

LEARNING MODALITIES AND LEARNERS' READING COMPREHENSION AS CORRELATE TO STUDENTS' ACADEMIC PERFORMANCE

Samantha Mae D. Pasahol, L.P.T.

samanthamae.pasahol@deped.gov.ph
Laguna Senior High School, Santa Cruz 4009 Laguna, Philippines

Isaiah Renzo M. Labios

labiosisaiah24@gmail.com
Laguna Senior High School, Santa Cruz 4009 Laguna, Philippines

Abstract

This study was conducted to determine the correlation between the learners' learning modality and the reaching comprehension of the learners' academic performance. It significantly sought to answer the following questions: What is the learners' level of acceptance of Printed Modular Distance Learning and Digital Distance Learning utilized in flexible learning in terms of objectives, teacher Instructions, and evaluation? What are the respondent's mean level of performance in reading comprehension through Modular Distance Learning in terms of sequencing, vocabulary, and self-questioning? What is the mean level of student's performance based on their grades? Is there a significant correlation between the learning modalities and reading comprehension and different performances in the students' grades in English?

Based on the study, the learners moderately accepted the modular distance learning modality in terms of objectives, teacher instructions, and evaluation. The learners were moderately able to gain necessary knowledge and skills through following the learning goals, appropriate teacher instructions, and evaluation. This indicates further demonstration of appropriate objectives, more suitable teacher instructions, and relevant evaluation in the said learning modality was moderately accepted by learners. Furthermore, the researcher found out that learners performed very good with regards to their reading comprehension skills in terms of sequencing, vocabulary, and self-questioning. This indicates that the learners' reading comprehension skills were developed concerning their sequencing, vocabulary, and self-questioning.

In addition, the research revealed that learners attained an outstanding performance based on their grades. This explains more that the respondents' performance in the English subject from the modular distance learning modality is outstanding. However, the study revealed that there is no significant correlation between the learners' reading comprehension and the learners' acceptance of modular distance learning modality to their grades in English.

The researcher coordinated with the English teachers from Laguna Senior High School to select fifty (50) students under the Printed Modular Distance Learning and fifty (50) students from the Digital Modular Distance Learning. The data gathered has been codified into various traditional categories with appropriate hypothetical in null and working forms and subsequently tested by non-parametric treatment through P-value and T-test formula respectively to arrive at substantial conclusion drawn in the resolution with the previous problem areas investigated. From the above step-by-step research cycle process, the essential questions propounded are resolved.

Students' reading performance and academic performance in the 1st semester through Pre-test and Post-test reflect no significant correlation between the learners' learning modality and learners' reading comprehension to the learners' academic performance. The said outcomes may mean that the learners' academic performance was not significantly affected by their chosen learning modality and their level of reading comprehension.

Keywords: Reading Comprehension, Distance Learning, Modular Distance Learning, Vocabulary, Sequencing, Self-Questioning.

1. Main Text

Introduction

Reading is an essential ability that all students should learn. It is the process of recognizing words and symbols that have been printed or written. It is one of the skills a student must possess to achieve academic excellence and progress toward a bright

future. However, learning to recognize words and symbols is not enough; students must also be able to comprehend and understand the message at hand. Readers obtain knowledge that can lead them down the right road through comprehension.

According to Merriam-Webster Dictionary (2022), reading comprehension is "the act or action of grasping with the intellect; the capacity for complete understanding." It also says that understanding is the same as comprehending.

Kendeou, Papadopoulos, and Spanoudis, (2012) state that reading comprehension is critical for successful functioning in modern society. The purpose of reading is almost always to determine the meaning or message of the text at hand.

According to Anderson and Krathwohl's updated Bloom's Taxonomy (20, understanding is preferable to knowing01). Therefore, comprehension is more important than simple recognition.

Learners must be taught how to improve their reading comprehension abilities to grasp information more efficiently and be better prepared to attain their goals and desires in life.

Face to Face Teaching-Learning is not possible in the present when everyone's health is at stake. However, the education of Filipino youth must not be halted. DepEd Secretary Briones explains, " Education cannot wait; our learners cannot wait. We will continue the process in order to provide hope and continuity, as well as to contribute to the normalization of activities in the country." As a result, innovative teaching methods, such as the Modular Distance Learning Modality, have been introduced to the current educational system to adapt to the new normal.

By this, the researcher aims to identify the significant correlation between learning modalities and reading comprehension and different performances in their grades in English.

The researcher intends to recognize the learners' perception of the Modular Distance Learning utilized in flexible learning and the mean level of learners' performance based on their grades.

