

Utilization of Self-Learning Modules and Pupils' Academic Performance during the Transition Period

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Abstract

The utilization of self-learning modules is a great help for pupils due to their enhanced quality as a learning material that will support teachers in the classes. This research study investigated the extent of the utilization of SLMs in the transition period from MDL to face-to-face and the pupils' academic performance in the First Quarter of S.Y.2022-2023. It was conducted among twelve (12) Public Elementary Schools of West II District in the DepEd Division of Cagayan de Oro City with a total of one hundred (100) respondents. The study used a descriptive correlational method, and the survey data is analyzed through mean, standard deviation and Pearson r correlation. The study showed that the SLMs in the transition period in terms of activating previously learned material were highly utilized. The pupils have Very Satisfactory academic performance for the First Quarter. In the utilization of SLMs, the variables engaging with new material, proving one's competence and application in the real world, have a significant relationship to the pupils' academic performance. It is recommended that teachers need to consider the use of new material or the SLMs to improve the delivery of lessons and instruction, assessment of learning, support mechanism, and development of learning resources in creating a productive learning environment in the classroom. Also, pupils should always be encouraged to completely commit to learning, answering, and doing different tasks when using the SLMs to further improve their academic performance.

Keywords: Academic Performance, Self-Learning Modules, Transition Period, Utilization.

1. Introduction

Education is the source through which humanity adjusts to its needs. Therefore, humanity cannot advance without education. Learning has a significant effect on pupils' lives. Teachers are one of the most valuable tools in this process for delivering excellent knowledge. Pupils gain information about the world they live in through education. Additionally, learning is a lifelong endeavor; the moment they give up learning is the moment they end up dying.

The DepEd officially kicks off the School Year (SY) 2022-2023, the empty halls and corridors of public schools nationwide will once again be occupied with pupils after two academic years without face-to-face classes. For the first time in the previous two years, public schools across the nation will accept all pupils for face-to-face classes. The DepEd has established a three-month transition period for both public and private schools in recognition of the need to prepare the schools, teachers, and pupils for the reintroduction of in-class learning (Malipot, 2022). It really shows how important it is that learners are equipped with the right knowledge and skills, and their learning never stops.

Furthermore, it is not hard to see the reason behind the fervent calls of organizations to persuade schools to implement face-to-face classes, considering the decreased number of COVID-19 cases and the big rollout of vaccination efforts. A World Bank policy note cited that school closure can lead to learning loss, as well as adverse effects on pupils' current and future welfare. The UNICEF echoes this stance, enumerating in a 2021 article the consequences of research displaying that children's experiences in the classroom are good predictors of their future social, emotional, and educational outcomes (Bisnar, 2022).

Moreover, learning has a significant effect on pupils' lives. For learning to be truly effective, each

learner must receive individualized attention, guidance, and overall effort. Though there are a lot of adjustments for the teachers and learners in the comeback implementation of face-to-face classes, if the teachers have a great teaching strategy, nothing is impossible. Also, using self-learning modules could be a blessing for pupils due to their enriched features and can be used as instructional materials in the lessons. Teachers provide learners with the SLMs, which serve as an assessment tool to check for understanding and provide immediate and appropriate feedback. And pupils develop their capacity for independent thought and learn to take ownership of their actions. The pupils feel good when they receive intrinsic rewards. The chance to develop a strong work ethic is provided by self-learning modules. If the teaching methods used to motivate and support the pupils in achieving the desired learning outcomes are ineffective, even the best-designed self-learning modules with the most clearly defined learning outcomes may fail. (Ortega, 2019).

Thus, the usage of Self-Learning Modules (SLMs) are centered on the Most Essential Learning Competencies which include a pre-test, discussion, and a sequence of evaluation/assessment tasks. Also DepEd invested in it, and it should be utilized to support teachers in their lessons and to improve the pupils' performance. The aim of this study is to investigate the extent of the utilization of SLMs and pupils' academic performance during the transition period from MDL to Face-to-Face classes in the First Quarter, specifically in West II District Public Elementary Schools of Cagayan de Oro City.

This study was anchored on DepEd Order No.18, s. 2020 which establishes the guidelines that will enable DepEd to provide learning resources, the release, utilization, and liquidation of support funds for printing and delivering self-learning modules. Schools use their regular Maintenance and Other Operating Expenses (MOOE) allocations for printing and delivery of self-learning modules which subject to pertinent procurement, accounting, auditing rules and regulation. And a conceptual framework for educational scheme at the modular level to help the transmit of learning (Van Rensburg et al., 2015). Learners can bridge the theory-practice gap by applying the material they have learned in class.

