

Original Article

A Perceptual Study on the Impact of Modular Instruction on the Academic Performance of Grade 6 Pupils

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Abstract: The existence of COVID-19 Pandemic has severely affected the educational system of the entire world. According to WHO, Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. This study focused on the impact of modular instruction particularly on the academic performances among Grade 6 pupils of Jones West Central School Campus-1 during one School Year. Among the three (3) sections of Grade 6, only one section was selected using simple random sampling technique. Also, the researchers' respondents are the Grade 6 parents and at the same time Grade 6 teachers. The study employed a quantitative research design which the data collection were execute using the following instruments: (1) Survey Questionnaires to showcase the significant experiences as well as perceptions of the respondents, (2) Grades (1st Quarter Final Grade) in their previous rating period, (3) Frequency and Percentage distribution utilized to show the visual representation for each data points and (4) Three Point Likert Scale (Always, Sometimes and Never). Moreover, the study concluded that the more parents and teachers were involved, the better its impact to the child's academic behavior and performance. The findings also revealed that there is a significant difference between the academic behavior and performance of the respondents when they grouped according to sex (male and female). As the researchers collected and computed their final grades, male got an overall weighted average of 85.8% while female got 87.4%. Thus, it was revealed that female perform better than male respondents during the implementation of Modular Distance Learning Approach (MDLA). On the other hand, respondents who are belong to age 11 bracket got the lowest weighted average of 83.36% while those pupils fall under age 12 bracket got 90.3%. But modular distance learning can be useful and it can also be utilized in some situation like for example if there is a "rally" or a "calamity". However, the researchers recommend that the administrators should concentrate on improving and simplifying worksheets (self-learning modules) to be distributed to the young learners accompanied with video lessons that are aligned with the Most Essential Learning Competencies (MELC) if this kind of learning modality utilized again.

Keywords: modular instruction, academic performance, pandemic, learning modality, modules

1. INTRODUCTION

The existence of COVID-19 Pandemic has severely affected the educational system of the entire world. According to WHO, Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus [1]. Most people infected with the COVID-19 virus which they experience mild to moderate respiratory illness and recover without requiring special treatment. The widespread prevalence of this brought extraordinary challenges to the stakeholders, teacher, parents and at the same time among learners. Education in the new normal is a challenging task in the Philippines in an

attempt to push through education amidst the deadly pandemic caused by COVID-19 Pandemic. For instance, most countries temporarily closed schools and other educational institutions to limit the continuously spreading of Corona Virus [2]. Many school institutions have promptly locked for personal engagement as well as learners' curricular activities following the order of our President Rodrigo Roa Duterte, to suspend "face-to-face classes adhere to the advisory of Department of Health wherein our country is part under Enhance Community Quarantine (ECQ). With this, the educational institutions were closed wherein learners as well as teachers lose out on the opportunity to socialize which is essential for learning and developmental growth [3]. That is why, the Department of Education has to shift a realistic learning platform without compromising its goal as well as objectives to deliver a continuous and high-quality learning among pupils and yet promoting health awareness as well. In this manner, the Department of Education adopted and implemented despite of many oppositions because of the virus. Thereby, Modular Distance Learning Approach is implemented wherein Modular Distance Learning Approach (MDLA) is use of modules made by teachers with different tasks and at the same time learning activities based from the essential learning complex [4]. Modular learning is the most popular type of Distance Learning. Distance learning is the type of learning delivery method in which instruction is provided by teacher to learners who are physically distant. Modular learning is the most common type of distance learning in our country. After a DepEd poll indicated that 8.8 million parents supported Modular learning, it is utilized in all public schools. At this point, the most popular was of distance learning among parents with children enrolled this academic year in learning through printed modules. Learners in rural areas with poor internet connectivity and no access to online learning are also taken into account. Thus, each self-learning modules are the learning competencies that learners should acquire whereas it also includes a test to assess the pupil's prior understanding of the topic [5]. Since last year, the Department of Education has adopted different methods in teaching student due to the Pandemic, one of these methods is Modular Distance Learning Approach which is a type of learning delivery modality that DepEd conceptualized and classified under the distance learning approach. Modular Distance Learning Approach (MDLA) features individualized instruction that allow learners to utilize self-learning modules (SLMs), whether in print or electronic copy whichever is applicable and centered on the Most Essential Learning Competencies (MELC) provided by Department of Education [6]. Learner's uses under Modular Distance Learning Approach can also access learner's materials, textbooks, activity sheets, study guides and other study materials. On the other hand, teachers are usually responsible from providing adequate learning resume. Moreover, learners can also get electronic copies of these resources by downloading them to their smartphones and computer as well. According to [7], Modular distance learning delivery modality was developed by the Department of Education (DepEd) whichever learning takes place without any physical interaction between teachers and learners. By that, distance learning is best suited to independent learners with the help of parents, family members or even peers. Also, learners who enrolled in modular distance learning can use self-learning modules (SLM) that were printed to support their studies. Meanwhile, teachers monitor as well as guide learners' progress through email, text messages, chat and even telephone. Within this, a parent or guardian is considered the "Para teacher" who will guide and support the young learners on his or her studies. Teacher provide learner with the Self Learning Modules which include distribution and retrieved as well as giving assessment tools to check for understanding and provide immediate and appropriate feedback. In Modular Distance Learning, the teacher takes responsibility for monitoring the progress of the learners through home visitation, if possible. Additionally, learners may ask assistance from the teacher through text messages or even in emails. Thus, the purpose of this kind of learning modality is a response to the "No Child Left Behind Act" wherein children must receive the best education as possible, learning no child behind (No Child Left Behind Act, 2002). Hence, through the use of Self Learning Modules, this kind of learning modality becomes accessible to all learners. Modular learning is a place where pupils are learning to learn in comfort of their homes, limited contact