In addition, the researcher also targets to know the respondents' mean level of performance in reading comprehension in terms of sequencing, vocabulary, and self-questioning.

Background of the Study

In the present day, the Department of Education (DepEd, 2021) declares that providing the country with quality, equitable, culture-based. Comprehensive basic education is its top objective because they hope to generate Filipino citizens with patriotism, competence, and values who would be able to reach their full potential and contribute to the country's development.

Under the DepEd's mission and vision, it is a challenge for schools to produce wholesome learners capable of solving problems and comprehending contexts. Producing learners will be one step closer to the organization's goal.

However, based on the newspaper Philippine Star Global and based on the 2018 results of the Programme for International Student Assessment (PISA), the Philippines ranked the lowest in reading comprehension among 79 participating countries and economies. This is quite concerning since it implies that high school pupils in the Philippines have difficulty developing their reading comprehension skills even in the Face-to-Face Teaching-Learning Modality.

In line with this, given that we are currently in a health crisis, the government has established health standards that prevent us from having face-to-face teaching and learning settings. Nonetheless, this is not a justification for education to come to a standstill. It had to go on. Thus new teaching and learning methods, such as Modular Distance Learning, were introduced.

Regarding the given situation, the researcher believes that a study on the learning modalities and learners' reading comprehension correlating to students' academic performance should be conducted, given that most of the learners were forced to rely on their modules. The study's goal is to see if there were correlations between the learning modalities, learners' reading comprehension, and learners' academic performance.

Theoretical Framework

This study is anchored on Jean Piaget's Schema Theory and the Holistic Learning Approach.

Holistic education values the Intelligence Quotient (IQ), Emotional Quotient (EQ), Social Quotient (SQ), and Adversity Quotient of every student. To be holistic implies considering every human potential. It is based on Miller and Miller's viewpoint, which Neves cited. Miller adds that holistic education includes all human experiences and aims to preserve a person's intellectual, emotional, physical, social, aesthetic, and spiritual growth. All facets of human life are fundamentally interconnected, according to holistic educators. Each student's physical, emotional, social, esthetics/creative, and spiritual qualities must be emphasized in the classroom. (Neves, 2019).

Holistic education puts less emphasis on rote memorizing of facts and procedures and more emphasis on encouraging students to consider how their actions affect their academic performance.

The schema theory explains how readers perceive and learn from material by drawing on existing knowledge. Barlett used the term "schema" to describe "an active structuring of prior reactions or experiences" in psychology. (2015, Rumelhart)

Schema activation is the process by which some textual stimuli guide the reader's attention to a specific direction or area and elicit the relevant schema from memory into the current reading activity (Li and Cheng, 1997). One theory concerning schema

activation is that some phrases, or sets of words, or a text's title, are highly suggestive and can signal a specific schema. Textual stimuli have two effects on a schema. The entire schema can be activated when a stimulus is highly suggestive of a schema (Anderson, 2013).

The researcher believes that the theories indicated above are suitable as a basis for the research. Hence it was employed as the study's foundation. Reading is a collaborative endeavor. It is a method for improving a person's critical literacy. It is a method that takes the reader's prior knowledge and applies it to what he or she is reading.

When a person reads, the brain analyzes the various stimuli involved in the process, such as the phonological, pragmatic, syntactic, morphemic, and semantic levels. Text analysis and interpretation are also part of the process, which entails decoding meanings or inferring from context clues.

Statement of the Problem

This study aimed to determine the effects of Modular Distance Learning on the learners' reading comprehension. Specifically, it sought to answer the following questions:

1. What is the learners' level of acceptance of Printed Modular Distance Learning and Digital Distance Learning utilized in flexible learning in terms of:
 - 1.1. Objectives;
 - 1.2. Teacher Instructions; and
 - 1.3. Evaluation?
2. What is the respondent's mean level of performance in reading comprehension through Modular Distance Learning in terms of:
 - 2.1. Sequencing;
 - 2.2. Vocabulary; and
 - 2.3. Self-Questioning?
3. What is the mean level of student's performance based on their grades?
4. Is there a significant correlation between learning modalities and reading comprehension and different performances in their grades in English?

Research Methodology

This study utilized a quantitative and non-experimental research design. The researcher used the descriptive research method to determine the correlation of the learners' learning modalities and reading comprehension to the learners' academic performance.

The process of collecting and interpreting numerical data is known as quantitative research. It can discover patterns and averages, make predictions, verify causal linkages, and generalize results to larger groups.