Moreover, this conceptual framework is used as the basis for learning transfer at the modular level has developed. It is based on a systemic model of transferring the learning that has been adopted and modified on existing learning theories, positive alignment, and the components of successful learning opportunities. Two guiding principles of the final conceptual framework are the importance of a learning outcome and creating a community of learners. The four steps are: (1) activating previously learned material; (2) engaging with new material; (3) proving one's competence; and (4) application in the real world. Using a module to teach is intended to promote active learning, advance rational thought, and strengthen problem-solving skills compared to the conventional method of using a textbook. It enables the lecturer to carry out assessment tasks in the lecture hall.

In addition, when new information is incorporated into preexisting mental schemas, knowledge construction takes place. During instruction, events that stir internalization in working memory and activate pertinent prior knowledge in long-term memory can support knowledge construction. In reality, many teachers simply dive into new lessons without first assessing the pupils' prior knowledge. Determining whether the pupils have any relevant experience is therefore crucial. It is necessary to recall and modify existing schemas in order to incorporate new information.

Further, the engagement phase is pupils-centered and outcome-focused because deep learning is promoted when pupils are actively engaged to make sense of the information by seeking integration between content and tasks. Pupils demonstrate engagement when they discuss information, think about it, or use and apply the information to solve real-life problems or challenges. Because personal experiences are necessary for improved functioning within one's professional environment, the facilitator should consider this when designing engaging learning activities. For instance, when pupils see and hear, learning happens best. Engagement should occur in all learning domains. Pupils should be given opportunities to observe and practice performing certain skills correctly. Pupils should be given a chance to demonstrate what they have learned after the engagement phase.

At a competent level, pupils have a broader understanding of the situation and can make more

intuitive decisions. Educators should, however, recognize that this involvement is still part of the learning cycle and pupils also learn through them. Therefore, when pupils are not skilled in what they need to do specific incompetency should be identified, and strategies implemented that give the student the opportunity to deliberately practice becoming competent in those identified areas.

Therefore, it is important to consider how to assist pupils in the classroom during the educational design phase in order to improve the transfer of learning and enable real-world application. Using real-world examples and tackling real-world problems in the SLMs that are present in different activities can be applied to the learners, and it can make learning more meaningful to them. And it can help spark excitement in gaining knowledge about important issues. They also become more aware of the choices they could make in society.

2. Methodology

This research study was a descriptive-correlational method was designed to gather information about the present existing conditions needed in the chosen field of study. It is a type of research design where a researcher seeks to understand the relationships between naturally occurring variables with one another. It aims to determine how two or more variables are related (Katzukov, 2020).

This study employed a descriptive-correlational research design to measure the utilization of self-learning modules regarding activating previously learned material, engaging with new material, proving one's competence and application in the real world and academic performance of the pupils. The researcher used a self-made questionnaire that engaged a quantitative method to analyze the data. And examined if there is a significant relationship between the utilization of SLMs and academic performance of the pupils during the transition period in the First Quarter of S.Y. 2022-2023.

The survey data was analyzed with the following statistical treatments: First, the weighted mean and standard deviation were used to determine the assessment of the utilization of SLMs in the transition period and pupils' academic performance. Second, the use of SLMs during the transition period and pupils' academic performance were compared using the Pearson r Correlation Coefficient to see if there was a significant difference.

3. Results and Discussion

Problem 1: What is the extent of utilization of SLMs in the transition period in terms of :

- 1.1 Activating Previously Learned Material;
- 1.2 Engaging with New Material;
- 1.3 Proving One's Competence; and
- 1.4 Application in the Real World?

Table 1 on the previous page shows the summary results of the Utilization of Self-Learning Modules in the Transition Period with an Overall mean of 4.13 (SD=0.30) described as Often and interpreted as Highly Utilized. It implies that the respondents highly utilized SLMs in their class and helped the pupils to learn more and had better opportunities to interact with the teacher during this transition period while doing a specific task to achieve the learning goal of different learning areas. Also, SLMs are provided by DepEd to support the learning of each pupil instead of using books in the classroom, teachers can use SLMs as substitute to other learning materials.

