

THE LEVEL OF IMPLEMENTATION, MONITORING AND EVALUATION ON THE USE OF SELF – LEARNING MODULES IN SELECTED SCHOOLS IN DATU ODIN SINSUAT, MAGUINDANAO SOUTH DISTRICT

BY

Bai Nhez E. Aman

Nuling National High School, MBHTE, DepEd, Philippines

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ABSTRACT

This study describes the level of implementation, monitoring and evaluation on the use of Self – Learning Modules in selected elementary schools in Datu Odin Sinsuat, Maguindanao South District as perceived by school heads and teachers. A survey questionnaire contains of 60 items which are 15 items for the level of implementation on the use of Self Learning Modules, 15 items for the level of monitoring and evaluation on the use of Self-Learning Modules, 30 items on the feedbacks and actions undertaken in the implementation of the use of Self – Learning Modules is the tool for the data gathering. The level of implementation on the use of Self – Learning modules as perceived by school heads and teachers is highly implemented ($x_{SH}=3.88$ and $SD_{SH}=0.79$; $x_T=3.85$ and $SD_T=0.75$). The level of monitoring and evaluation on the use of Self – Learning modules as perceived by school heads and teachers is highly implemented ($x_{SH}=3.95$ and $SD_{SH}=0.66$; $x_T=3.85$ and $SD_T=0.70$). The feedbacks and actions undertaken on the implementation no fuse of Self-Learning modules as perceived by school heads and teachers is highly implemented ($x_{SH}=4.00$ and $SD_{SH}=0.68$; $x_T=3.90$ and $SD_T=0.67$). The school heads gave a significantly higher rating on the level of implementation on the use of Self – Learning Modules ($F=2.122$; $p=0.014$). However, there is no significant difference between the school heads and teachers' perception on level of monitoring and evaluation on the use of Self – Learning modules ($F=0.831$; $p=0.641$).

Keywords: Implementation, Monitoring, Evaluation, Self-Learning Modules, Public Schools

INTRODUCTION

In the midst of the corona virus crisis, the call remains the same that education must continue, whether face-to-face or virtual with or without physically going to school. What we assure our learners, parents, teachers, and the general public is that any decision we will make for the continuation of learning will have their health, safety, and well-being as primary consideration.” These were the words of the Department of Education Secretary Leonor Magtolis Briones.

The COVID – 19 pandemic greatly affects the various sectors around the globe. With the precautionary measures that should be implemented, the education sector is one of the sectors being affected due to prohibition of physical conduct of classes.

Opening schools during the COVID-19 epidemic is the most difficult problem the Department of Education (DepEd) has encountered thus far, as countries around the world, including the Philippines, struggle to continue education in the midst of a health crisis.

The DepEd aimed to determine which of the several off-school pedagogical strategies best suited pupils based on their location in the archipelago through its field offices and teachers. It was discovered that the modular learning modality is preferred by the majority of parents over alternative options for their children. This is based on the preliminary results of the Learner Enrollment and Survey Form (LESF), which revealed that 8.8

million parents favored modular learning over 3.9 million who selected blended learning, which is a combination of several modalities: module, television, and radio, or radio with internet access (Ciriaco, 2020).

With face-to-face classes still prohibited due to the public health situation, the integration of SLMs with alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) will assist DepEd in ensuring that all learners have access to quality basic education for SY 2020- 2021.

“The SLMs and other alternative learning delivery modalities are in place to accommodate the needs, situations, and resources of each and every student, and will cover all bases in ensuring that basic education will be available amid the current COVID-19 crisis,” DepEd Secretary Leonor Briones said.

SLMs are produced and distributed to schools in coastal locations, remote provinces, and villages without access to the internet or electricity. The Department has announced that SLMs can be viewed online or offline for homes with gadgets and devices.

From the foregoing statement, the researcher decided to determine the level of implementation, monitoring and evaluation on the use of Self Learning Modules in selected schools in Datu Odin Sinsuat, Maguindanao South District. options for their children. This is based on the preliminary results of the Learner

Statement of the Problem

The study aimed to determine the level of implementation, monitoring and evaluation on the use of Self – Learning Modules in selected elementary schools in Datu Odin Sinsuat, Maguindanao South District.

Specifically, the study answered the following questions:

1. What are the perceptions of the school heads and teachers on the use of Self – Learning Modules in terms of:
 - a. Level of implementation; and
 - b. Level of monitoring and evaluation?
2. What are the feedbacks and actions undertaken in the implementation of the use of Self – Learning Modules by the:
 - a. School heads; and
 - b. Teachers?
3. Is there a significant difference between the school heads and teachers' perceptions on the use of Self- Learning Modules in terms of:
 - a. Level of implementation; and
 - b. Level of monitoring and evaluation?

METHODOLOGY

Research Design

The researcher employed descriptive-survey and comparative design in this study. The descriptive survey research design is suited in this study as it describes the level of implementation, monitoring and evaluation of Self-Learning Modules and the comparative research design is suited to determine if there is a significant difference between the school heads and teachers' perceptions in the level of implementation, monitoring and evaluation on the use of Self-Learning Modules.

According to Adanza (1995), survey research typically employs questionnaires and interviews and it serves the purpose of describing current or prevailing conditions, opinions, attitudes, impressions, perceptions of a group of people, or variety of subjects taken from representative or problem samples for the purpose of inferring the properties of the population.