to the teachers and their parents take place as their learners' mode. The ongoing pandemic has introduced a new learning system in our country is the modular learning. Modular learning includes the use of modules [8]. These modules which can be in printed or digital sheets, study materials that learners can answer at the comfort of their homes. In this way, learners are usually given a week to finish a set of modules. Self-directed study. Modular distance learning promotes learner-centered learning. The purpose of this study is to examine the significant difference between the academic performance of the respondents when they grouped according to age and sex and the significant relationship between the levels of support and the academic performance of the respondents. Also, to determine the significant experience of the respondents in their academic performance as they employ Modular Instruction during the COVID-19 pandemic determined [9]. For the study objectives, they also want to determine how does parent support and teacher support affect pupil's academic performance as Modular Instruction were adopted in learning during COVID-19 pandemic are determined. Determine the levels of support where learners receive from their parents and teachers. To determine significant difference between the academic performances of the learners when they grouped according to age and sex. The author also wants to examine if there a significant relationship between the levels of support and the academic performance of the grade 6 pupils. Also, to determine the academic performance of pupils in Jones West Central School Campus-1 before and after modular distance learning. Additionally, the researchers also want to determine the overall/general performance of the grade 6 pupils in using Modular Distance Learning Approach. In this manner, the purpose of the research objectives is to find answers to the research problems and when it is successfully gathering all data and the researchers find the answers on it, this study will now to give significant plan to the educators to improve the teaching-learning process even this pandemic vanished and at the same time how it can be embracing its use. Basically, as this study wants to examine the level of academic performance as they adopt modular instruction and to identify pupils' problem challenges as encountered in adopting Modular Distance Learning Approach (MDLA) and at the same time this study wants to report on the views of learners on the effects of COVID-19 Pandemic particularly on their academic performance. Therefore, this research paper is essential as it provides information to the Department of Education to set up its preparedness as well as their plans to prepare a better learning system. Furthermore, it is also significant to education research as it contributes valid and important literature to the field of education that researcher could use to support future learners related to COVID-19 and education in general for the betterment of teaching and learning process. This study determined the impacts of modular instruction towards on the academic performance of the learners during the COVID-19 pandemic are determined. Hence, this study seeks to investigate the impacts of modular instruction on the academic performance of learners in the new normal.

2. MATERIALS AND METHODS

Quantitative research design is interested in collecting and analyzing numerical data. Quantitative research design relies on data that are observed or measure in order to examine questions about the sample population [10]. For the Quantitative method, the data collection were execute using the following instrument: (1) Survey Questionnaires to showcase the significant experiences as well as perceptions of the respondents in Modular Distance Learning Approach (MDLA), (2) Grades in their previous rating period (Grade 5 and 6 First Quarter) to know the academic performance of learners using modular distance learning, (3) a frequency and percentage distribution will be also utilize wherein it shows a visual representation of data that shows the number of observations for each data points and (4) Three point Likert scale were also utilize in this research paper wherein it is a unidimensional scale that the research use to collect respondent's perceptions and opinions. In this study, a descriptive research design will be in this research paper. A descriptive research design aims to accurately and systematically describe a population or even situation and phenomenon. Thus, a survey research