Table 1

Summary of Results of the Utilization of Self-Learning Modules in the Transition Period

Utilization of Self-Learning Modules in the Transition Period	Mean	SD	Description	Interpretation
Activating Previously Learned Material	4.15	0.29	Often	Highly Utilized
Engaging with New Material	4.11	0.31	Often	Highly Utilized
Proving One's Competence	4.12	0.31	Often	Highly Utilized
Application in the Real World	4.14	0.29	Often	Highly Utilized
Overall	4.13	0.30	Often	Highly Utilized

Note: 4.21-5.00 Extremely Utilized; 3.41-4.20 Highly Utilized; 2.61-3.40 Moderately Utilized; 1.81-2.60 Slightly Utilized; 1.00-1.80 Not Utilized

In the same table, the variable, activating previously learned material, got the highest Mean of 4.15 with SD=0.29, which is described as Often and interpreted as Highly Utilized. It means that teachers highly utilized SLMs during the review part of the lesson before proceeding to the new lesson. Teachers usually let pupils learn better when they first activate what they already learned and acquire the foundational information in the previous material that they will require to access upcoming lessons.

According to Aquino (2020), self-learning modules improved achievement and helped the pupils remember the content for a longer period of time. Because of modules, pupils' knowledge has been adjusted to fit their level and meet teachers' expectations. In addition, teachers' help pupils learn by drawing on their prior knowledge this is because learning connects new knowledge or ideas to what they currently know. Thus, activating their prior knowledge in the previously learned material means obtaining from pupils what they already know and building up the initial knowledge that they need in order to access upcoming material (Ferlazzo & Hull, 2018).

However, the variable in the previous table, engaging with new material, got the lowest Mean of 4.11 with SD=0.31, which is described as Often and interpreted as Highly Utilized. It means that though it is the lowest but SLMs is still highly utilized by the teachers in the classroom because of many activities that engaged pupils to the new material and let them interact with the other pupils that will help them easily process their own learning to understand the new lesson. Teachers always prepare and motivate pupils to engage in the new lesson so that pupils can easily comprehend and understand the new lesson.

In the study, Burton (2019) cited that learning is likely to be most effective when pupils actively engage with the content in a new material through discussion with others, critical thinking, and self-reflective knowledge of their own learning processes. Furthermore, the teacher guides the pupils in the classroom where they complete some of the tasks and activities as the pupils find themselves independent and engage with it. In such an environment, teachers' experiences are demonstrated until they explain the new material in which pupils' also learn new information (Tosheva, 2021).

Problem 2: What is the pupils' academic performance in the First Quarter of S.Y. 2022-2023?

Table 2 on the next page, shows frequency and percentage distribution of pupils' academic performance in the First Quarter of S.Y. 2022-2023 with an overall mean of 87.62 described as Very Satisfactory. It means that majority (90%) of the pupils have a performance from 85-89. This data implies that the pupils were able to answer and comply the standards of SLMs utilized by their teachers during the lessons and activities inside the classroom. Also, it shows that the pupils performed well in their activities, tasks, and exercises found in the SLM because teachers have clearly discussed the lesson well. Additionally, it was clear that the pupils had learned the subjects and understood their contents by utilizing the SLMs in the classroom

during this transition period. Unlike in the past years of the pandemic, pupils still have good grades, but they did not learn anything in the modules because usually parents or other people answer the SLMs for them just to comply and complete the modules.

Table 2

Frequency and Percentage Distribution of Pupils' Academic Performance in the First Quarter of S.Y. 2022-2023

Range	Frequency	Percentage
90-100	10	10%
85-89	90	90%
80-84	0	0.00
75-79	0	0.00
Below 75	0	0.00
Overall	87.62	Very Satisfactory

Note: 90-100 Outstanding; 85-89 Very Satisfactory; 80-84 Satisfactory; 75-79 Fairly Satisfactory; Below 75 Did Not Meet Expectation

According to Benito et al. (2022), the academic performance of Grade 3 pupils was improved through the use of self-learning modules. The researcher confirmed the findings with a previously conducted study on developing a module for mathematics learning methodologies that had successfully raised pupil performance. They could utilize the modules to augment their concept learning because they were reliable and authentic.

In addition, the study by Ramos et al. (2021) demonstrated that the self-learning modules were effective in helping pupils in improving their academic performance in different learning areas, and it is appropriate for the pupil's vocabulary level and performance. It means that pupils who have a strong vocabulary are able to express themselves accurately, learn lessons and concepts more quickly, be able to persuade and express themselves clearly, and feel more secure in all of their subject areas.

Problem No. 3: Is there a significant relationship between the extent of utilization of SLMs and pupils' academic performance.