Locale of the Study

The study was conducted in 8 selected elementary schools in Datu Odin Sinsuat, Maguindanao South District.

Datu Odin Sinsuat, officially the Municipality of Datu Odin Sinsuat is a 2nd class municipality in the province of Maguindanao, Philippines. According to the 2015 census, it has a population of 99,210 people. In 1955, the barrio of Upi was separated from Datu Odin Sinsuat to become the town of Upi. The town's name was formerly known as Dinaig. It was changed to Datu Odin Sinsuat in 1994, by virtue of Muslim Mindanao Autonomy Act No. 29. The town was

part of the province of Shariff Kabunsuan and served as its capital from October 2006 until its nullification by the Supreme Court in July 2008. The municipality is home to the Awang Domestic Airport that serves the province and Cotabato City.

Datu Odin Sinsuat is politically subdivided into 34 barangays namely: Ambolodto, Awang, Badak, Bagoenged, Baka, Benolen, Bitu, Bongued, Bugawas, Capiton, Dados, Dalican Poblacion, Datu Mustapha B. Ala, Dinaig Proper, Dulangan, Kakar, Kenebeka, Kurintem, Kusiong, Labungan, Linek, Makir, Margues, Mompong, Nekitan, Semba, Sibuto, Sifaren (Sifaran), Tambak, Tamontaka, Tanuel, Tapan, Taviran and Tenonggos.

Respondents of the Study

The respondents of the study were school heads and teachers from the 8 selected elementary schools in Datu Odin Sinsuat, Maguindanao South District. There were 10 from Ambolodto Elementary School, 10 from Benolen Elementary School, 13 from Buga was Elementary School, 8 from Camp Ebrahim Sema Elementary School, 11 from Datu Butocan Elementary School, 10 from Datu Pinguiman Elementary School, 16 from Kurintem Elementary School and 8 from Sapalan Elementary School for a total of 86 respondents. In determining the respondents of the study, the researcher employed the stratified random sampling utilizing proportionate allocation.

Instrumentation

A prepared survey questionnaire, which is composed of three parts, was used to gather the needed data in determining the level of implementation, monitoring and evaluation on the use of Self-Learning Modules. The said questionnaire contains 60 items, fifteen (15) items were for the level of implementation on the use of Self Learning Modules in terms of the given local health situation, situation of the communities being served, options of parents/guardians, available resources including manpower, and learners specific needs, other considerations and consistent with the COVID-19 guidelines and regulations. Another fifteen (15) items were for the level of monitoring and evaluation on the use of Self-Learning Modules in terms of gross enrolment rate, net enrolment rate, appropriate and relevant learning delivery modalities established as well as for inclusive education program, percentage of learners receiving learning resources per learning modality, enrolled in appropriate programs, and receiving support from learner support system, number of learners receiving learning resources responsive to their needs, cohort survival rate, transition rate, school leaver rate, appropriate and relevant learner support systems established, types of trainings and support system established, percentage of staff trained for various learning deliver modalities and various learners support systems, and education leaders trained/capacitated

on emergency planning, number of learning resources procured, developed and produced, disbursement rate, timely delivery of procured projects and percentage of financial contribution of development partners over the total national education budget for the fiscal year. The last thirty (30) items were on the feedbacks and actions undertaken in the implementation of the use of Self – Learning Modules in terms of content such as the Most Essential Learning Competencies, instructional design and organization, instructional quality of text and visuals, assessment, readability and referencing and source citation; and layout and design such as physical attributes, format and visuals which refer to line drawings, photographs, maps, tables, graphs, etc.

The survey questionnaire was subjected to content validation by experts in the field of research to ensure that the respondents’ perception on the level of monitoring and evaluation on the use of Self-Learning Modules and feedbacks and actions undertaken in the implementation of the use of Self – Learning Modules were measured. There liability test was conducted to 30 respondents from Dalican Pilot Elementary School who were excluded from the actual study. The questionnaire yielded a Cronbach’s alpha value of .979 which means the questionnaire is excellently reliable.

Data Gathering Procedure

This scheme describes the procedures in the gathering of the needed data for the study. For the proper and schematic approach in gathering the needed information in this study, the stages or sequences were followed.

The first stage of data gathering was the preparation of all needed materials for data collection.

The second stage was the submission of letter of permission to the district supervisor of Datu Odin Sinsuat, Maguindanao South District to allow the researcher to gather information.

The third stage was the distribution of the research instrument. The fourth stage was the retrieval of the survey questionnaires.

After all the questionnaires were retrieved from the respondents, all the information supplied by the respondents in the survey questionnaires were treated with utmost confidentiality to protect the respondents.

Statistical Treatment of Data

Table 1. Mean and SD Distribution on the Perception of the School Heads and Teachers on the Use of Self – Learning Modules in terms of Level of Implementation

Statement	School Heads			Teachers		
	Mean	SD	Description	Mean	SD	Description
1.Establish the needed health and safety protocols as appropriate.	4.02	0.61	HI	4.08	0.70	HI
2. Establish safety nets for learners against violence and abuses at home and in the community. This can include the provision of hotlines and setting up of help desk in	3.87	0.90	HI	3.95	0.76	HI

Descriptive statistics such as weighted mean and standard deviation were used to determine the level of implementation, monitoring and evaluation on the use of Self-Learning Modules as well as on the feedbacks and actions undertaken in the implementation of the use of Self – Learning Modules. In addition, MANOVA was used in determining the significant difference between the level of implementation and level of monitoring and evaluation on the use of Self – Learning Modules of the school heads and teachers. Furthermore, the data gathered were analyzed using a rubric with the scale of 4.50 – 5.0 for very highly implemented, 3.50–4.40 for highly implemented, 2.50–3.49 for implemented, 1.50 – 2.49 for less implemented, and 1.00 – 1.49 for not implemented.