instruments allows the author to gather for frequencies, averages and patterns. As the data collection, I gather all the answers of the respondent's answers and broke the data into small segments that reflect a single and specific answer. With that, after the arrangement and finalizing of the gathered data, the researchers analyze the quantitative data and determined the impacts of Modular Instruction formulated in the respondent's answers through a survey questionnaire given to them. Hence, this research design should be carefully developed in order to ensure that the results are valid and reliable. A formal consent is sought from the school and respondents to conduct this study with the permission of the principal. Within this, the respondents were ensured of the confidentiality of the information that will be gather. Therefore, their responses and information gather were used only for research purposes. The respondents of this study were the Grade 6 Tulips Pupils of Jones West Central School Campus-1 who are enrolled for the one Academic School Year, the parents of the respondents as well as their grade 6 subject teachers were also be the authors respondents. Those respondents are from the section of Grade 6 Tulips with 21 pupils, the respondents' parents with 16 in total and the 4 subject teachers of grade 6. This study was conducted in Jones West Central School Campus-1 located at Zone, Barangay 01, Jones, Isabela. The gathering of data should be confidential and observe the value of anonymity. Data gathering was drawn through Simple Random Sampling technique wherein the process of selecting a sample that allows individual in the defined population to have equal and independent chance of being selected for the sample which serves as the respondents of this research paper. In as much as, this will be utilized within this research paper as the researcher believes that they are suites to answer a set of questions. Furthermore, the researcher chooses them as the respondents in this study because they are one of the most affected individuals as the COVID-19 pandemic crisis arises. The main device that is employed by the researchers in this study in order to collect the data will be validated using a survey questionnaire in order to gather the respondent's' profile and at the same time to gather relevant information as well as data about the impact of modular instruction into the pupil's academic performance. The current research study uses a descriptive research design in which survey questionnaires will be utilized to examine and determine the impact of Modular Instruction on the academic performance of Grade 6 pupils of Jones West Central School Campus-1. A survey research instruments allows the researcher to gather for frequencies, averages and patterns. In here, most parts of the questionnaires were made to seek the purpose of the present day, however, some of the parts of the questionnaires were adopted from recent studies because they are already valid and reliable. A survey questionnaire is a tool in gathering data to find the impacts of Modular Instruction on the academic performance of Grade 6 pupils: A Perceptual Study. After the preparation of the instruments, the respondents are identified. Statistical treatment of data is essential to make use of the data in the right and appropriate form. According to [11], raw data collection is only one aspect of any experiment to which the organization of data is equally important so that appropriate conclusions can be drawn. A frequency and percentage distribution is a visual representation of data that shows the number of observations for each data point. Identifying the overall number of observations to be presented and counting the total number of observations within each data point are both steps in the frequency and percentage distribution procedure.

$$P = \frac{f}{N} \times 100$$

Where:

P= percentage

f= frequency

N= number of respondents

A weighted average is a kind of average. Rather than each data points contributing equally to the final exam, some data points contribute more weight than others [12]. A Likert scale is utilized in this research paper wherein it is a unidimensional scale that the researcher uses to collect respondents' attitudes and opinions. In here, a Likert scale is a scale use in survey research to gauge respondents' perceptions and opinions about the impact of modular instruction on the academic performance of pupils amidst pandemics. Further, Likert scale questions are close-ended, single- questions. Thus, the advantage of using Likert scale is that it provides more granular information on people's attitude toward a subject. Therefore, the researchers can measure varied levels of agreement, quality and other variables using a Likert scale.

$$\bar{x} = \frac{\sum[(f)(w)]}{n} \text{Where:}$$

$\bar{x}$ = weighted mean

F = frequencies to the given

W = weights

n =total number of respondents

3. RESULTS AND DISCUSSION

Table 01: Frequency and Percent Distribution of the Pupils Respondents According to Profile Variables

Profile	n-21	%
Age		
11 years old	11	52.38
12 years old	10	47.62
Sex		
Male	10	47.62
Female	11	52.38

Table 01 presents the frequency and percent distribution of respondents according to their profile variables. Among the grade 6 pupils, the age distribution shows that 11 (52.38%) fall within the age of 11 years old, and 10 (47.62%) fall within the age of 12 years old. In terms of sex, among the 21 grade 6 pupil respondents, 10 (47.62%) identified as male and 11 (52.38%) are female.

Table 02: Frequency and Percent Distribution of the Parents Respondents According to Profile Variables

Profile	n-16	%
Age		
35-40	9	56.25
41-50	6	37.5
60 above	1	6.25
Sex		
Male	6	37.5
Female	10	62.5

Table 02 presents the frequency and percent distribution of respondents according to their profile variables. Among the respondents, the age distribution shows that 9 (56.25%) fall within the age range

of 35-40, 6 (37.5%) fall within 41-50, and 1 (6.25%) are 60 years old above. In terms of sex, among the 16 respondents, 6 (37.5%) are identified as male parents and 10 (62.5%) are identified as female parents.

