bless!

Very truly yours,

(SGD) ROSEMARIE C. LEGATIC

(SGD) MARIEL R. LIBRES

(SGD) CRISCEL P. SANCHEZ

Student Researchers

Noted:

(SGD) LIMWEL A. NALDOZA, MAEd
 Thesis adviser

Recommending Approval:

(SGD) ADORACION P. QUITORAS, EdD
 Chairperson, DGEEd

APPROVED:

(SGD) MA. QUIMAR Q. GAHIT, EdD
 Dean, CTE

APPENDIX A.2 REQUEST LETTER TO THE DIVISION OFFICE



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus



Vision: A premier S & T university for the formation of a world class and virtuous human resource for sustainable development country.

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

COLLEGE OF TEACHER EDUCATION

November 17, 2021

BIANITO A. DAGATAN, EdD, CESO V

Schools Division Superintendent

Department of Education

Division of Bohol

Tagbilaran City

Sir:

Greetings!

We are fourth year students taking up Bachelor of Elementary Education of Bohol Island State University Bilar Campus. We are presently conducting our research entitled, "**EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL**" its primary aim is to determine the effectiveness of modular distance learning of the new normal.

In this regard, we humbly request permission from your good office to conduct the said research to the elementary schools in your division where our students are currently enrolled. Moreover, the Grade VI pupils of these elementary schools will be the respondents in this time of pandemic, we will gather the data through distributing modular form of questionnaire, we assure you that IATF health protocols will be followed strictly.

Your favourable response in this request would greatly help in our endeavour to fulfil one of the requirements for our graduation.

Thank you very much and God bless!

Very respectfully yours,

(SGD) ROSEMARIE C. LEGATIC

(SGD) MARIEL R. LIBRES

(SGD) CRISCEL P. SANCHEZ
Student Researchers

Noted:

(SGD) MA. QUIMAR Q. GAHIT, EdD.
Dean, CTE

Recommending Approval:

(SGD) MARIETTA C. MACALOLOT, PhD
Campus Director

APPROVED:

(SGD) BIANITO A. DAGATAN, EdD, CESO V
Schools Division Superintendent



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



Vision: A premier S & T 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.

COLLEGE OF TEACHER EDUCATION

February 02, 2022

Antonio P. Buaya, Ph.D
 Public School District Supervisor
 Pilar, Bohol

Dear Sir:

Good day!

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus, are currently undertaking a research entitled, **"EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL"** as a partial requirement of our course Research 2.

In this regard, we humbly request permission from your good office to conduct the research in selected elementary schools in Pilar, Bohol. Furthermore, the pupils of these elementary schools will be the respondents of our study. Data gathering will be done through distribution of questionnaire. Rest assured that IATF COVID health protocols will be strictly observed.

We are hoping for your favorable response. Thank you very much and God bless!

Very truly yours,

(SGD) ROSEMARIE C. LEGATIC

(SGD) MARIEL R. LIBRES

(SGD) CRISCEL P. SANCHEZ

Student Researchers

Noted:

(SGD) LIMWEL A. NALDOZA, MAEd

Thesis Adviser

Recommending Approval:

(SGD) MARIETTA C. MACALOLOT, PhD

Campus Director

APPROVED:

(SGD) ANTONIO P. BUAYA Ph.D

School District Supervisor

APPENDIX A. 3
PARENTAL CONSENT

Permission is granted for my/our son/daughter to participate in the following Field Trip/Educational Tour/Field Practice/Field activity:

NAME OF STUDENT : ROSEMARIE C. LEGATIC
COURSE : BACHELOR OF ELEMENTARY EDUCATION
SCHOOL : BOHOL ISLAND STATE UNIVERSITY- BILAR
THESES TITLE : EFFECTIVENESS OF MODULAR DISTANCE LEARNING
 IN THE NEW NORMAL
DESTINATION : PILAR AND SIERRA BULLONES, BOHOL, PHILIPPINES
DATE : DECEMBER 13, 2021

I/We hereby acknowledge that sufficient information has been provided by the school with respect to the planned activity, duration, location, method of transportation, participants and supervision.

I/We hereby acknowledge that certain RISKS or INJURIES are inherent to participate in learning activities outside the school. These types of injuries may be minor or serious and may result from one's actions, or the actions or actions or inaction of others, or a combination of both.