RESULT AND DISCUSSION

This chapter presents the results of the analysis of the data and their interpretation based on the specific research questions of the study.

Perception of the School Heads and Teachers on the Level of Implementation on the Use of Self – Learning Modules

The school heads and teachers’ perception on the level of implementation on the use of Self – Learning Modules is shown in Table 1 (see next page).

Table 1 shows that out of fifteen (15) statements on the level of implementation on the use of Self – Learning modules as perceived by school heads and teachers, fourteen (14) statements were rated by both school heads and teachers as highly implemented (*with overall \bar{x}_{SH} = 3.88 and SD_{SH} = 0.79; \bar{x}_T = 3.85 and SD_T = 0.75*).

These statements include “Provide SLMs to learners in their appropriate format.” (\bar{x} = 4.17; SD = 0.70), “Prepare the following for K to 3 Learners: ADM learning modules of various formats.”, “Require teachers top rep are learning plans, home learning tasks of learners and individual monitoring plan for learners” (\bar{x} = 4.13; SD = 0.68), “Continue developing Self-Learning Modules (SLMs)for Alternative Delivery Mode(ADM).”(\bar{x} =4.06; SD =0.87)and “Ensure the availability of community learning facilitators (e.g., parents, guardians and other adults) to support learners while learning from home.” (\bar{x} =4.06; SD =0.85)which

coordination with DSWD.						
3. Provide mental and psychological support services to learners.	3.74	0.74	HI	3.90	0.68	HI
4.a. Prepare the following for Kto3Learners: • ADM learning modules of various formats	4.15	0.72	HI	4.05	0.69	HI
4.b. Level led reader materials in print and digital formatting consideration for mother tongue of learners	4.02	0.82	HI	4.03	0.67	HI
4.c. Primer lessons in 19 languages	3.74	0.85	HI	3.77	0.78	HI
4.d. Primer lessons for Grade 1to3 (including bridging materials) in print, digital and audio formats, accompanied by big and small books	3.72	0.88	HI	3.74	0.79	HI
5. Train school personnel for the Learning Delivery Modality/ies opted for	3.87	0.68	HI	3.90	0.72	HI
6. Conduct regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process	3.79	0.78	HI	3.90	0.79	HI
7. Establishes strong home-school-community collaboration.	3.85	0.72	HI	3.90	0.79	HI
8.Continue developing Self-Learning Modules (SLMs) for Alternative Delivery Mode (ADM).	4.06	0.87	HI	4.03	0.81	HI
9. Map, CGs/MELCs, delivery and assessment with materials currently available in LR Portal and DepEd Commons.	3.96	0.66	HI	4.08	0.66	HI
10. Provide SLMs to learners in their appropriate format.	4.17	0.70	HI	3.87	0.77	HI
11. Check availability of gadgets and equipment for learners and teachers as appropriate.	3.81	0.88	HI	3.69	0.77	HI
12. Provide load allowance and travelling expenses for teachers who provide assistance to learners needing assistance and remediation, subject to availability of funds and applicable rules and regulations.	3.11	1.09	I	3.26	1.02	I
13. Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners.	4.13	0.68	HI	3.79	0.66	HI
14. Ensure the availability of community learning facilitators (e.g., parents, guardians and other adults) to support learners while learning from home.	4.06	0.85	HI	3.74	0.64	HI
15. Assign personnel at the school and division level who can respond to queries from families and community learning facilitators regarding the modality opted for.	3.74	0.85	HI	3.62	0.75	HI
Overall	3.88	0.79	HI	3.85	0.75	HI
Note: HI-Highly Implemented I- Implemented						

Are all interpreted as highly implemented with the high statements perceived by the school heads.

On the other hand, the statements that have the highest means as perceived by the teachers which are all interpreted as highly implemented are: “Establish the needed health and safety protocols as appropriate.”($\bar{x}=4.08;SD= 0.70$), “Map CGs/MELCs, delivery and assessment with materials available in LR Portal and DepEd Commons” ($\bar{x} = 4.08; SD = 0.66$), “Prepare the following for K to 3 Learners: ADM learning modules of various formats.”($\bar{x} = 4.05; SD = 0.69$), “Prepare the following for K to 3 Learners: Leveled reader materials in print and digital format in consideration form other tongue of learners”($\bar{x}=4.03;SD=0.67$) and “Continue developing Self-Learning Modules(SLMs)for Alternative Delivery Mode(ADM)”($\bar{x}=4.03;SD=0.81$).But both the school heads and teachers have the same perception on “Provide load allowance and travelling expenses for teachers who provide assistance to learners

needing assistance and remediation, subject to availability of funds and applicable rules and regulations.”($\bar{x}=4.05;SD =0.69$)which is interpreted simple mended.

