

Perceived Effects of Modular Distance Learning on the Students in Aumbay Elementary School

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Abstract— This research aimed to gather data on the perceived effects of modular distance learning on students. The following research objectives informed this research: 1) to determine the perceived effects of modular distance learning on the students and 2) to determine the significant difference in the perceived effects of modular distance learning on grades 4,5 and 6 students. This quantitative study employed a descriptive survey to determine and identify the perceived effects of modular distance learning on grades 4,5 and 6 students. The research instrument used in this study is a survey questionnaire, which is used to acquire the necessary data. Based on the result, the study revealed that students agreed on using modular distance learning as a teaching method. They agreed most with the statements and the benefits of this approach. The study also revealed no significant difference in the perceived effects of modular distance learning on students when categorized according to gender. This means that students had the same perceptions when categorized according to gender. However, the study also revealed a significant difference in the perceived effects of modular distance learning on the students when categorized according to their grade level. It means that students had a different perception when they were grouped according to their grade level. Therefore, researchers concluded that in terms of gender, modular distance learning was not affected by their perception of the modular approach. At the same time, the perception of the students had a difference in terms of their grade level. This study implies that this modular distance learning approach helps students improve their perception of modules. Therefore, a modular approach must be continued in face-to-face instruction even if the pandemic vanishes. Researchers may recommend to the faculty/teachers in Aumbay Elementary School to use modules so students can study in advance; teachers/faculty might monitor their student's progress and be more flexible and even-minded in any situation to provide and help the students. Moreover, Schools may provide guidelines regarding the implementation of limited face-to-face and modular distance learning so that students can learn in different approaches; parents should also give attention to their children and support them in such activities. Furthermore, future researchers may incorporate other variables when they conduct a study related to our research.

Keywords—modular approach, perceived effects, modular distance learning, students

I. INTRODUCTION

Modular learning is a form of distance learning that uses self-learning modules (SLM) based on the essential learning competencies (MELCS) provided by DepEd. A modular distance learning approach would be more effective than the other approach (Parey & Martin, 2018), which Nardo (2017) mentioned that modules encourage independent study.

The COVID-19 pandemic at Huanan Seafood Market in Wuhan, China, in December 2019, within a month, it has turned out to be a global health crisis. The COVID-19 pandemic resulted in widespread disruptions such as travel restrictions, school closures, and global economic recession. The educational setup has changed, wherein instead of physical classes, the Department of Education (DepEd) has implemented distance or remote learning. They implemented numerous distance learning modalities such as; printed modules, online learning, tv or radio-based instruction, and other modalities that the teachers and students used in their distance classes.

Schools are the main places where students can enjoy and, simultaneously, improve or develop their skills, abilities, and cognitive levels. Troveta (2020) states that students experience difficulty adjusting to the implementation of modular distance learning, wherein they struggle to study because of the lack of physical guidance and interactions with their teachers. Aside from that, students do not have the same levels of understanding, and not all students are equally intelligent when it comes to the different module lessons when doing self-study at home.

In line with the above discussion, many students are struggling in their learning using modules, wherein most of the students cannot complete the activities in their modules and cannot do their performance tasks due to the significant number of activities and many exercises, as well as due to the lack of guidance and instructions from their teachers. That is why researchers conducted this study to know and identify if there are perceived effects of modular distance learning on the students and to determine if there is a significant difference in the Perceived Effects of Modular Distance Learning on the Students when categorized according to gender and grade level in Aumbay Elementary School.

A. Statement of the Problem

This study aims to identify and determine the significant Perceived Effects of Modular Distance Learning on Students in Aumbay Elementary School. It specifically aims to answer the following questions:

- 1) What are the perceived effects of modular distance learning on the students in Aumbay Elementary School?
- 2) Is there a significant difference in the perceived effects of modular distance learning on the students when they are categorized according to:

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The Effects of Distance Education on K-12 Student Outcomes Cathy Cavanaugh, Kathy Jo Gillan, Jeff Kromrey, Melinda Hess, Robert Blomeyer, 2004 The community of K 12 education has seen explosive growth over the last decade in distance learning programs defined as learning experiences in which students and instructors are separated by space and or time While elementary and secondary students have learned through the use of electronic distance learning systems since the 1930s the development of online distance learning schools is a relatively new phenomenon Online virtual schools may be ideally suited to meet the needs of stakeholders calling for school choice high school reform and workforce preparation in 21st century skills The growth in the numbers of students learning online and the importance of online learning as a solution to educational challenges has increased the need to study more closely the factors that affect student learning in virtual schooling environments This meta analysis is a statistical review of 116 effect sizes from 14 web delivered K 12 distance education programs studied between 1999 and 2004 The analysis shows that distance education can have the same effect on measures of student academic achievement when compared to traditional instruction The study weighted mean effect size across all outcomes was 0.028 with a 95 percent confidence interval from 0.060 to 0.116 indicating no significant difference in performance between students who participated in online programs and those who were taught in face to face classrooms No factors were found to be related to significant positive or negative effects The factors that were tested included academic content area grade level of the students role of the distance learning program role of the instructor length of the program type of school frequency of the distance learning experience pacing of instruction timing of instruction instructor preparation and experience in distance education and the setting of the students Appended is Coded Variables and Study Features in the Codebook *The Effects of Distance Learning* Michael G. Moore, 1989 Distance Learning Michael Simonson, Charles Schlosser, John G. Flores, 2016-12-01 Distance Learning is for leaders practitioners and decision makers in the fields of distance learning e learning telecommunications and related areas It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners of all ages using telecommunications technologies of all types Stories are written by practitioners for practitioners with the intent of providing usable information and ideas Articles are accepted from authors new and experienced with interesting and important information about the effective practice of distance teaching and learning Distance Learning is published quarterly Each issue includes eight to ten articles and three to four columns including the highly regarded And Finally column covering recent important issues in the field and written by Distance Learning editor Michael Simonson Articles are written by practitioners from various countries and locations nationally and internationally **Ethical Practices and Implications in Distance Learning** Demiray,