I/We understand that the rules and regulations established for the Field Trip/Educational Tour are designed for the safety and protection of the participants and hereby undertake to inform my child to abide these rules and regulations.

I/We declare having read and understood the above Parental Consent Agreement in its entirety and hereby consent to allow my/our child to participate, acknowledging all of the foregoing.

IN WITNESS WHEREOF, I/We hereto affix my/our signature this 13th day of December, 2021 at Seirra Bullones, Bohol, Philippines.

(SGD) ARMANDO L. LEGATIC
 Parent/Guardian
(signature over printed name)

Valid ID No. _____

(SGD) LOLITA C. LEGATIC
 Parent/Guardian
(signature over printed name)

Valid ID No. _____

SUBSCRIBED AND SWORN to before me this 13th day of December, 2021 at Sierra Bullones, Bohol,
 Philippines

SGD. ATTY. MICHAEL I. DORIA
 Notary Public

PARENTAL CONSENT

Permission is granted for my/our son/daughter to participate in the following Field Trip/Educational Tour/Field Practice/Field activity:

NAME OF STUDENT : MARIEL R. LIBRES
COURSE : BACHELOR OF ELEMENTARY EDUCATION
SCHOOL : BOHOL ISLAND STATE UNIVERSITY- BILAR
THESIS TITLE : EFFECTIVENESS OF MODULAR DISTANCE LEARNING
IN THE NEW NORMAL
DESTINATION : PILAR AND SIERRA BULLONES, BOHOL, PHILIPPINES
DATE : DECEMBER 13, 2021

I/We hereby acknowledge that sufficient information has been provided by the school with respect to the planned activity, duration, location, method of transportation, participants and supervision.

I/We hereby acknowledge that certain RISKS or INJURIES are inherent to participate in learning activities outside the school. These types of injuries may be minor or serious and may result from one's actions, or the actions or inaction of others, or a combination of both.

I/We understand that the rules and regulations established for the Field Trip/Educational Tour are designed for the safety and protection of the participants and hereby undertake to inform my child to abide these rules and regulations.

I/We declare having read and understood the above Parental Consent Agreement in its entirety and hereby consent to allow my/our child to participate, acknowledging all of the foregoing.

IN WITNESS WHEREOF, I/We hereto affix my/our signature this 13th day of December, 2021 at Seirra Bullones, Bohol, Philippines.

(SGD) CRISTINA R. LIBRES
Parent/Guardian
(signature over printed name)
 Valid ID No. _____

(SGD) ROSITA D. LIBRES
Parent/Guardian
(signature over printed name)
 Valid ID No. _____

SUBSCRIBED AND SWORN to before me this 13th day of December, 2021 at Sierra Bullones, Bohol, Philippines

SGD. ATTY. MICHAEL I. DORIA
 Notary Public

PARENTAL CONSENT

Permission is granted for my/our son/daughter to participate in the following Field Trip/Educational Tour/Field Practice/Field activity:

NAME OF STUDENT : CRISCEL P. SANCHEZ
COURSE : BACHELOR OF ELEMENTARY EDUCATION
SCHOOL : BOHOL ISLAND STATE UNIVERSITY- BILAR
THESIS TITLE : EFFECTIVENESS OF MODULAR DISTANCE LEARNING
IN THE NEW NORMAL
DESTINATION : PILAR AND SIERRA BULLONES, BOHOL, PHILIPPINES
DATE : DECEMBER 13, 2021

I/We hereby acknowledge that sufficient information has been provided by the school with respect to the planned activity, duration, location, method of transportation, participants and supervision.

I/We hereby acknowledge that certain RISKS or INJURIES are inherent to participate in learning activities outside the school. These types of injuries may be minor or serious and may result from one's actions, or the actions or actions or inaction of others, or a combination of both.

I/We understand that the rules and regulations established for the Field Trip/Educational Tour are designed for the safety and protection of the participants and hereby undertake to inform my child to abide these rules and regulations.

I/We declare having read and understood the above Parental Consent Agreement in its entirety and hereby consent to allow my/our child to participate, acknowledging all of the foregoing.