The school heads and teachers perceived every statement as highly implemented which shows that the level of implementation on the use of Self – Learning Modules is described as well implemented in the midst of the COVID – 19 pandemic. Data also indicate that the appropriate guidelines and protocols were followed, needed materials and supplies were used, designated and responsible persons were doing their job satisfactorily and the learners’ basic education were ensured. Al though they perceived that providing load allowance and travelling expenses for teachers who provide assistance to learners needing assistance and remediation, subject to availability of funds and applicable rules and regulations is fairly implemented. This can be due to some factors such as the lack of funds or financial support for providing this assistance or the funds are delayed

which can be associated with the findings that one of the main challenges that emerged in Modular Distance Learning is the lack of school funding in the production and delivery of modules (Pe Dangle & Sumaoang, 2020).

There is no denying that the Self – Learning Modules and other alternative learning modal it is are in place to address the needs, situations, and resources of each and every learner and cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by the COVID – 19 as what the Department of Education Secretary Leonor Briones had said (Department of Education, 2020).

Perception of the School Heads and Teachers on the Level of Monitoring and Evaluation on the Use of Self – Learning Modules

The school heads and teachers’ perception on the level of monitoring and evaluation on the use of Self – Learning Modules is shown in Table 2.

Table 2 shows that out of fifteen (15) statements on the level of monitoring and evaluation on the use of Self – Learning modules as perceived by school heads and teachers, fifteen(15) statements were rated by both school heads and teachers as highly implemented (with over all $\bar{x}_{SH}=3.95$ and $SD_{SH}=0.66$; $\bar{x}_T=3.85$ and $SD_T= 0.70$).

Table 2. Mean and SD Distribution on the Perception of the School Heads and Teachers on the Use of Self – Learning Modules in terms of Level of Monitoring and Evaluation

Statement	School Heads			Teachers		
	Mean	SD	Description	Mean	SD	Description
1. These If- learning modules made accessible for different types of learners.	4.13	0.68	HI	3.95	0.69	HI
2. It caters the different on texts and learning needs of the learners.	4.06	0.64	HI	3.85	0.63	HI
3. The learners received the necessary learning resources for the applicable learning delivery modality.	4.06	0.67	HI	3.95	0.69	HI
4. Learner’s access programs responsive to their needs, consistent with their interest and aptitude.	3.85	0.66	HI	3.77	0.63	HI
5. Appropriate and relevant learning modality for inclusive education programs such as Madrasah Education program, Special Education Program (SPED)/ Learner with Special Education Needs (LSEN) and special interest programs is established.	3.87	0.65	HI	3.82	0.82	HI
6. Learners receive learning resources responsive to their learning needs.	4.02	0.64	HI	3.82	0.56	HI
7. The learning delivery modality is learner friendly and encourages active participation.	4.11	0.63	HI	3.92	0.66	HI
8. The learning delivery modality Endeavour’s to establish systems that are child-friendly, gender-sensitive, motivational and ensuring the well-being of learners.	4.11	0.63	HI	3.92	0.70	HI
9. Learner support systems such as but not limited to feeding programs, psychological support, health and remedial classes are established.	3.72	0.65	HI	3.69	0.86	HI
10. Learners receive support from learner’s support system.	3.70	0.59	HI	3.74	0.79	HI
11. Learners complete education and attain learning standards.	3.85	0.59	HI	3.79	0.77	HI
12. Education leaders, teaching, and non – teaching staff practice participative and inclusive management process during emergencies.	3.91	0.72	HI	3.85	0.63	HI
13. Ensures sufficient provision and equitable distribution of education resources during the pandemic.	4.04	0.66	HI	3.95	0.69	HI
14.14. Internal systems and processes serve learners efficiently through continuous monitoring and feedback.	4.00	0.66	HI	3.82	0.60	HI
15. Key stake holders actively collaborate to serve learners	3.79	0.83	HI	3.85	0.75	HI
Overall	3.95	0.66	HI	3.85	0.70	HI

Note: HI–Highly Implemented I– Implemented

These statements include: “The self – learning modules made accessible for different types of learners.” ($\bar{x} = 4.13$; $SD = 0.68$), “The learning delivery modality is learner friendly and

encourages active participation.” And “The learning delivery modality endeavors to establish systems that are child-friendly, gender- sensitive, motivational and ensuring the well-being of

learners.” ($\bar{x} = 4.11$; $SD = 0.63$), “It caters the different context and learning needs of the learners.” ($\bar{x}=4.05$; $SD = 0.64$) and “The learners received the necessary learning resources for the applicable learning delivery modality.” ($\bar{x} = 4.05$; $SD = 0.67$) which are all interpreted as highly implemented with the highest mean as perceived by the school heads.

On the other hand, the statements that have the highest means as perceived by the teachers which are all interpreted as highly implemented are: “The self-learning modules made accessible for different types of learners.”, “The learners received the necessary learning resources for the applicable learning delivery modality.” and “Ensures sufficient provision and equitable distribution of education resources during the pandemic.” ($\bar{x} = 3.95$; $SD = 0.69$), “The learning delivery modality is learner friendly and encourages active participation.” ($\bar{x}=3.92$; $SD = 0.66$) and “The learning delivery modality endeavors to establish systems that are child-friendly, gender-sensitive, motivational and ensuring the well-being of learners.” ($\bar{x} = 3.92$; $SD = 0.70$).