The study's respondents were the selected students of Laguna Senior High School Year 2020-2021. The researcher chose fifty (50) students from Printed Modular Distance Learning and fifty (50) students from Digital Modular Distance Learning from Laguna Senior High School.

The researcher underwent three (3) stages of the development and validation of the instructional tool and questionnaire.

Preparation Stage – The researcher sought advice and collected information from the experts to conceptualize the possible flow of contents, designs, and other significant factors regarding the effects of modular distance learning modality on the development of the learners' reading comprehension.

Review and Revision Stage – The researcher shared a copy of the initial draft of the assessment tool with the coordinating teacher for review and evaluation. Then the gathered corrections and suggestions are utilized for the further improvement and revision of the questionnaire.

Development Stage- A test questionnaire and a Likert scale survey form was utilized as the main data-gathering instrument. The researcher coordinated with the English teachers of Laguna Senior High School to distribute and retrieve the students' test questionnaires and survey forms.

Validation Stage – The test questionnaire and a Likert scale survey form was used during the 1st, 2nd, and 3rd Quarter. The reading comprehension of the learners' from the modular distance learning modality was measured in terms of sequencing, vocabulary, and self-questioning and the acceptability in terms of objectives, contents, and evaluation. Furthermore, the 1st semester average in the English subject of the respondents was gathered.

A test questionnaire and a Likert scale survey form were used as the main data-gathering instrument. The instrument focused on answering the statement of the problem.

The test questionnaire was divided into three (3) parts. The first consisted of a ten (10) item test focused on sequencing skills. The second part contained fifteen (15) item tests that aimed to know the vocabulary skills. Furthermore, the third part is composed of ten (10) item tests designed to know self-questioning skills.

Likewise, the Likert scale survey form was divided into three (3) parts. The first part consisted of a five (5) item checklist regarding the objectives. The second part contained five (5) item checklists concerning teacher instructions. Moreover, the third part is composed of four (4) item checklists about evaluation.

To provide a reliable answer to the specific problems of this study and to test the hypothesis, the data collected from the survey were subjected to statistical treatment.

The status and level of reading comprehension students from printed modular distance learning and digital modular distance learning were determined using the weighted mean and standard deviation. This is the most well-known of the position or central tendency measurements. It is regarded as the most basic in theory and helpful in practice.

On the other hand, T-tests and P-values were used to determine if there is a significant difference between students' reading comprehension from printed modular distance learning and digital modular distance learning.

Results and Discussion

1. Learners' Level of Acceptance of Modular Distance Learning In Terms of Objectives, Teacher Instructions, and Evaluation

Table 1. Learners' Level of Acceptance in Modular Distance Learning Utilized in Flexible Learning in Terms of Objectives

Objectives	Modular Printed			Modular Digital		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1.Learners clearly understand the intended outcomes of the lessons.	3.46	0.61	A	3.32	0.55	MA
2.Learners are able to gain necessary knowledge and skills through following the learning goals.	3.20	0.83	MA	3.00	0.81	MA
3.Learners are able to measure my strengths and weaknesses by being guided the learning indicators.	3.56	0.54	A	3.36	0.63	MA
4. The learning standards of learners' chosen learning modality makes meaningful learning possible.	3.32	0.79	MA	3.32	0.59	MA
5.The performance indicators helps learners to know the focus of the lessons.	3.30	0.84	MA	3.24	0.66	MA
Printed Modular Overall Mean = 3.37 Standard Deviation = 0.74 Verbal Interpretation = Moderately Accepted		Digital Modular Overall Mean = 3.25 Standard Deviation = 0.66 Verbal Interpretation = Moderately Accepted				

Legend:

4.21 – 5.00 Strongly Accepted
 3.41 – 4.20 Accepted
 2.61 – 3.40 Moderately Accepted
 1.81 – 2.60 Not Accepted
 1.00 – 1.80 Strongly Not Accepted

In the table above, the components of printed modular learning with regard to its objectives appears to be Moderately Accepted, obtaining an overall mean of ($M=3.37$, $SD=0.74$). This further means that the respondents moderately agree that the objectives in the learning modality conformed with its stated characteristics. The objectives are accepted because they are clear, specific, and supported by the weighted mean of ($M=3.56$, $SD=0.54$). The learners are moderately able to gain the necessary knowledge and skills through following the learning goals. This indicates further that the demonstration of appropriate objectives in the learning modality is Moderately Acceptable by the first group of learners.