IN WITNESS WHEREOF, I/We hereto affix my/our signature this 13th day of December, 2021 at Seirra Bullones, Bohol, Philippines.

(SGD) CRISANTO K. SANCHEZ

Parent/Guardian

(signature over printed name)

Valid ID No. _____

(SGD) MARICEL P. SANCHEZ

Parent/Guardian

(signature over printed name)

Valid ID No. _____

SUBSCRIBED AND SWORN to before me this **13th** day of **December**, 2021 at **Sierra Bullones, Bohol**, Philippines

SGD. ATTY. MICHAEL I. DORIA

Notary Public

Doc. No. 3232

Page No. 94

Book No. 22

APPENDIX A.4 LETTER TO THE RESPONDENTS



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



Vision: A premier S & T 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.

COLLEGE OF TEACHER EDUCATION

Dear Respondents,

The undersigned is currently conducting a study on **“EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL”** as partial fulfillment for the degree of Bachelor of Elementary Education at Bohol Island State University-Bilar Campus.

This study aims to determine the effectiveness of Modular distance learning towards learning domain in New Normal. In line with this, we would like to ask you about some personal information. Rest assured that all data will be treated to its utmost confidentiality in compliance with R.A 10793 also known as “Data Privacy Act of 2012.” Your participation towards the completion of the study is highly appreciated.

Thank you for your cooperation God Bless!!!...

Respectfully yours,

(SGD) **ROSEMARIE C. LEGATIC**

(SGD) **MARIEL R. LIBRES**

(SGD) **CRISCEL P. SANCHEZ**
Student-Researchers

APPENDIX B INSTRUMENT



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



Vision: A premier S & T 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.

COLLEGE OF TEACHER EDUCATION

Dear Respondents,

The undersigned is currently conducting a study on **“EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN THE NEW NORMAL”** as partial fulfillment for the degree of Bachelor of Elementary Education at Bohol Island State University-Bilar Campus.

This study aims to determine the effectiveness of Modular distance learning towards learning domain in New Normal. In line with this, we would like to ask you about some personal information. Rest assured that all data will be treated to its utmost confidentiality in compliance with R.A 10793 also known as “Data Privacy Act of 2012.” Your participation towards the completion of the study is highly appreciated.

Thank you for your cooperation God Bless!!!...

Name:

Sex:

Age:

Instructions: Please answer all the questions. Put check (/) mark that indicate your answers.

Not Affective-1 Affective-3 Most Affective-5	Less Affective-2 More Affective-4
---	--

➤ *Denotes for the Bisayan Translation*

Learning Domains	1	2	3	4	5
Domain 1: Cognitive	•				
1. Remember Easily through modular learning modalities. <i>Dali mahinumduman ang naa sa Printed Module.</i>					

<p>2. Understand and Interpret the lesson. <i>Makasabot ug Mahatagan ug kaugalingong kahulugan ang mga leksyon.</i></p>					
<p>3. Breaks down information. <i>Matagsa-tagsa ug mga inpormasyon sa Module.</i></p>					
<p>4. Puts part together or answer the task given. <i>Naghiusa o natubag ang gihatag nga buluhaton.</i></p>					
<p>5. Generate ideas through the lesson. <i>Nakakuha ug mga ideya pinaagi sa leksyon.</i></p>					
<p>6. Decide and conclude information that are given by the different learning modalities. <i>Paghukum ug pagtapos sa kasayuran nga gihatag sa lainlaing paagi sa pagkat-on.</i></p>					
<p>7. Prepared for the result or scores of the modular distance learning. <i>Andam kung unsa or pila ang resulta o marka sa maong printed module.</i></p>					
<p>8. Modular Distance Learning has promoted a sense of learning beyond new normal. <i>Ang Modular Distance Learning nagpasiugda sa usa ka pagbati sa pagkat-on lapas sa bag-ong normal.</i></p>					
<p>9. Think the changes brought about by our modular efforts will be lasting changes. <i>Naghuna-huna nga kaning paningkamot para sa modular distance learning is magdugay nga kabag uhan.</i></p>					
<p>10. Modular Distance Learning efforts have cause me to examine my own</p>					