The school heads and teachers perceived every statement as highly implemented which shows that the level of monitoring and evaluation on the use of Self-Learning Modules is described as well implemented. Aside from that, the School heads and teachers’ perceptions on some items ranked the same although they do not have the same mean and standard deviation. It also indicates that the designated and responsible

persons were doing their job satisfactorily in the monitoring and evaluation of the use of Self – Learning Modules.

Administrators are also responsible for decision making on the presentation of course materials that encourage effective learning’s, communication and interactions between students-content, student-lecturer and student-student. Moreover, administrators/coordinators must ensure that all online course materials should be accessible to both students and instructors. Updating and monitoring of teaching material must also be on regular basis (Hashim, Kayode, & Hassan, 2015). The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d. & Pe Dangle & Sumaoang, 2020).

Feedbacks and Actions Undertaken in the Implementation of the Use of Self – Learning Modules by the School Heads and Teachers

The school heads and teachers’ feedbacks and actions undertaken on the use of Self – Learning Modules is shown in Table 3 (see next page).

Table 3 shows that out of thirty (30) statements on the feedbacks and actions undertaken on the implementation of use of Self – Learning modules as perceived by school heads and teachers, thirty (30) statements were rated by both

Table 3. Mean and SD Distribution on the Feedbacks and Actions Undertaken in the Implementation of the Use of Self – Learning Modules by the School Heads and Teachers

Statement	School Heads			Teachers		
	Mean	SD	Description	Mean	SD	Description
1. The SLM covered and sufficiently developed the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	4.13	0.71	HI	3.92	0.66	HI
2. SLM uses a variety (atleast3) of self-directed techniques, learning tasks, and formative assessments.	4.06	0.64	HI	3.97	0.63	HI
3.SLM has content that is logically developed and organized, i.e., lessons/activities are arranged from simple to complex, From observable to abstract.	4.11	0.67	HI	3.92	0.62	HI
4. SLM contains essential instructional design elements that contribute to the achievement of learning objectives.	4.13	0.61	HI	3.87	0.62	HI
5. SLM allows for review, comparison, and integration of with previous lessons (if applicable).	3.98	0.71	HI	3.82	0.64	HI
6. SLM uses various motivational strategies (i.e., advance organizers, puzzles, games) to hook the target user’s interest and engagement.	3.96	0.78	HI	3.74	0.82	HI
7. SLM uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	4.06	0.64	HI	3.95	0.76	HI
8. SLM has written and performance tasks that are differentiated based on target user’s multiple intelligences, learning styles and, and readiness levels.	4.00	0.66	HI	4.00	0.69	HI
9. SLM integrates desirable values and traits.	4.02	0.71	HI	3.92	0.66	HI
10. SLM develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving)	3.98	0.68	HI	3.82	0.64	HI

11. All contents in the SLM are accurate, free from any social content violations, factual errors and computational errors (if Applicable).	3.89	0.67	HI	3.74	0.64	HI
12. SLM provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should be at least 3 assessment activities in a module.	4.04	0.62	HI	3.82	0.64	HI
13. SLM has assessments that are aligned with the specific objectives and contents (i.e., lesson/topic).	4.15	0.63	HI	3.97	0.67	HI
14. The SLM contains assessments that have clear demonstrations/examples, instructions, and/or rubrics to serve as guide on how these will be used.	3.98	0.82	HI	4.03	0.74	HI
15. The SLM has assessment activities that ensure active engagement of the learners.	3.96	0.69	HI	3.87	0.62	HI
16. The SLM has answer keys that provide exact answers for objective-type assessments and discussion points for the non-objective types	3.83	0.87	HI	3.79	0.66	HI
17. The SLM has pre-and post-assessment items that are constructed differently.	3.91	0.83	HI	3.90	0.68	HI
18. Vocabulary used and length and structures of sentences in the SLM are suited to the comprehension level of the target User.	3.89	0.67	HI	3.74	0.64	HI
19. Paragraph structures in the SLM facilitate smooth flow of ideas and concepts.	3.94	0.64	HI	3.79	0.66	HI
20. Topics and ideas presented from one lesson to the next are coherent and integrated with each other.	3.98	0.64	HI	3.82	0.68	HI
21. Instructions, discussion points, questions, and activities are clear to the target users.	3.91	0.69	HI	3.77	0.67	HI
22.a. The copyrighted text and visuals are accurately cited on the page where they are presented (i.e., primary and/or original sources are cited) containing the following: • Title of the work	3.83	0.76	HI	3.79	0.62	HI
22.b. Name of creator	3.83	0.73	HI	3.87	0.73	HI
22.c. Title of source	3.81	0.71	HI	3.85	0.71	HI
22.d. Title of source where the work is included, and/or publication details	3.85	0.69	HI	3.82	0.68	HI
23.a. The references are properly cited in the Reference List containing following: • Name of creator	3.77	0.73	HI	3.85	0.63	HI
23.b. Title of source	3.79	0.72	HI	3.77	0.63	HI
23.c. Publication details; publisher, location of publisher, date of publication, etc.	3.77	0.73	HI	3.82	0.60	HI
24. a. Cover elements are correct and complete. • Grade Level Identifier	4.13	0.65	HI	4.00	0.65	HI
24.b. Quarter Number	4.13	0.65	HI	4.00	0.61	HI
24.c. Learning Area	4.11	0.67	HI	3.97	0.63	HI
24.d. Module Title	4.06	0.67	HI	3.97	0.63	HI
24.e. Cover Art	4.09	0.65	HI	3.95	0.65	HI
25. A. All the following necessary elements in the SLM are complete. • Preliminary Pages ▪ Title Page ▪ Copyright Page ▪ Introduction of the Module ▪ Table of Contents	4.06	0.64	HI	4.00	0.69	HI
25.b. Body • Overview • Presentation • Generalization • Application • Generalization/Synthesis • Post Assessment	4.13	0.65	HI	3.95	0.69	HI
25.c. Back Matter • References	4.09	0.65	HI	3.95	0.69	HI
25.d. Others • Answer Key	3.89	0.73	HI	3.92	0.70	HI
26. Headings have consistent heading styles (i.e., main heads, subheads, sections, and subsection).	4.11	0.60	HI	4.13	0.70	HI
27. The size of the letters and font styles are appropriate for the target user and easy to read.	4.13	0.61	HI	4.13	0.73	HI