Another group of learners evaluated the component of digital modular learning with regard to its objectives. As indicated in the table, learners also evaluated the digital materials as Moderately Accepted, obtaining an overall mean of ($M=3.25$, $SD=0.66$). Though the groups of learners give the same interpretation, the digital modular learning modality is Moderately Acceptable

regarding its objectives. There are some statements where learners are more satisfied with the use of printed materials, as seen in the result of the overall mean.

Table 2. Learners' Level of Acceptance in Modular Distance Learning Utilized in Flexible Learning in Terms of Teacher Instructions

Teacher Instructions	Modular Printed			Modular Digital		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. I clearly understand the intended outcome of the lessons.	3.34	0.56	MA	3.26	0.60	MA
2. I easily understood the lessons.	3.18	0.80	MA	3.06	0.74	MA
3. I am given clear directions.	3.48	0.58	A	3.28	0.67	MA
4. My chosen learning modality makes meaningful learning possible.	3.44	0.73	A	3.24	0.62	MA
5. My chosen learning modality suits my learning needs.	3.28	0.81	MA	3.22	0.65	MA
Printed Modular		Digital Modular				
Overall Mean = 3.34		Overall Mean = 3.21				
Standard Deviation = 0.71		Standard Deviation = 0.66				
Verbal Interpretation = Moderately Accepted		Verbal Interpretation = Moderately Accepted				

Legend:

4.21 – 5.00 Strongly Accepted
 3.41 – 4.20 Accepted
 2.61 – 3.40 Moderately Accepted
 1.81 – 2.60 Not Accepted
 1.00 – 1.80 Strongly Not Accepted

In the table above, the components of printed modular learning regarding the teacher instructions appear to be Moderately Accepted, obtaining a overall mean of (M=3.34, SD= 0.71). This further means that the respondents Moderately agree that the teacher's instructions in the learning modality conform with the stated characteristics. The statement, "I am given clear directions," is Accepted by the learners and supported by the gain weighted mean of (M=3.48, SD=0.58). The learners also evaluated the statement, "I easily understood the lessons" as Moderately Accepted. This indicates further that the demonstration of appropriate teacher instructions in the learning modality is Moderately Acceptable by the first group of learners. Another group of learners evaluated the components of digital modular learning with regard to teacher instructions. As indicated in the table, learners also evaluated the digital modular learning modality as Moderately Accepted, obtaining an overall mean of (M= 3.21, SD= 0.66). Though the groups of learners who gave the same interpretation belong to the printed module category, the digital modular learning modality is Moderately Acceptable regarding its teacher instructions. There are some statements where learners are more satisfied with the printed modular learning modality, as seen in the result of the overall mean.

Table 3. Learners' Level of Acceptance of Modular Distance Learning Utilized in Flexible Learning in Terms of Evaluation

Evaluation	Modular Printed			Modular Digital		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. I consider the give evaluation to be reliable in terms of giving scores.	3.36	0.63	MA	3.40	0.64	MA
2. I am given clear directions.	3.52	0.61	A	3.32	0.65	MA
3. I am allowed to view my mistake and to review it again for the future summative test.	3.38	0.64	MA	3.22	0.62	MA
4. I was able to achieve meaningful learning through the given performance tasks.	3.36	0.72	MA	3.38	0.57	MA
Printed Modular		Digital Modular				
Overall Mean = 3.41		Overall Mean = 3.25				
Standard Deviation = 0.65		Standard Deviation = 0.66				
Verbal Interpretation = Moderately Accepted		Verbal Interpretation = Moderately Accepted				

Legend:

4.21 – 5.00 Strongly Accepted
 3.41 – 4.20 Accepted
 2.61 – 3.40 Moderately Accepted
 1.81 – 2.60 Not Accepted
 1.00 – 1.80 Strongly Not Accepted

In the table above, the components of printed modular learning with regard to its evaluation appear to be Accepted, obtaining an overall mean of ($M=3.41$, $SD= 0.65$). This further means that respondents agree that the evaluation in the learning modality conform with its stated characteristics.

Another group of learners evaluated the component of digital modular learning with regard to the teacher evaluation. As indicated in the table, learners evaluated the digital modular learning modality as Moderately Accepted, obtaining an overall mean of ($M= 3.33$, $SD= 0.62$). The interpretation given by the groups of learners in the digital learning modality is Moderately Acceptable with regard to its evaluation. There are some statements where learners are more satisfied with the printed modular learning modality, as seen in the result of the overall mean.

It is supported by Duzan (2020) citing those activities are monitored and evaluated in educational assessments according to specified evaluation rules. Educational evaluations examine the entire educational process from several perspectives, including educators and students. The assessment might be quantitative, such as tests or quizzes, or qualitative, such as group activity observation. This approach examines the instructional and motivational strategies used by individuals being evaluated and their long-term objectives.