Table 03: Frequency and Percent Distribution of the Teachers Respondents According to Profile Variables

Profile	n-4	%
Age		
35	1	25
49	1	25
50	1	25
51	1	25
Sex		
Male	1	25
Female	3	75

Table 03 present the frequency and percent distribution of respondents according to their profile variables. Based on the table, the age distribution shows that 1 (25%) fall within the age of 35, 49, 50 and 51. This table implies that the frequency and percentage of the respondents are the same [13]. In terms of sex, 1 (25%) identified as male and 3 (75%) identified as female. The female respondents comprise a larger percentage (75%) compare to the male (25%). This implies that the majority of the teacher's respondents are female [14].

Table 04: Parents Level of Support during the Implementation of Modular Instruction

Statements	Never	Sometimes	Always	Total
Parental Support				
a. Did you encourage them to learn independently?	0	5 (31.25%)	11 (68.75%)	16 (100%)
b. Did you go to the school to retrieve and submit their modules?	2 (12.5)	3 (18.75%)	11 (68.75%)	16 (100%)
c. Did you help them in doing their homework/school projects?	0	10 (62.5%)	6 (37.5%)	16 (100%)
d. Did you check their social and emotional well-being and help relieve stress and anxiety when they were struggling with the lessons?	1 (6.25%)	6 (37.5%)	9 (56.25%)	16 (100%)

For the first statement, 11 (68.75%) parents perceived that they encourage their child to learn independently categorized as always, 5 (31.25%) respondents categorized as sometimes. For the second statement, 11 (68.75%) parents perceived that they go to the school to retrieve and submit their modules, 3 (18.75%) respondents categorized as sometimes and 2 (12.5%) respondents categorized as never. In the third statement, 6 (37.5%) parents' respondents perceived that they help them in doing their homework/school projects, 10 (62.5%) respondents categorized as sometimes [15]. For the fourth statement, 9 (56.25%) parents perceived that they check their social and emotional well-being and help relieve stress and anxiety when they were struggling with the lessons, 6(37.5%) respondents categorized as sometimes and 1 (6.25%) respondent categorized as never. Overall, the table shows that the parents' levels of support during the implementation of modular instruction varied across different measures. While some measures were perceived as always, others were sometimes.

Table 05: Teachers Level of Support during the Implementation of Modular Instruction

Statements	Never	Sometimes	Always	Total
Teacher Support				
a. Did you implement a reward system?	1 (25%)	0	3 (75%)	4 (100%)
b. Did you visit their respective homes to personally check on them and their learning progress?	1 (25%)	2 (50%)	1 (25%)	4 (100%)
c. Did you give considerations whenever they submitted their outputs late?	0	2 (50%)	2 (50%)	4 (100%)
d. Were you responsible in monitoring your learning progress?	0	4 (100%)	0	4 (100%)
e. Did you check their social and emotional well-being?	0	2 (50%)	2 (50%)	4 (100%)

For the first statement, 3 (75%) teachers perceived that they implement a reward system were categorized as always, and 1 (25%) respondent categorized as never. For the second statement, 1 (25%) teacher perceive that they visit their respective homes to personally check on them and their learning progress categorized as always, 2 (50%) respondents categorized as sometimes and 1 (25%) respondent categorized as never. In terms of the third statement, 2 (50%) teachers perceived that they give considerations whenever they submitted their outputs late which categorized as always, and 2 (50%) respondents categorized as sometimes [16]. For the fourth statement, 4 (100%) teachers perceived that they were responsible in monitoring learners learning progress and for the last statement, 2 (50%) respondents categorized as sometimes and never. Overall, the table shows that the teachers' levels of

support during the implementation of modular instruction provides the support that they need and collaborates with the pupils in self-development and responsibility during the COVID-19 are determined. The frequencies and percentages vary across different measures were perceived as always and others are sometimes [17].

Table 06: Parent and Teachers Level of Support during the Implementation of Modular Instruction

Statements	Never	Sometimes	Always	Total
Parental Support				
a. Did you encourage them to learn independently?	0	13 (61.9%)	8 (38.1%)	21 (100%)
b. Did you go to the school to retrieve and submit their modules?	0	4 (19.9%)	17 (80.95%)	21 (100%)
c. Did you help them in doing their homework/school projects?	2 (9.52%)	16 (76.19%)	3 (14.92%)	21 (100%)
d. Did you check their social and emotional well-being and help relieve stress and anxiety when they were struggling with the lessons?	0	14 (66.67%)	7 (33.33%)	21 (100%)
Teacher Support				
a. Did you implement a reward system?	1 (4.76%)	14 (66.67%)	6 (28.57%)	21 (100%)
b. Did you visit their respective homes to personally check on them and their learning progress?	10 (47.61%)	6 (28.57%)	5 (23.80%)	21 (100%)
c. Did you give considerations whenever they submitted their outputs late?	2 (47.61%)	16 (76.19%)	3 (14.29%)	21 (100%)
d. Were you responsible in monitoring your learning progress?	1 (4.76%)	13 (61.19%)	7 (33.33%)	21 (100%)