<p>view of what constitutes a good education.</p> <p><i>Ang mga paningkamot sa Pagtuon sa Modular nga Distansya hinungdan nga gisusi nako ang akong kaugalingon nga pagtan-aw sa kung unsa ang usa ka maayong edukasyon.</i></p>					
Domain 2: Affective					
<p>11. Accept the Result or acceptance in the Modular Distance Learning.</p> <p><i>Pagdawat nga na a nay bag o nga paagi para makakat on.</i></p>					
<p>12. Students are interested to learn more and know more.</p> <p><i>Ang estudyante interesado nga makahibalo ug daghan ang mahibal-an.</i></p>					
<p>13. Adopt and Initiate changes from the Modular Distance Learning.</p> <p><i>Pagsagop ug Pagsugod sa mga pagbag-o gikan sa Modular Distance Learning</i></p>					
<p>14. Awareness of the instruction.</p> <p><i>Kahibalo sa mga instraksiyon gikan sa module</i></p>					
<p>15. Act and support towards co-learners.</p> <p><i>Paglihok ug pagsuporta sa mga kauban sa pagkat-on.</i></p>					
<p>16. Value learning from Modular Distance Learning.</p> <p><i>Hatagan bili ang pagkat-on gikan sa Modular Distance Learning</i></p>					
<p>17. Understand why Modular Distance Learning happen in the new normal.</p> <p><i>Masabut kung ngano nga ang pagkahibalo sa Modular Distance nahitabo sa bag-ong normal</i></p>	•				

<p>18. Feel that my input was relevant in the Modular Distance Learning. <i>Gibati nga ang akong pagsulud o akong mga tubag may kalabutan sa Modular Distance Learning</i></p>					
<p>19. Modular Distance Learning effort has been conducted on the bases of goals. <i>Ang paningkamot sa Modular Distance Learning gihimo sa mga sukaranan sa mga katuyoan.</i></p>					
<p>20. Student leadership is the key element in the Modular Distance Learning of the new normal. <i>Ang pagpangulo sa estudyante mao ang hinungdanon nga elemento sa Modular Distance Learning sa bag-ong normal.</i></p>					
Domain 3: Psychomotor					
<p>21. Recognized new knowledge/challenges in the new normal. <i>Giila ang bag-ong kahibalo / hagit sa bag-ong normal</i></p>					
<p>22. Interacts with parents. <i>Nakig-uban sa mga ginikanan.</i></p>					
<p>23. Participate new learning modalities. <i>Pag-apil sa bag-ong mga paagi sa pagkat-on</i></p>					
<p>24. Manipulate on how to follow directions. <i>Pagmanipula kung giunsa pagsunod ang mga direksyon</i></p>					
<p>25. Perform what is asked. <i>Pagbuhat kung unsa ang gipangayo o gipaansweran.</i></p>	•				
<p>26. Construct new way of learning. <i>Paghimo bag-ong pamaagi sa pagkat-on.</i></p>					

<p>27. Have more time to get to know the learning modalities. <i>Adunay daghang oras aron mahibal-an ang mga paagi sa pagkat-on.</i></p>					
<p>28. The students are highly motivated to learn the topics presented by teachers. <i>Dasig ang mga estudyante nga mahibal-an ang mga hilisgutan nga gipakita sa mga magtutudlo.</i></p>					
<p>29. Able to use more innovative learning methods as result of changes. <i>Makahimo sa paggamit sa labi ka bag-ong pamaagi sa pagkat-on nga resulta sa mga pagbag-o.</i></p>					
<p>30. Have more time to build coherent, connected learning through the different learning modalities. <i>Adunay daghang oras sa pagtukod og magkahiusa, konektado nga pagkat-on pinaagi sa lainlaing paagi sa pagkat-on</i></p>					

APPENDIX C
RAW DATA
Profile of the Respondents

RN	AGE	SEX	GEN. AVE.(1ST QUARTER)
1	11	2	86
2	11	2	90
3	11	2	87
4	11	2	95
5	12	2	88
6	11	2	89
7	11	2	93
8	12	2	89
9	11	1	96
10	11	1	97
11	12	1	90
12	11	1	80
13	12	1	97
14	11	1	96
15	12	1	80
16	11	1	89
17	11	1	89
18	11	2	84
19	11	2	84
20	11	2	89
21	11	2	88
22	11	2	85
23	15	2	90
24	13	2	89
25	11	2	91
26	11	2	93
27	11	2	89
28	11	2	92
29	11	2	88
30	11	1	93
31	11	1	90
32	13	1	96
33	11	1	92
34	12	1	88
35	11	1	85
36	12	1	93
37	12	1	94
38	11	1	93
39	11	1	87