2. Learners' Mean Level of Performance in Reading Comprehension Through Modular Distance Learning In Terms of Sequencing, Vocabulary, and Self-Questioning

Table 4. Respondents' Mean Performance in Reading Comprehension Through Printed Modular Learning

		Modular Printed				
		Mean	SD	Lowest Score	Highest Score	Verbal Interpretation
Sequencing	Pre-test	1.98	1.06	0	8	Poor
	Post-test	8.1	2.94	1	10	Very Good
Vocabulary	Pre-test	10.16	3.22	4	15	Good
	Post-test	12.58	2.66	5	15	Very Good
Self- Questioning	Pre-test	6.1	1.96	1	10	Good
	Post-test	8.48	1.28	5	10	Very Good

Legend for Sequencing and Self-Questioning:
 8.01 – 10.00 Very Good
 6.01 – 8.00 Good
 4.01 – 6.00 Average
 2.01 – 4.00 Below Average
 0.00 – 2.00 Poor

Legend for Vocabulary:
 12.01 – 15.00 Very Good
 9.01 – 12.00 Good
 6.01 – 9.00 Average
 3.01 – 6.00 Below Average
 0.00 – 3.00 Poor

Table 4 revealed the mean performance of the respondents who used printed modular as a learning modality. The respondents' performance in reading comprehension is categorized in sequencing, vocabulary, and self-questioning. Pre-test results of the respondents in sequencing as one of the categories in reading comprehension gain the mean of ($M= 1.98$, $SD=1.06$) verbally interpreted as Poor performance. The result in vocabulary and self-questioning has a verbal interpretation of Good with weighted mean of ($M= 10.16$, $SD= 3.22$) in vocabulary, and a mean of ($M=6.1$, $SD= 1.96$) in self-questioning.

On the other hand, the mean performance of the respondents in the post-test who used printed modular modality improved. The mean of ($M= 8.1$, $SD= 2.94$) in sequencing, ($M= 12.58$, $SD=2.66$) in vocabulary, ($M= 8.48$, $SD= 1.28$) in self-questioning have the verbal interpretation of Very Good. This means that printed material helps the students to attain the learning competency set by the teacher.

Table 5. Respondents' Mean Performance in Reading Comprehension Through Digital Modular Learning.

		Modular Digital				
		Mean	SD	Lowest Score	Highest Score	Verbal Interpretation
Sequencing	Pre-test	3.12	2.58	0	10	Below Average
	Post-test	9.02	2.33	1	10	Very Good
Vocabulary	Pre-test	11.44	2.96	3	15	Good
	Post-test	13.46	2.12	5	15	Very Good
Self- Questioning	Pre-test	6.1	1.96	1	10	Good
	Post-test	8.48	1.28	3	10	Very Good

Legend for Sequencing and Self-**Questioning:**

8.01 – 10.00	Very Good
6.01 – 8.00	Good
4.01 – 6.00	Average
2.01 – 4.00	Below Average
0.00 – 2.00	Poor

Legend for Vocabulary:

12.01 – 15.00	Very Good
9.01 – 12.00	Good
6.01 – 9.00	Average
3.01 – 6.00	Below Average
0.00 – 3.00	Poor

Table 5 reveals the mean performance of the respondents who used digital modular as a learning modality. The respondents' performance in reading comprehension is categorized in sequencing, vocabulary, and self-questioning. Pre-test result of the respondents in sequencing as one of the categories in reading comprehension gains the mean score of ($M=3.12$, $SD=2.58$) verbally interpreted as Below Average performance. The result in vocabulary and self-questioning has a verbal interpretation of Good with the ($M=11.44$, $SD=2.96$) in vocabulary, ($M=6.1$, $SD=1.96$) in self-questioning.

On the other hand, the mean performance of the respondents in the post-test who used digital modular modality improved. The mean of ($M=9.02$, $SD=2.33$) in sequencing, ($M=13.46$, $SD=2.96$) in vocabulary, ($M=8.48$, $SD=1.28$) in self-questioning have the verbal interpretation of Very Good. These results mean that printed material help the students to attain the learning competency set by the teacher.