Table 3 on the next page, presents the correlation analysis between the utilization of Self-learning modules and pupils' academic performance during the transition period. The result of the analysis presented that utilization of SLMs in the transition period was significant to the pupils' academic performance as indicated in the computed $r=0.29$ ($P=0.003$) for engaging with new material, $r=0.32$ ($P=0.001$) for proving *one's competence*, and $r=0.37$ ($P=0.000$) for application in the real world. This indicates that the null hypothesis was rejected since the p-value was lesser than the set level at 0.05. This means that the significant relationship between the utilization of SLMs and pupils' academic performance during the transition period is highly significant. It implies that teachers utilized the SLMs in the transition period from MDL to F2F, which guides the pupils to know and explore more or to be able to do something in their activities and tasks intended for them with the help of their teachers inside the classroom that will easily understand certain and improved their academic performance.

Table 3

Relationship of Utilization of Self-Learning Modules and Pupils' Academic Performance during the Transition Period

Utilization of Self-Learning Modules in the Transition Period	Pupils Academic Performance		
	r	P	Interpretation
Activating Previously Learned Material	0.20	0.051	Not Significant
Engaging with New Material	0.29	0.003	Significant
Proving One's Competence	0.32	0.001	Significant
Application in the Real World	0.37	0.000	Significant

Note: r = Pearson r correlation; P = probability value; Significance level of 0.05.

Hence, there is a significant relationship between engaging with new material and pupils' academic performance because pupils who used self-learning modules improved their engagement, independence, and participation while they were learning in the classroom. According to Nigar (2017), learning materials make the teaching and learning process engaging since they affect the pupils' senses which are used to perceive various objects. In addition, learning materials are the variety of instructional resources that teachers employ to help pupils meet their learning goals and objectives, which are appropriate to the needs of the pupils to have a better approach to learning and engaging with new information (Lewis, 2018).

Moreover, there is a significant relationship between proving one's competence and pupils' academic performance because self-learning modules allow pupils to continue learning while increasing their motivation, boosting their interest and confidence to make them competitive inside the classroom. As Ryan & Deci (2020) cited that the ability of pupils to express and enhance their skills and knowledge in the classroom setting depends on their competence, which is essential for motivation, achievement, and personal growth. Also due to the learning module's detailed explanation of the objectives, the activities that must be completed, and other topics, the pupils are aware of what must be done. Pupils are able to study independently, work together, and converse with one another (Syed et al., 2017).

Hence, there is a significant relationship between application in the real world and academic performance of the pupils because the learning modules emphasized the importance of being learner-centered and allowing pupils to apply their newfound knowledge and skills to real-life situations. The teachers' use of SLMs will promote learning and perform different tasks based on their pupils' life experiences. According to Chantarasombat (2020), the individual or group exercises in the self-learning modules emphasized authenticity and circumstances from everyday life so that pupils could practice their skills in a real-life setting. In addition, the activities that are problem-based simulate real-world instructions where pupils concentrate on solutions and meanings (Bowen, 2020).

However, from the previous table, the variable, activating previously learned material with the computed $r=0.20$ ($P=0.051$). It shows that null hypothesis that there is no significant relationship in the academic performance of the pupils when activating previously learned material is accepted. It denotes that utilization of SLMs in terms of activating previously learned material did not directly influenced the pupils' academic performance. Chew and Cerbin (2021) stated that pupils are better equipped to learn if they have enough and accurate prior information from the previously learned lesson. It means teachers can increase pupils' ability to learn by class preparation and gaining access to their schemata before the start of class sessions or new learning modules.

4. Conclusions and Recommendations

Based on the findings of the study, conclusion were drawn:

1. Teachers highly utilized the SLMs in the transition period from modular distance learning to face-to-face classes.
2. It was clear that the pupils had learned the subjects and understood their contents which were discussed by the teachers, and the pupils performed well in their activities, tasks, and exercises found in the SLMs that are being utilized by their teachers during the discussion.
3. Activating Previously Learned Material was not significantly related to Pupils' Academic Performance except to engage with new material, proving one's competence and application in the real world because teachers help pupils learn by drawing on their prior knowledge so that learning connects new knowledge or ideas to what they currently know.

The researcher makes the following recommendations based on the study's findings:

1. Teachers need to consider the use of new material or self-learning modules to improve the delivery of lessons and instruction, assessment of learning, support mechanism, and development of learning resources in creating a productive learning environment in the classroom.
2. Pupils should always be encouraged to commit completely to learning, answering, and doing different tasks when using the SLMs to further improve their academic performance.
3. Teachers should have training and seminars on how to develop new teaching material and maximize SLMs as supplementary materials.

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