SEX:

- 1 FEMALE**
- 2 MALE**

Cognitive Domain in Modular Distance Learning

RN	CDQ1	CDQ2	CDQ3	CDQ4	CDQ5	CDQ6	CDQ7	CDQ8	CDQ9	CDQ10
1	5	5	4	3	5	5	4	2	3	5
2	3	2	2	5	4	1	1	4	4	3
3	5	5	4	4	5	4	5	5	5	5
4	5	3	3	3	5	4	3	5	4	4
5	2	2	2	2	2	2	2	1	2	2
6	2	2	2	2	2	1	1	1	5	2
7	3	2	2	5	4	1	1	3	3	3
8	2	1	1	2	3	1	3	2	2	3
9	3	5	4	5	5	3	4	4	5	5
10	2	2	2	3	3	2	2	2	3	3
11	2	2	2	2	2	1	1	2	5	2
12	2	3	4	3	4	2	1	4	4	4
13	2	3	1	4	2	3	5	2	3	4
14	5	4	3	3	4	3	3	3	3	3
15	3	3	3	3	4	2	1	4	4	3
16	2	2	2	5	3	2	2	5	3	3
17	3	2	3	3	2	4	2	2	3	4
18	5	4	1	5	3	1	3	5	2	4
19	3	5	3	2	5	1	4	3	2	1
20	5	1	5	5	2	3	4	1	1	5
21	4	4	3	3	4	3	3	4	3	4
22	3	5	5	3	4	2	1	4	4	3
23	4	5	3	4	2	5	3	5	3	5
24	2	3	4	2	3	3	5	2	3	4
25	4	5	3	4	3	2	1	3	5	5
26	3	4	5	4	4	5	5	5	5	5
27	2	4	3	4	5	3	2	4	3	5
28	1	5	3	2	5	4	2	4	5	4
29	4	5	4	4	2	5	3	5	3	5
30	3	4	2	3	5	3	4	4	2	3
31	2	1	2	1	4	5	4	2	2	3
32	2	1	3	4	1	2	4	1	3	1
33	3	3	3	4	5	2	1	4	5	5
34	2	1	2	1	4	5	5	2	2	1
35	2	4	3	4	5	3	2	4	3	5
36	5	4	3	5	5	4	4	3	5	5
37	5	5	5	5	5	2	2	5	5	5
38	2	4	2	5	3	1	1	3	2	4
39	4	2	3	2	3	3	2	3	2	3

Legend:

1-Not Effective
 2- Less Effective
 3- Effective

4- More Effective
 5- Most Effective

Affective Domain in Modular Distance Learning

RN	ADQ11	ADQ12	ADQ13	ADQ14	ADQ15	ADQ16	ADQ17	ADQ18	ADQ19	ADQ20
1	5	2	5	5	5	5	5	3	4	5
2	5	4	4	4	5	4	4	4	4	4
3	5	4	5	5	5	4	5	5	5	1
4	5	3	3	3	4	4	3	2	4	4
5	2	2	2	2	2	2	2	2	2	2
6	2	3	3	4	5	2	1	1	5	1
7	3	3	3	3	3	3	3	3	3	3
8	2	4	3	3	4	3	4	2	2	2
9	5	5	5	4	3	3	2	5	5	1
10	4	3	3	3	4	2	2	3	4	2
11	3	3	4	5	2	1	1	5	2	5
12	4	3	5	3	2	4	3	4	5	1
13	3	5	3	2	3	1	2	1	2	2
14	4	4	3	3	3	3	3	3	3	3
15	3	5	3	3	4	1	3	1	5	5
16	2	4	3	5	5	1	2	1	5	1
17	3	2	3	3	2	3	2	3	2	3
18	3	1	3	3	5	2	4	2	3	5
19	4	5	3	2	4	3	2	5	1	2
20	2	1	3	1	1	5	2	2	3	5
21	4	4	4	4	1	2	2	3	1	3
22	4	2	5	5	2	4	2	3	5	3
23	2	5	3	4	5	3	4	3	4	2
24	3	5	3	2	2	3	2	5	4	2
25	4	5	4	2	1	4	2	3	2	4
26	4	4	3	5	5	4	2	5	1	5
27	2	5	4	2	5	2	3	4	2	4
28	3	3	5	2	1	1	1	5	2	2
29	2	5	3	3	5	1	3	4	3	1
30	2	4	2	4	2	3	5	2	4	2
31	3	2	4	2	3	4	2	3	2	2
32	2	1	3	1	2	3	1	2	4	1
33	5	5	4	4	5	3	4	1	3	1
34	2	3	1	4	2	3	4	1	2	1
35	4	5	4	2	5	4	3	4	2	4
36	4	5	5	4	3	1	5	1	1	5
37	5	5	5	4	4	2	3	2	5	1
38	4	4	5	4	3	1	2	3	4	1
39	2	4	3	4	3	3	2	3	2	2