e. Did you check their social and emotional well-being?	1 (4.76%)	13 (61.19%)	7 (33.33%)	21 (100%)
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In terms of parental support, 8 (38.1%) learners perceived that they encourage them to learn independently categorized as always and 13 (61.9%) respondents categorized as sometimes. The second statement, 17 (80.95%) learners perceived that parents go to school to retrieve and submit modules and 4 (19.05%) respondents categorized as sometimes. In terms of the third statement, 3 (14.92%) learners perceived that they help their child in doing their homework/school projects, 16 (76.19%) respondents categorized as never [18]. For the fourth statement, 7 (33.33%) learners perceived that they check their social and emotional wellbeing and help relieve stress and anxiety when they struggling with the learners and 14 (66.67%) categorized as sometimes. On the other hand, in terms of teachers' support, 6 (28.57%) learners perceived that teachers implement a received system, 14 (66.67%) respondents categorized a sometimes and 1 (4.76%) respondent perceived as never. Then, for the second statement, 5 (23.80%) learners perceived that they visit their house to personally check their learning progress, 6 (28.57%) categorized as sometimes and 10 (47.61%) categorized as never. For the third statement, 3 (14.29%) learners perceived that teachers give considerations whenever they submitted their outputs late categorized as always, 16 (76.19%) respondents categorized as sometimes and 2 (9.52%) respondents categorized as never [19]. While, in the fourth statement, 7 (33.33%) learners perceived that teachers were responsible in monitoring their learning progress, 13 (61.19%) respondents categorized as sometimes and 1 (4.76%) categorized as never. And lastly, fifth statement, 7 (33.33%) learners perceived that teachers check their social and emotional well-being, 13 (61.19%) categorized as sometimes and 1 (4.76%) categorized as never. Overall, the table shows that the parental and teachers support during the implementation of modular instruction varies across different measures which provides support that they need. The highest frequencies and percentage were perceived as always which means that parental and teacher support that learners received is effective and efficient into their academic performance during modular instruction.

Table 07: Grade 6 Pupils Academic Performance during Modular Instruction in terms of Sex

Male	Academic Performance
Respondents 1	91
Respondents 2	80
Respondents 3	82
Respondents 4	93
Respondents 5	84
Respondents 6	90
Respondents 7	87
Respondents 8	87
Respondents 9	81
Respondents 10	83
Overall Weighted Average:	85.8

Table 08: Grade 6 Pupils Academic Performance during Modular Instruction in terms of Sex

Female	Academic Performance
Respondents 1	92
Respondents 2	83

Respondents 3	91
Respondents 4	88
Respondents 5	93
Respondents 6	81
Respondents 7	92
Respondents 8	78
Respondents 9	90
Respondents 10	84
Respondents 11	90
Overall Weighted Average:	87.45

Overall, the table 3.1 and 3.2 presents the academic grades of Grade 6 pupils in their previous rating period A/Y 2022.2023. The researcher computed the respondents average score in each subject. Based on the table, it showcases that female got the highest grades in all subject (Filipino, English, Mathematics, Science, AP, EPP, MAPEH and ESP) as shown in the table. In contrast, the male respondents of Grade 6 pupils in the current rating period during 1st Quarter A.Y. 2022-2023. This concluded that the academic performance of the female is better than the male respondents during the implementation of Modular Distance Learning Approach [20].

Table 09: Grade 6 Pupils Academic Performance during Modular Instruction in terms of Age

Grade 6 Pupils	Age	Academic Performance
Respondents 1	11	80
Respondents 2	11	83
Respondents 3	11	82
Respondents 4	11	88
Respondents 5	11	90
Respondents 6	11	81
Respondents 7	11	87
Respondents 8	11	78
Respondents 9	11	81
Respondents 10	11	83
Respondents 11	11	84
Overall Weighted Average:		83.36

Table 10: Grade 6 Pupils Academic Performance during Modular Instruction in terms of Age

Grade 6 Pupils	Age	Academic Performance
Respondents 1	12	91
Respondents 2	12	92
Respondents 3	12	91
Respondents 4	12	93
Respondents 5	12	84
Respondents 6	12	93
Respondents 7	12	92
Respondents 8	12	87
Respondents 9	12	90
Respondents 10	12	90
Overall Weighted Average:		90.3

Overall, the table shows that the age bracket of grade 6 pupils and their final grade in all eight (8) subjects. Based on the table, the age 11 bracket got an overall weighted mean average of 83.36% while the age 12 bracket got 90.3% overall weighted average. This implies that respondents who belong to age 11 bracket got the lowest final grade in their previous rating period while those respondents fall under the age 12 bracket got the highest rating period in their final grade. Therefore, the result revealed that the older learners attained the higher academic achievement than the younger ones [21].