28. Each page observes proper spacing between letters, words, and paragraph sand appropriate balance of illustrations and texts.	4.19	0.61	HI	4.05	0.65	HI
29. The visuals used are simple, relevant, easily recognizable, proportionately drawn in size, appropriately placed in the page, Use appropriate color when needed and properly labeled/captioned (if needed).	4.17	0.60	HI	3.97	0.67	HI
30. The visuals of a process involving separate steps or actions are consistent.	4.09	0.65	HI	4.05	0.69	HI
Overall	4.00	0.68	HI	3.90	0.67	HI

Note: HI–Highly Implemented I– Implemented

School heads and teachers as highly implemented (with overall $\bar{x}_{SH} = 4.00$ and $SD_{SH} = 0.68$; $\bar{x}_T = 3.90$ and $SD_T = 0.67$).

These statements, which are all interpreted as highly implemented with the highest mean as perceived by the school heads include: “Each page observes proper spacing between letters, words, and paragraphs and appropriate balance of illustrations and texts.” ($\bar{x} = 4.19$; $SD = 0.61$), “The visuals used are simple, relevant, easily recognizable, proportionately drawn in size, appropriately placed in the page, use appropriate color when needed and properly labeled/captioned (if needed).” ($\bar{x} = 4.17$; $SD = 0.60$), “SLM has assessments that are aligned with the specific objectives and contents (i.e., lesson/topic).” ($\bar{x} = 4.15$; $SD = 0.63$), “The SLM covered and sufficiently developed the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.” ($\bar{x} = 4.13$; $SD = 0.71$), “SLM contains essential instructional design elements that contribute to the achievement of learning objectives.” and “The size of the letter sand font styles are appropriate for the target user and easy to read.” ($\bar{x} = 4.13$; $SD = 0.61$), “Cover elements are correct and complete: a. Grade Level Identifier”, “Quarter Number”, “Body: Overview, Presentation, Generalization, Application, Generalization/Synthesis, Post Assessment”; ($\bar{x} = 4.13$; $SD = 0.6$).

On the other hand, the statements that have the highest means as perceived by the teachers and interpreted as highly implemented are: “Headings have consistent heading styles (i.e., main heads, subheads, sections, and subsection).”, ($\bar{x} = 4.13$; $SD = 0.70$), “The size of the letters and font styles are appropriate for the target user and easy to read.” ($\bar{x} = 4.13$; $SD = 0.73$), “Each page observes proper spacing between letters, words, and paragraphs and appropriate balance of illustrations and texts” ($\bar{x} = 4.05$; $SD = 0.65$), “The visuals of a process involving separate steps or actions are consistent.” ($\bar{x} = 4.05$; $SD = 0.69$), “The SLM contains assessments that have clear demonstrations/examples, instructions, and/ or rubrics to serve as guide on how these will be used.” ($\bar{x} = 4.03$; $SD = 0.74$).

Some commonalities are observed in the statements such as statement 1 is about the Most Essential Learning Competencies (MELCs) in the content of Self – Learning Modules, statements 2-10 are about the instructional design and organization in the content of Self – Learning Modules, statement 11 is about

Instructional quality of text and visuals in the content of Self – Learning Modules, statements 12-17 are about the assessment in the content of Self – Learning Modules, statements 18-21 are about the readability of the content of Self – Learning Modules, statements 22.a. –23.c. are about the referencing and source citation in the content of Self – Learning Modules, statements 24.a – 25.d. are about the physical attributes of the layout and design of Self – Learning Modules, statements 26–28 are about the format of the layout and design of Self–Learning Modules and statements 29-30 are about the visuals of the layout and design of Self–Learning Modules which refers to line, drawings, photographs, maps, tables, graphs, etc.

The school heads and teachers perceived every statement as highly implemented which shows that feedbacks and actions undertaken in the implementation on the use of Self–Learning Modules are well implemented. This is somehow contradictory to what DepEd proposed and expected from teachers and students. It is far from the current realities involved in modular learning (Ideally, the modules should include sections on motivation and assessment that serve as a complete guide for both the teacher's and students' desired competencies. The teachers will monitor the learner's progress through home visits (following social distancing protocols) and feedback mechanisms and guide those who need special attention (Estrada, 2021).

