

Project SheLS: Self-help Strategies Integration in Modular Instruction and Its Effect to Grade 9 Students Academic Performance in Science



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ABSTRACT

The COVID-19 pandemic has created the largest global problem and disruption in the education system not just in the Philippines but the entire world. Billions were affected, there were closures of schools and other learning spaces. As a consequence, learners across academic levels has to stay at home and comply with the government's quarantine measure. (UNESCO, 2020)

To respond to the needs of the learners, the government had implemented proactive policies for the continuance of education despite the closure. These includes Online Distance Learning and Modular Distance Learning.

As we find it very difficult to assess the capabilities, capacity and skills of students in the modular modality, the researchers designed the materials which will help the students to understand better, gained knowledge and later accomplished all learning tasks with ease.

The implemetation of **SheLS** or Self-help Learning Strategy packged assisted the learners specifically in the modular modality, identifying the performance of students before the integration of SheLS and after the implementation of the materials. It considers the individual differences among the

learners which necessitate the planning for adoption of the most appropriate teaching techniques and is anchored on the Basic Education- Learning Continuity Plan of BINHS particularly on the provisions of Self Learning Materials.

We used the pre-post test results to come up with the analysis that the used of SheLS packaged is effective and has a positive results as shown in tables and results of statistical analysis. The strategies helped students in their learning process. These resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways at their own level and pace.

As a conclusion and a recommendation, the researcher highly recommended the used of these packae as a supplemental materials for students, not just in the modular modalitybut even in the bleneded modality.

Keywords: Self-help Strategies, Online Distance Learning, Modular Distance Learning

INTRODUCTION

COVID – 19 has become a global problem as recorded in the Worldometer 2020, almost 36 million people have been infected and over a million have died. To curb the spread of COVID-19, the government with the recommendation from the IATF have employed quarantine protocols and temporarily shutdown the educational institutions. As a consequence, learners across academic levels has to stay at home and comply with the government's quarantine measure. (UNESCO, 2020)

Within the period of Covid -19 pandemic. Researchers and educators innovate and shared their works on teaching and learning on different ways and in different modalities. There is fear of educational freeze this 2020 because of pandemic or even more in the coming future. The need now is to innovate, and implement alternative solution, strategies and even to create an additional or supplemental learning materials to meet the needs of the hour.

According to Kuo, Blland, Schroder, and Walker (2014), blended learning is an approach that combines face-to-face interactions with technology-based learning. Within their article, the blended learning model approach structure is described in a classroom. Blended learning can also be referred to as hybrid learning and it's based upon face-to-

face interactions 67% of the time and technology interactions 33% of the time. Many educators have implemented this model into their classrooms to enhance reading and math instruction. With that, project-based learning is also implemented with the new technology resource.

Blended learning served as channel to tap the struggling learners. The new normal will surely have a detrimental impact to the academic performance of the learners. Teachers collaborated with the stakeholders and parents to deliver quality education. They will work as partners to touch the minds of struggling learners nationwide.

Modular approach on the other hand is described as self-pacing since a student completes the prescribed learning tasks at his own pace. The module provides remedial instruction for slow learners and enrichment materials for fast learners. Consequently, he appreciates the lesson and gains a satisfying experience. It is one of the most widespread and recognizes teaching learning techniques in many countries including Asian region.

As pointed out by Manlove and David (1985). Modular approached was used almost in all subjects. It considers the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace. As we find it very difficult to assess the capabilities, capacity and skills of students in the modular modality, the

researchers designed the materials which will help the students to understand better, gained knowledge and later accomplished all Learning Tasks with ease. The researchers introduced, used and implemented the SheLS package, identified the performance of students before the integration of SheLS and after the implementation of the materials. But how effective the SheLS package is in the learning process of the students in the modular modality? This is what the researchers aim to study and to achieve.

Kandarp Sejpal (2013), stated that the utilization of such packages takes into account individual differences and sanctions students to work at their own pace. That is why the researchers decided to use the SheLS package to allow students to adapt in the new system of education. Thus, this study will aim to determine whether the package is effective enough for the students to grasp the lessons and enhance their capacity to understand the learning tasks provided in the DepEd's SLM.

METHODOLOGY

The researchers employed a purposive sampling design. The participants are 50 Grade 9 students under the Blended modality. The researcher will implement interventions in the distance learning modality. It is the purpose of the researcher to focus on the

improvement of skills of his or her own advisory class.

PRETEST / POSTEST was conducted to the research participants to know their performance before implementing the intervention. The Significant difference of the performance will be showed through the use of pre and post test.

INTERVIEW was done to know the actual feedback of the learners using self-help strategies that helped them improved comprehension.

Phases of Implementation of SheLS Package

Phase 1 – the researcher will finalize the list of self-help learning strategies to be integrated in the module. At this part, the researcher will just collate the copy of the procedure on how to implement each indicated strategies. It is separated printed additional worksheet for the learners indicating a specific self-help learning strategy.

Phase 2 – the researcher will monitor the remarks of the learners if they were able to use the self-help strategy. It will be written in the provided copy of SheLS package.

Phase 3 – there is a big chance to deviate from the original step as long as the purpose of the researcher is to align the strategy to students' context. So the process of a specific strategy for the next use may vary.

The result of the Pre-test and Post-test will be compared to determine the significant difference in the level of the students' learning. Based on the findings an action plan was

developed to enhance teaching effectiveness and improvement in Science 9.

DISCUSSION

At this time of global crisis or pandemic where education is widely challenged, this study can be of great help to the students specifically in the modular distance learning.

The implementation of the SheLS packaged, resulted in the improvement and higher performance in Science of Grade 9 selected students of Binan Integrated National High School. As reflected in the results of the Post test of the student. These supplemental materials is a great help to students to continue their learnings in Science 9 in this New Normal education specifically students under the Modular modality. Doing their tasks at their own pace, time while having fun.

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