Table 11: Perceived Effects of Modular Instruction to the Academic Performance of the Respondents according to Students

Statements	Never	Sometimes	Always	Total
Perceived Effects of Modular Instruction				
a. Did you enjoy studying with the use of self-learning modules?	2 (9.52%)	8 (30.10%)	11 (52.38%)	21 (100%)
b. Were you able to discover new things and experiences on your own??	0	15 (71.42%)	6 (28.57%)	21 (100%)
c. Did you have a hard time accomplishing the tasks because of your lack of your understanding of the lessons?	2 (9.52%)	17 (80.95%)	2 (9.52%)	21 (100%)
d. Did you become an independent learner?	3 (14.29)	12 (57.14%)	6 (28.57%)	21 (100%)
e. Were you able to develop a sense of responsibility and independence because of modular instruction?	1 (4.76%)	10 (47.62%)	10 (47.62%)	21 (100%)
f. Did you find learning more interesting with the use of modular instruction?	2 (9.52%)	13 (61.90%)	6 (28.57%)	21 (100%)
g. Did you complete your activities/performance tasks and obtain high score?	0	17 (80.95%)	4 (19.05%)	21 (100%)
h. Did your reading comprehension and critical thinking skills increase?	0	13 (61.90%)	8 (38.10%)	21 (100%)

Table 12: Perceived Effects of Modular Instruction to the Academic Performance of the Respondents according to Teachers

Statements	Never	Sometimes	Always	Total
Perceived Effects of Modular Instruction				
A. Did your pupils enjoy studying with the use of self-learning modules?	0	2 (50%)	2 (50%)	4 (100%)
b. Were they able to discover new things and experiences on their own?	0	2 (50%)	2 (50%)	4 (100%)
c. Did they have a hard time accomplishing the tasks because of low comprehension?	0	2 (50%)	2 (50%)	4 (100%)
d. Did they become independent learners?	1 (25%)	2 (50%)	1 (25%)	4 (100%)
e. Were they able to develop a sense of responsibility and independence because of modular instruction?	1 (25%)	2 (50%)	1 (25%)	4 (100%)
f. Did they find learning more interesting with the use of modular instruction?	1 (25%)	2 (50%)	1 (25%)	4 (100%)
g. Did they complete the activities/ performance tasks and obtain high score?	0	3 (75%)	1 (25%)	4 (100%)
h. Did their reading comprehension and critical thinking skills increase?	1 (25%)	2 (50%)	1 (25%)	4 (100%)

Overall, the table provides the respondents' perception on the effects of modular instruction to the academic performances of the respondents according to teachers varies different measures. Some measures were categorized as always, sometimes and never. But the result revealed that majority of the respondents' answers was categorized as sometimes and other were always. This implies that during the implementation of modular instruction, learners have difficulties in their studies as they adapt the self-learning modules in their education when COVID-19 determined. Thus, learners must be preferred with the use of face-to-face learning system than with the use of self-learning modules [22].

Table 13: Perceived Effects of Modular Instruction to the Academic Performance of the Respondents according to Parents

Statements	Never	Sometimes	Always	Total
Perceived Effects of Modular Instruction				
A. Did your child enjoy studying with the use of self-learning modules?	0	11 (68.7%)	5 (31.25%)	16 (100%)
b. Was he/she able to discover new things and experiences on his/her own?	2 (12.5%)	7 (43.75%)	7 (43.75%)	16 (100%)
c. Did he/she have a hard time accomplishing the tasks because of low comprehension?	2 (12.51%)	10 (62.5%)	4 (25%)	16 (100%)
d. Did he/she become an independent learner?	1 (6.25%)	9 (56.25%)	6 (37.5%)	16 (100%)
e. Was he/she able to develop a sense of responsibility and independence because of modular instruction?	1 (6.25%)	8 (50%)	7 (43.75%)	16 (100%)
f. Did he/she find learning more interesting with the use of modular instruction?	0	11 (68.75%)	5 (31.25%)	16 (100%)
g. Did he/she complete the activities/performance tasks and obtain high score?	1 (6.25%)	11 (68.75%)	4 (25%)	16 (100%)
h. Did his/her reading comprehension and critical thinking skills increase?	1 (6.25%)	8 (50%)	7 (43.75%)	16 (100%)