Comparison of Perception of the School Heads and Teachers on the Use of Self – Learning Modules on Level of Implementation

The comparison of school heads and teachers’ perception on the level of implementation on the use of Self – Learning Modules is shown in Table 4 (see next page)

Table 4 shows that out of fifteen (15) statements on the comparison of perception of the school heads and teachers on the use of Self–Learning Modules on Level of Implementation, fourteen (14) statements were interpreted as not significant (with overall F – value = 2.122; p value = 0.014).

The difference on the perceptions of the school heads and teachers in every statement is not significant except for statement 13 (Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners.) (F - value = 5.274; p value = 0.024).

There is a significant difference in the

school heads and teachers’ perceptions on the overall implementation on the use of Self – Learning Modules due to the reason that they have

different work description on the matter. The teacher takes the responsibility of monitoring the progress of the learners. The

Table4. MANOVA Results on the School Heads and Teachers’ Perception on the Use of Self –Learning Modules in terms of Level of Implementation

Statement	F	P value	Interpretation	Decision
1. Establish the needed health and safety protocols as appropriate.	.155	.695	Not Significant	Do Not Reject H01
2. Establish safety nets for learners against violence and abuses at home and in the community. This can include the provision of hotlines and setting up of help desk in coordination with DSWD.	.177	.675	Not Significant	Do Not Reject H01
3. Provide mental and psycho logical support services to learners.	.982	.324	Not Significant	Do Not Reject H01
4.a. Prepare the following for K to 3Learners: • ADM learning modules of various formats	.408	.525	Not Significant	Do Not Reject H01
4.b. Level led reader materials in print and digital format in consideration for other tongue of learners	.001	.979	Not Significant	Do Not Reject H01
4.c. Primer lessons in 19 languages	.019	.890	Not Significant	Do Not Reject H01
4.d. Primer lessons for Grade 1to3 (including bridging materials) in print, digital and audio formats, accompanied by big and small books	.012	.912	Not Significant	Do Not Reject H01
5. Train school personnel for the Learning Delivery Modality/ies opted for	.028	.868	Not Significant	Do Not Reject H01
6. Conduct regular Parent–Teacher Conferences to ensure updating and mutual support in facilitating the learning process	.423	.517	Not Significant	Do Not Reject H01
7. Establish strong home–school–community collaboration.	.081	.777	Not Significant	Do Not Reject H01
8. Continue developing Self–Learning Modules (SLMs) for Alternative Delivery Mode (ADM).	.044	.835	Not Significant	Do Not Reject H01
9. Map CGs/MELCs, delivery and assessment with materials currently available in LR Portal and DepEd Commons.	.697	.406	Not Significant	Do Not Reject H01
10. Provide SLMs to learners in their appropriate format.	3.543	.063	Not Significant	Do Not Reject H01
11. Check availability of gadgets and equipment for learners and teachers as appropriate.	.420	.519	Not Significant	Do Not Reject H01
12. Provide load allowance and travelling expenses for teachers who assist learners needing assistance and remediation, subject to availability of funds and applicable rules and regulations.	.429	.514	Not Significant	Do Not Reject H01
13. Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners.	5.274	.024	Significant	Reject H01
14. Ensure the availability of community learning facilitators (e.g., parents, guardians and other adults) to support learners while learning from home.	3.806	.054	Not Significant	Do Not Reject H01
15. Assign personnel at the school and division level who can respond to queries from families and community learning facilitators regarding the modality opted for.	.553	.459	Not Significant	Do Not Reject H01
Overall	2.122	.014	Significant	Reject H01

Note: If $P < .05$, then significant; If $P \geq .05$, then not significant

Learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d.). Printed Modules will be delivered to students, parents or guardians by the teachers or through the Local Government Officials (Pe Dangle & Sumaoang, 2020). Aside from that, teachers have more contacts with the parents than

the school heads. Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child (Flip Science, 2020).

Comparison of Perception of the School Heads and Teachers on the Level of Monitoring and Evaluation on the Use of Self – Learning Modules

The comparison of school heads and teachers’ perception on the level of monitoring and evaluation on the use of Self–Learning Modules is shown in Table 5 (see next page).

Table 5 shows that out of fifteen (15)

statements on the comparison of perception of the school heads and teachers on the use of Self–Learning Modules on Level of Monitoring and Evaluation, fifteen(15) statements were interpreted as not significant (with overall F– value =0.831; p value =0.641). The difference on the perceptions of the school heads and teachers in every statement is not significant. Null hypothesis is accepted.

Table5. MANOVA Results on the School Heads and Teachers’ Perception on the Use of Self –Learning Modules in terms of Level of Monitoring and Evaluation