Level of Learners' Engagement

Table 5. Mean Level of Learners' Engagement in terms of Behavioral

<i>The students ...</i>	Mean	SD	Verbal Interpretation
1. find it easy to speak using the English language.	3.90	0.73	Engaged
2. do enjoy communicating whenever they speak in English.	3.96	0.74	Engaged
3. can express themselves with confidence whenever they speak English during class presentations.	3.78	0.73	Engaged
4. can express themselves with confidence whenever they do small conversations with their family and friends.	4.07	0.72	Engaged
5. study their lesson in advance.	3.63	0.71	Engaged
6. try hard to enhance their speaking skills.	4.25	0.67	Highly Engaged
7. work hard to develop their speaking ability using the English language.	4.26	0.66	Highly Engaged

Overall Mean = 3.98

Standard Deviation = 0.74

Verbal Interpretation = Engaged

Range

4.20 – 5.00
3.40 – 4.19
2.60 – 3.39
1.80 – 2.59
1.00 – 1.79

Verbal Interpretation

Highly Engaged
Engaged
Moderately Engaged
Less Engaged
Not at all engaged

Table 5 indicates the mean level of learner's engagement in terms of Behavioral. The students *strongly agree* that they work hard to develop their speaking ability using the English language ($M=4.26$, $SD=0.66$). On the contrary, the students agree that they study their lesson in advance and obtained the lowest mean score of responses with ($M=3.63$, $SD=0.71$).

Overall, the mean level of learners' engagement in terms of behavioral attained a mean score of 3.98 and a standard deviation of 0.74 and was verbally interpreted as *engaged* as perceived by the students. This means that the students are more determined and persevere to learn the English in developing their speaking ability. However, the students are not engaged in

studying their lesson in advance and they rely on the discussion on the same day. Maybe for some reasons, students are doing other things beyond study hours.

Table 6. Significant Difference Between the Reading Comprehension of Respondents Through Printed Modular

	Pre-test	Post-test				
	Mean	Mean	Mean Difference	t	p-value	Analysis
Sequencing	1.98	8.1	6.12	-14.10	0.00	Significant
Vocabulary	10.16	12.58	2.42	-4.67	0.00	Significant
Self-Questioning	6.1	8.48	2.38	-7.45	0.00	Significant

Table 6 shows the significant difference between the pre-test and post-test of the respondents who chose printed modular distance learning as their learning modality. The results reveal a significant difference in the respondent's performance in the reading comprehension such as sequencing, vocabulary, and self-questioning with the ($p=0.00$) respectively, which are all lower than the (0.05) level of significance, which supported the result of the analysis. This explains that more than the respondents' performance on printed modular distance learning influence the result of their post-test.

Table 7. Difference Between the Reading Comprehension of Respondents Through Digital Modular

	Pre-test	Post-test				
	Mean	Mean	Mean Difference	t	p-value	Analysis
Sequencing	3.12	9.02	5.9	-12.00	0.00	Significant
Vocabulary	11.44	13.46	2.02	-4.32	0.00	Significant
Self-Questioning	5.9	8.22	2.32	-7.08	0.00	Significant

Table 7 shows the significant difference between the pre-test and post-test of the respondents who chose digital modular distance learning as their learning modality. The results reveal a significant difference in the respondent's performance in reading comprehension such as sequencing, vocabulary, and self-questioning with the ($p=0.00$) respectively, which are all lower than the (0.05) level of significance, which supported the result of the analysis. This explains more that the respondents' performance on the digital modular distance learning modality influenced the result of their post-test.

Table 8. Difference Between the Reading Comprehension of Respondents in Printed Modular and Digital Modular in terms of Pre- test

	Modular Printed	Modular Digital				
	Mean	Mean	Mean Difference	t	p-value	Analysis
Sequencing	1.98	3.12	1.14	-3.26	0.002	Significant
Vocabulary	10.16	11.44	1.28	-3.08	0.003	Significant
Self-Questioning	6.10	5.9	0.2	0.509	0.613	Not Significant

As indicated in the table above, there is a significant difference between the reading comprehension of the respondents in printed and digital modular distance learning in terms of their pre-test in the two categories. Sequencing attains the ($p= 0.002$), vocabulary ($p= 0.003$) which are lower than (0.05) level of significance. This means that the respondents have a different level of prior knowledge about the topic, while self-questioning as another category to check the respondents' performance in reading comprehension has no significant difference. The ($p= 0.613$) is higher than (0.05) level of significance. This means that the respondents have almost the same level of prior knowledge about the topic.