Table 14: Pupils Overall Performances during Modular Instruction

Statement	Never	Sometimes	Always	Total
General performances of the respondents				
a. Did you perform	0	12 (57.14%)	9 (42.86%)	21 (100%)

significantly better with the use of modular instruction than when you were taught using face-to-face classes?				
b. Did you to learn how to manage your time and solve problems independently?	0	18 (85.71%)	3 (14.29%)	21 (100%)
c. Did you feel you were doing great as a student when modular instruction was being implemented?	0	15 (71.43%)	6 (28.57%)	21 (100%)

Table 15: Pupils Overall Performances during Modular Instruction according to Teachers

Statement	Never	Sometimes	Always	Total
General performances of the respondents a. Did they perform significantly better with the use of modular instruction than when they were taught using face-to-face classes?	3 (75%)	0	1 (25%)	4 (100%)
b. Did they to learn how to manage their time and solve problems independently?	0	3 (75%)	1 (25%)	4 (100%)
c. Did you feel that your pupils were doing great as students when modular instruction was being implemented?	1 (25%)	2 (50%)	1 (25%)	4 (100%)

Table 16: Pupils Overall Performances during Modular Instruction according to Parents

Statement	Never	Sometimes	Always	Total
General performances of the respondents				
a. Did he/she perform significantly better with the use of modular instruction than when they were taught using face-to-face classes?	0	9 (56.25%)	7 (43.75%)	16 (100%)
b. Did he/she learn how to manage their time and solve problems independently?	0	14 (87.5%)	2 (12.5%)	16 (100%)
c. Did you feel that your child was doing great as a student when modular instruction was being implemented?	0	10 (62.5%)	6 (37.5%)	16 (100%)

Table 17: Grade 6 Pupils Significant Experiences during Modular Instruction according to Students

Statements	Never	Sometimes	Always	Total
Significant Experiences of the respondents in Modular Instruction				
a. Did you become an independent learner?	4 (19.05%)	13 (60.95%)	4 (19.05%)	21 (100%)
b. Did you perform significantly better?	2 (9.52%)	15 (71.43%)	4 (19.05%)	21 (100%)
c. Did you gain better understanding of the lessons?	1 (4.76%)	14 (66.67%)	6 (28.57%)	21 (100%)
d. Did you become more responsible when it comes to doing the activities?	0	12 (57.14%)	9 (42.86%)	21 (100%)
e. Did you learn how to manage your time effectively?	3 (14.29%)	4 (19.05%)	14 (66.67%)	21 (100%)

f. Did you become dependent on your parents, friends, and other individuals?	0	15 (71.43%)	6 (28.57%)	21 (100%)
g. Did you rely on online sources to answer the activities?	5 (23.81%)	13 (61.90%)	3 (14.49%)	21 (100%)
h. Did you allow other individuals to answer the modules on your behalf?	15 (71.43%)	6 (28.57%)	0	21 (100%)
i. Did you submit your modules late?	7 (33.33%)	12 (57.14%)	2 (9.52%)	21 (100%)

Table 18: Grade 6 Pupils Significant Experiences during Modular Instruction according to Teachers

Statements	Never	Sometimes	Always	Total
Significant Experiences of the respondents in Modular Instruction				
a. Did they become independent learners?	1 (25%)	3 (75%)	0	4 (100%)
b. Did they perform significantly better?	0	4 (100%)	0	4 (100%)
c. Did they gain better understanding of the lessons?	0	4 (100%)	0	4 (100%)
d. Did they become more responsible when it comes to doing the activities?	1 (25%)	3 (75%)	0	4 (100%)
e. Did they learn how to manage their time effectively?	1 (25%)	3 (75%)	0	4 (100%)
f. Did they become dependent on their parents, friends, and other individuals?	0	3 (75%)	1 (25%)	4 (100%)
g. Did they rely on online sources to answer the activities?	0	4 (100%)	0	4 (100%)
h. Did they allow other individuals to answer the modules on their behalf?	0	4 (100%)	0	4 (100%)
i. Did they submit their modules late?	1 (25%)	3 (75%)	0	4 (100%)

Table 19: Grade 6 Pupils Significant Experiences during Modular Instruction according to Parents

Statements	Never	Sometimes	Always	Total
Significant Experiences of the respondents in Modular Instruction				
a. Did he/she become an independent learner?	1 (6.25%)	11 (68.75%)	4 (25%)	16 (100%)
b. Did he/she perform significantly better?	1 (6.25%)	9 (56.25%)	6 (37.5%)	16 (100%)
c. Did he/she gain better understanding of the lessons?	0	10 (62.5%)	6 (37.5%)	16 (100%)
d. Did he/she become more responsible when it comes to doing the activities?	1 (6.25%)	7 (43.75%)	8 (50%)	16 (100%)
e. Did he/she learn how to manage his/her time effectively?	0	10 (62.5%)	6 (37.5%)	16 (100%)
f. Did he/she become dependent on you, his/her friends, and other individuals?	3 (18.75%)	11 (68.75%)	2 (12.5%)	16 (100%)
g. Did he/she rely on online sources to answer the activities?	2 (12.5%)	7 (43.75%)	7 (43.75%)	16 (100%)
h. Did he/she allow other individuals to answer the modules on his/her behalf?	5 (31.25%)	10 (62.5%)	1 (6.25%)	16 (100%)
i. Did he/she submit his/her modules late?	5 (31.25%)	9 (56.25%)	2 (12.5%)	16 (100%)