Statement	F	P value	Interpretation	Decision
1. The self-learning modules made accessible for different types of learners.	1.465	.230	Not Significant	Do Not Reject H02
2. It caters the different contexts and learning needs of the learners.	2.504	.117	Not Significant	Do Not Reject H02
3. The learners received the necessary learning resources for the applicable learning delivery modality.	.613	.436	Not Significant	Do Not Reject H02
4. Learners access programs responsive to their needs, consistent with their interest and aptitude.	.344	.559	Not Significant	Do Not Reject H02
5. Appropriate and relevant learning modality for inclusive education programs such as Madrasah Education program, Special Education Program (SPED)/ Learner with Special Education Needs (LSEN) and special interest programs is established.	.107	.744	Not Significant	Do Not Reject H02
6. Learners receive learning resources responsive to their learning needs.	2.349	.129	Not Significant	Do Not Reject H02
7. The learning delivery modality is learner friendly and encourages active participation.	1.707	.195	Not Significant	Do Not Reject H02
8. The learning delivery modality endeavors to establish systems that are child-friendly, gender-sensitive, motivational and ensuring the well-being of learners.	1.616	.207	Not Significant	Do Not Reject H02
9. Learner support systems such as but not limited to feeding programs, psychological support, health and remedial classes are established.	.036	.849	Not Significant	Do Not Reject H02
10. Learners receive support from learner’s support system.	.078	.780	Not Significant	Do Not Reject H02
11. Learners complete education and attain learning standards.	.148	.702	Not Significant	Do Not Reject H02
12. Education leaders, teaching, and non – teaching staff practice participative and inclusive management process during emergencies.	.218	.641	Not Significant	Do Not Reject H02
13. Ensures sufficient provision and equitable distribution of education resources during the pandemic.	.417	.520	Not Significant	Do Not Reject H02
14. Internal systems and processes serve learner sufficiently through continuous monitoring and feedback.	1.709	.195	Not Significant	Do Not Reject H02
15.Keystakeholdersactivelycollaboratetoservelearners	.117	.733	Not Significant	Do Not Reject H02
Overall	0.831	.641	Not Significant	Do Not Reject H02

Note: If $P < .05$, then significant; If $P \geq .05$, then not significant

The school heads and teachers have almost similar perceptions on every statement due to the reason that they have almost the same tasks to accomplish in the monitoring and evaluation on the use of Self – Learning Modules. Administrators are also responsible for decision making on the presentation of course materials that encourage effective learning’s, communication and interactions between students-content, student-lecturer and student-student. Also,

administrators/coordinators must ensure that all online course materials should be accessible to both students and instructors. Updating and monitoring of teaching material must also be on regular basis (Hashim, Kayode, & Hassan, 2015)

The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant

messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d. & Pe Dangle & Sumaoang, 2020).

Summary of Findings

1. The level of implementation on the use of Self – Learning modules as perceived by school heads and teachers is highly implemented ($\bar{x}_{SH}=3.88$ and $SD_{SH}=0.79$; $\bar{x}_T=3.85$ and $SD_T=0.75$). The perceptions of the school heads and teachers on every statement are all highly implemented except for statement 12 (Provide load allowance and travelling expenses for teachers who provide assistance to learners needing assistance and remediation, subject to availability of funds and applicable rules and regulations.) ($\bar{x}_{SH}=3.11$ and $SD_{SH}=1.09$; $\bar{x}_T=3.26$ and $SD_T=1.02$) which is interpreted as implemented.

2. The level of monitoring and evaluation on the use of Self – Learning modules as perceived by school heads and teachers is highly implemented ($\bar{x}_{SH}=3.95$ and $SD_{SH}=0.66$; $\bar{x}_T=3.85$ and $SD_T=0.70$). Every statement is perceived by school heads and teachers as highly implemented.

3. The feedbacks and actions undertaken on the implementation of use of Self–Learning modules as perceived by school heads and teachers is highly

implemented ($\bar{x}_{SH}=4.00$ and $SD_{SH}=0.68$; $\bar{x}_T=3.90$ and $SD_T=0.67$). Every statement is perceived by school heads and teachers as highly implemented.

4. There is a significant difference between the school heads and teachers' perception on the level of implementation on the use of Self – Learning modules ($F=2.122$; $p=0.014$). The difference on the perceptions of the school heads and teachers in every statement is not significant except for statement 13 (Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners.) ($F=5.274$; $p\text{ value}=0.024$).

5. There is no significant difference between the school heads and teachers' perception on the level of monitoring and evaluation on the use of Self – Learning modules ($F=0.831$; $p=0.641$). The difference on the perceptions of the school heads and teachers in every statement is not significant.

Conclusion

Majority of the school heads and teachers claimed that they have extensive implementation on the use of the Self – Learning Modules, as well as its monitoring and evaluation. They have common understanding and they set standard to follow. There is also an extensive implementation of appropriate feedbacks and actions undertaken by both the school heads and teachers.

Moreover, the school heads perceived more extensive level of implementation than the teachers in the use of Self – Learning Modules. However, they (school heads and teachers) have most likely the same perception in the level of monitoring and evaluation.

Recommendations

From the foregoing findings and conclusions, the following recommendations are offered:

1. Improve the provision of financial support for the teachers and other personnel who provide assistance to learners needing assistance and remediation.
2. Provide more training to school personnel for the selected learning delivery modality/ies.
3. The Ministry of Basic, Higher and Technical Education administrators and educational planners must formulate policies to improve learning in the region.
4. Conduct a further study on the problems encountered by the students, teachers and school heads on the present basic education learning continuity plan of the Department of Education in the Bangsamoro Autonomous Region in Muslim Mindanao.
5. Conduct a further study on the perceptions and problems encountered by the parents on the present basic education learning continuity plan of the Department of Education in the Bangsamoro Autonomous Region in Muslim Mindanao.

Author's Short Biography

1. Bai Nhez E. Aman, LPT, MSciEd

A graduate student of Cotabato State University, Graduate School
Currently in Dissertation, in the program Doctor of Philosophy in Educational Administration
Connected at Nuling National High School, MBHTE, DepEd, Philippines

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