Table 9. Difference Between the Reading Comprehension of Respondents in Printed Modular and Digital Modular in Terms of Post-test

	Modular Printed	Modular Digital	Mean Difference	t	p-value	Analysis
	Mean	Mean				
Sequencing	8.10	9.02	0.92	-1.92	0.061	Not Significant
Vocabulary	12.58	13.46	0.88	-1.88	0.066	Not Significant
Self-Questioning	8.48	8.22	0.26	0.97	0.336	Not Significant

Table 9 reveals the significant difference between the reading comprehension of respondents in printed modular and digital modular in terms of the post-test. As indicated in the table, the mean scores of the pre-test and post-test of the respondents are nearly close. The ($p=0.061$), in sequencing, ($p=0.066$) in vocabulary and ($p=0.336$) in self-questioning are all higher than the (0.05) level of significance. This explains more than the respondents' performance in reading comprehension in terms of their post-test with no significant difference. This means that the respondents' performance in flexible learning through printed modular and digital are almost the same.

Table 10. Mean Level of Students' Performance Based on their Grades

Grading Scale	Digital Modular		Printed Modular		Descriptors
	Frequency	Percentage	Frequency	Percentage	
90 – 100	41	82.00%	42	84.00%	Outstanding
85 – 89	4	8.00%	5	10.00%	Very Satisfactory
80 – 84	5	10.00%	3	6.00%	Satisfactory
75 – 79	0	0.00%	0	0.00%	Fairly Satisfactory
Below 75	0	0.00%	0	0.00%	Did Not Meet Expectations

Digital Modular

Overall Mean = 92.88

Standardation = 4.81

Verbal Interpretation = Outstanding

Printed Modular

Overall Mean = 92.86

Standardation = 4.07

Verbal Interpretation = Outstanding

3. Correlation Between Learning Modalities and Reading Comprehension to Learners' Academic Performance

Table 11. Correlation Between the Acceptance of Digital Modular Distance Learning and Students' Grades in English

	Digital			Analysis
	r	Strength of Correlation	p-value	
Objectives	-0.083	Very Weak	0.567	Not Significant
Teachers Instruction	-0.139	Very Weak	0.337	Not Significant
Evaluation	-0.098	Very Weak	0.497	Not Significant

Legend:

$\pm 0.80 - \pm 1.00$ Very strong

$\pm 0.60 - \pm 0.79$ Strong

$\pm 0.40 - \pm 0.59$ Moderate

$\pm 0.20 - \pm 0.39$ Weak

$\pm 0.00 - \pm 0.19$ Very weak

Table 11 reveals the correlation between the acceptance of digital modular distance learning and students' grades in English. As indicated in the table, the r-value of the respondents' grades in English is nearly close. The ($r=-0.083$) in Objectives, ($r=-0.139$) in Teachers Instruction, and ($r=-0.098$) in Evaluation were all very weak in terms of strength of correlation. This explains more that the correlation between the acceptance of digital modular distance learning and students' grades in English has no significant difference.

Table 12. Correlation Between the Acceptance of Printed Modular Distance Learning and Student's Grades in English

	Printed			Analysis
	r	Strength of Correlation	p-value	

Objectives	0.252	Weak	0.078	Not Significant
Teachers Instruction	0.189	Very Weak	0.19	Not Significant
Evaluation	0.125	Very Weak	0.387	Not Significant

Legend:±0.80 – ±1.00 *Very strong*±0.60 – ±0.79 *Strong*±0.40 – ±0.59 *Moderate*±0.20 – ±0.39 *Weak*±0.00 – ±0.19 *Very weak*

Table 12 reveals the correlation between the acceptance of printed modular distance learning and students' grades in English. As indicated in the table, the r-value of the respondents' grades in English is nearly close in terms of teacher instruction and evaluation. The ($r=0.189$) in Teachers Instruction and ($r=0.125$) in Evaluation are all very weak in terms of strength of correlation. While ($r=0.252$), in Objectives with the interpretation of weak. This explains more that the correlation between the acceptance of printed modular distance learning and students' grades in English has no significant difference.

Summary of Findings

Based on the data gathered, different findings are hereby presented:

The learners' level of acceptance of modular distance learning in terms of objectives gathered an overall mean of 3.37 for printed modular, 3.25 is the overall mean with the verbal interpretation as **Moderately Accepted** and 3.25 for digital modular with the verbal interpretation as **Moderately Accepted**, for the Teacher Instructions, 3.34 is the overall mean for printed modular with the verbal interpretation as **Moderately Accepted** and 3.21 for digital modular with the verbal interpretation as **Moderately Accepted**, and in terms of evaluation, 3.41 is the overall mean for printed modular with the verbal interpretation as **Accepted** and 3.33 for digital modular with the verbal interpretation as **Moderately Accepted**.