4. CONCLUSION

Based on the indicated findings, the following conclusions were drawn: As the pupils being the researchers' respondents, the researchers concluded that parents and teachers level support has almost the same frequencies and percentages of the parents and teacher support that learners receive during the modular implementation. In terms of parental support, parents' levels of support during the implementation of modular instruction varied across different measures. While some measures were perceived as always, others were sometimes. As the teachers and parents being the researchers' respondents, the researchers concluded that teachers and parents' levels of support during the implementation of modular instruction provides the support that they need and collaborates with the pupils in self-development and responsibility during the COVID-19 are determined. The frequencies and percentage vary across different measures were respondents perceived categorized as always and others are sometimes. Overall, this study revealed that the parental and teachers support during the

implementation of modular instruction varies across different measures which provides support that they need. The highest frequencies and percentage were perceived as always which means that parental and teacher support that learners received is effective and efficient into their academic performance during modular instruction. The researchers revealed that there is significant difference between the academic performance of the young learners when they grouped according to age and sex during their grades in their previous rating period (First Quarter, Grade 6). It revealed that majority of the learners' decrease their grades during the implementation of modular instruction which indicated that majority of the learners perform better with the use of face-to-face learning than with the use of self-learning modules. The authors concluded that there is a significant difference between the academic performance of the learners as they grouped according to sex (female and male) and age. Its significant difference proves that when learners are grouped according to age, the findings revealed that older learners attained higher academic achievement rather than the younger learners. While, when learners are grouped according to sex (female and male), the findings affirmed that female respondents attained high grades in their academic achievement during the face-to-face learning however, male respondents perform better with the use of modular instruction than the face-to-face learning. Overall, there is a significant difference between the academic behavior and performance of the respondents as they grouped according to age and sex. The authors concluded that in the study, it has been found out that more parents and teachers were involved, the better its impact to the child's academic behavior and performance. The findings revealed that there is a significant difference between the academic behavior and performance of the respondents when grouped according to sex (female and male). As the researchers collected the grades in the previous rating period (First Quarter, Grade 6). The final grade of grade 6 pupils in their previous grade in first quarter shows that male got an overall weighted average of 85.8%. While, the final grade of grade 6 pupils in their previous grade in first quarter wherein it shows that female got an overall weighted average of 87.45%. As the researchers computed the final averages of grade 6 pupils, it was revealed that female got the highest grades in all subject (Filipino, English, Mathematics, Science, AP, EPP, MAPEH and ESP) as shown in the table 3.1 and 3.2. In contrast, the male respondents of Grade 6 pupils in their current rating period got the lowest grades during 1st Quarter A.Y. Thence, the findings affirmed that the academic performance of the female are better than the male respondents during the implementation of Modular Distance Learning Approach. The authors gathered a data regarding on the learner's age in this recent year. Based on the findings, respondents who are belong to age 11 bracket got the lowest grades in their previous rating period while age 12 bracket got the highest grades in all subjects. At this point, the study affirmed that in terms of age, older learners attain higher academic achievement than the younger ones. The authors concluded that based on the gathered data, it was been found out that there is a significant relationship between the levels of support and the academic performance of the respondents which it was revealed that the higher the parents and teachers' levels of support were involved, the better its impact to the child's academic behavior and performance. There are negative and positive effect of using modular instruction to the academic performance of the young learners according to the grade 6 pupils itself, parents and even grade 6 subject teachers. For the negative impact, learners have hard time in accomplishing their task or modules, they were not having able to discover new things because of the limited resources in their homes, sometimes they rely on their parents and they did not find learning more interesting with the use of modular instruction. For the positive impact, other says that they enjoy studying with the use of self-learning modules, they will able to develop a sense of responsibility and reading comprehension and critical thinking skills increase. Therefore, the implementation of modular instruction has a significant impact to the child's academic behavior as well as performance. The authors concluded that grade 6 learners experience hardships during the implementation of modular instructions because it is new for them with this set-up of

learning. Perhaps, learners decrease their grades whereas majority of young learners perform better with the use of set-up of face-to-face learning than the modular instruction.

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