Legend:

1-Not Effective
2- Less Effective
3- Effective

4- More Effective
5- Most Effective

Psychomotor Domain in Modular Distance Learning

RN	PDQ21	PDQ22	PDQ23	PDQ24	PDQ25	PDQ26	PDQ27	PDQ28	PDQ29	PDQ30
1	5	3	4	4	4	4	4	5	3	3
2	4	3	4	4	4	4	4	3	4	4
3	5	5	5	5	5	5	5	5	5	5
4	4	5	5	2	3	3	4	3	4	2
5	2	2	2	2	3	2	2	3	3	3
6	4	5	5	5	5	1	5	2	3	4
7	3	3	3	3	3	3	3	3	3	3
8	4	3	4	4	5	3	5	3	4	3
9	5	4	4	5	5	2	4	3	2	4
10	4	4	3	3	4	2	2	3	3	3
11	5	5	1	5	5	1	5	2	3	4
12	3	4	2	3	3	4	2	3	1	5
13	3	1	3	3	4	3	2	2	3	4
14	3	3	3	3	3	3	3	3	5	4
15	3	3	3	3	3	1	3	3	3	3
16	4	5	5	4	5	1	3	3	4	3
17	2	3	3	2	3	2	3	2	3	2
18	1	2	4	4	1	4	3	2	3	4
19	2	1	2	4	1	4	5	3	1	4
20	1	1	1	5	1	2	3	5	1	4
21	3	3	3	3	1	2	2	1	4	4
22	5	4	2	5	1	5	3	1	3	3
23	1	5	3	4	1	4	2	5	2	3
24	2	2	4	3	2	5	1	3	2	4
25	3	4	3	5	4	2	2	3	2	2
26	5	5	5	5	4	5	4	4	5	5
27	5	1	5	4	5	3	4	5	4	5
28	4	5	1	2	5	1	4	1	2	5
29	2	3	5	3	4	2	3	2	5	2
30	4	2	4	3	5	2	4	2	3	5
31	5	2	3	2	5	3	2	2	4	5
32	2	1	2	1	3	2	1	4	2	2
33	3	3	4	4	5	3	1	2	2	1
34	1	5	1	2	1	3	1	2	4	5
35	5	1	5	4	5	3	4	5	4	5
36	5	5	5	4	5	1	1	1	2	3
37	5	5	5	4	1	1	5	5	1	5
38	3	4	3	2	5	1	3	2	3	4
39	3	3	3	2	2	2	3	3	3	3

Legend:

1-Not Effective
 2- Less Effective
 3- Effective

4- More Effective
 5- Most Effective

**APPENDIX D
STATISTICAL TREATMENT
ONE-WAY ANALYSIS OF VARIANCE (ANOVA)**

$$F = \frac{MST}{MSE}$$

$$MST = \frac{\sum_{i=1}^k (T_i^2/n_i) - G^2/n}{k-1}$$

$$MSE = \frac{\sum_{i=1}^k \sum_{j=1}^{n_i} Y_{ij}^2 - \sum_{i=1}^k (T_i^2/n_i)}{n-k}$$

ANOVA

VAR00014

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.202	2	.101	.239	.788
Within Groups	48.217	114	.423		
Total	48.420	116			