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Remote Learning in Times of Pandemic Linda Daniela,Anna Visvizi,2021-09-30 This edited volume examines the implications of COVID 19 on distance and online learning discussing how the move to online teaching and learning modes proved to be a source of immense institutional organizational and educational challenges With chapters grounded in theoretical and methodological approaches pertinent to education and pedagogy the book explores the relevance of theory to the educational situation brought about by the pandemic and highlights the specific issues and challenges that distance learning has to account for in crisis situations Key topics discussed include innovations and best practices in online learning research and management developments in computer supported collaborative learning training and research the use of intelligent tutoring and mentoring systems in times of crisis the role of university leadership and users perceptions and attitudes to online teaching and learning The book offers fresh insights into the specificity of distance learning in a pandemic and its effects in established working patterns It will be highly relevant reading for academics researchers and post graduate students in the fields of online learning distance learning educational technology and pedagogy as well as university administrators and those directly involved in online teaching System and Technology Advancements in Distance Learning Kumar, Vive (k),2012-08-31 With the ever increasing usage of distance learning programs in academia the need for well designed automated systems has become vital to the success of open and distance education Practical solutions should be discovered and disseminated to meet the software needs of instructors academic researchers and software engineers System and Technology Advancements in Distance Learning meets this need outlining computational methods algorithms implemented prototype systems and applications of open and distance learning It is targeted toward academic researchers and engineers who work with distance learning programs and software systems as well as general participants of distance education *Handbook of Distance Education* Michael Grahame Moore,2013-05-07 The third edition of this award winning Handbook continues the mission of its predecessors to provide a comprehensive compendium of research in all aspects of distance education arguably the most significant development in education over the past three decades While the book deals with education that uses technology the focus is on teaching and learning and how its management can be facilitated through technology Key features include Comprehensive coverage that includes all aspects of distance education including design instruction management policy and a section on different audiences Chapter authors frame their topic in terms of empirical research past and present and discuss the nature of current practice in terms of that research Future research needs are discussed in relation to both confirmed practice and recent changes in the field Section one provides a unique review of the

theories that support distance education pedagogy Section six includes a unique review of distance education as a component of global culture This book will be of interest to anyone engaged in distance education at any level It is also appropriate for corporate and government trainers and for administrators and policy makers in all these environments Recipient of the 2013 IAP Distance Education Book Award *Evaluating the Effects of Distance Learning Delivery Systems on Course Structure* Elizabeth Jo Houle,1996 *Bridges and Mediation in Higher Distance Education* Laura Sara Agrati,Daniel Burgos,Pietro Ducange,Pierpaolo Limone,Loredana Perla,Pietro Picerno,Paolo Raviolo,Christian M. Stracke,2021-01-28 This book constitutes the thoroughly refereed post conference proceedings of the Second International Workshop on Higher Education Learning Methodologies and Technologies Online HELMeTO 2020 held in Bari Italy in September 2020 Due to the COVID 19 pandemic the conference was held online The 25 revised full papers and 3 short papers presented were carefully reviewed and selected from a total of 59 submissions The papers present recent research on challenges of implementing emerging technology solution for online online learning pedagogical frameworks facing COVID19 emergency in higher education teaching and learning online learning technologies in practice online learning strategies and resources etc **Quality in Distance Education: Focus On Online Learning** Katrina A. Meyer,2002-12-31 This monograph focuses on the research on online learning It is oriented toward exploring the specific intricacies of learning over the Web Some very good studies of online learning using the Web are reviewed The chapters are 1 The Explosion of Distance Education 2 The Significance of No Significance 3 Research Basics 4 Research on Technology and Students 5 Research on Faculty and Institutions 6 The Pursuit of Guidelines and 7 Advice to the Confused Contains 1 figure 1 table and 311 references SLD **Instructional and Cognitive Impacts of Web-Based Education** Abbey, Beverly,1999-07-01 Educators are increasingly using web sites in place of traditional content media and instructional approaches such as texts and lectures This new teaching philosophy has led to a myriad of questions concerning instructional design principles learners cognitive strategies human Internet interaction factors and instructional characteristics of Web media that transverse political geographic and national boundaries Instructional and Cognitive Impacts of Web Based Education is a compendium of materials by noted researchers and practitioners that addresses national and international issues and implications of Web based instruction and learning offering suggestions and guidelines for analyzing and evaluating Web sites from cognitive and instructional design perspectives **Impacts of COVID-19 Pandemic's Distance Learning on Students and Teachers in Schools and in Higher Education** Harald Burgsteiner,Georg Krammer,2022-06-30 **Online and Distance Learning: Concepts, Methodologies, Tools, and Applications** Tomei, Lawrence A.,2007-07-31 This comprehensive six volume collection addresses all aspects of online and distance learning including information communication technologies applied to education virtual classrooms pedagogical systems Web based learning library information systems virtual universities and more It enables libraries to provide a foundational reference to meet the information needs of researchers

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