The Printed Modular students' level of performance in reading comprehension in terms of sequencing gathered an overall mean of 1.98 during the pre-test with the verbal interpretation as **Poor**. During the Post-Test, the students gathered the overall mean of 8.1 with the verbal interpretation as **Very Good**. In terms of Vocabulary, the students' pre-test gathered an overall mean of 10.16 with the verbal interpretation as **Good**. During the Post-Test, the students gathered the overall mean of 12.58 with the verbal interpretation as **Very Good**. In terms of Self- Questioning, the students' pre-test gathered an overall mean of 6.1 with the verbal interpretation as **Good**. During the Post-Test, the students gathered the overall mean of 8.48 with the verbal interpretation as **Very Good**.

The Digital Modular students' level of performance in reading comprehension in terms of sequencing gathered an overall mean of 3.12 during the pre-test with the verbal interpretation as **Below Average**. During the Post-Test, the students gathered the overall mean of 9.02 with the verbal interpretation as **Very Good**. In terms of Vocabulary, the students' pre-test gathered an overall mean of 11.44 with the verbal interpretation as **Good**. During the Post-Test, the students gathered the overall mean of 13.46 with the verbal interpretation as **Very Good**. In terms of Self- Questioning, the students' pre-test gathered an overall mean of 6.1 with the verbal interpretation as **Good**. During the Post-Test, the students gathered the overall mean of 8.48 with the verbal interpretation as **Very Good**.

The mean level of students' performance based on the learners' grades. from digital modular learning and printed modular learning were nearly close. The learners from digital modular gathered (M: 92.88, SD: 4.81). While learners from printed modular gathered (M: 92.86, SD: 4.07). This explains more that the respondents' performance in the English subject from both learning modalities were both Outstanding.

The correlation between the acceptance of printed modular distance learning and students grades in English were nearly close in terms of teacher instruction and Evaluation. The ($r=0.189$) in Teachers Instruction and ($r=0.125$) in Evaluation were all **very weak** in terms of strength of correlation. While ($r=0.252$), in Objectives with the interpretation of **weak**. This explains more that the correlation between the acceptance of printed modular distance learning and students' grades in English has no significant difference.

The correlation between the acceptance of digital modular distance learning and students grades in English were nearly close. The ($r=-0.083$), in Objectives, ($r=-0.139$) in Teachers Instruction and ($r=-0.098$) in Evaluation were all **very weak** in terms of strength of correlation. This explains more that the correlation between the acceptance of digital modular distance learning and students' grades in English has no significant difference.

Conclusion

Anchored with the foregoing findings, the following conclusions were drawn.

The status of modular distance learning in terms of objective, content, and evaluation to the respondents were Moderately accepted. Therefore, it reveals that the respondents were adopted and accepted modular distance learning as the learning modality which fairly suits their learning needs.

Between the pre-test and post-test of the respondents who chose the digital modular distance learning as their learning modality shows that there is improvement in their reading comprehension. This means that the respondents' performance on the use of digital modular distance learning modality influence on the result of their posttest.

Likewise, between the pre-test and post-test of the respondents who chose the printed modular distance learning as their learning modality shows that there is improvement in their reading comprehension. This means that the respondents' performance on the use of printed modular distance learning modality influence on the result of their posttest.

However, the status of the correlation of learning modalities and reading comprehension to learners' academic performance from digital modular learning modality and printed modular learning modality were very weak in in terms of objectives, teacher instruction, and evaluation.

Therefore, I concluded that either printed modular distance learning modality or digital modular distance learning modality were accepted by the learners in terms of objectives, teacher instructions, and evaluation. Furthermore, either printed modular distance learning modality or digital modular distance learning modality were able to help learners improve their reading comprehension in terms of sequencing, vocabulary, and self-questioning.

There is no significant correlation to learners' learning modality and learners' reading comprehension to the learners' academic performance. So, as an educator, I will continue to aid learners under the modular modality for them to continue improving and enhancing their reading comprehension skills and their academic performance.

Recommendations

Based on the results of the gathered data, the following are hereby recommended:

1. Through the Modular distance modality, teachers can take the required steps to assist students enjoy learning while also improving their reading comprehension skills.
2. Teachers may continue to develop evaluation tools or programs to help children understand their strengths and weaknesses in terms of reading and academic status.
3. Teachers may continue to encourage modular distance learners to practice habitual reading in order to help them develop necessary skills and improve their grades.
4. Future researchers may use this study as reference to conduct another related research regarding the learners reading comprehension skills, Academic performance, and interventions to aid students under the modular distance learning.

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