PERCEIVED EFFECTS OF LOCALIZED HOUSEKEEPING NC II SELF-LEARNING MODULES TO THE GRADE 12 STUDENTS AT BINAN CITY SENIOR HIGH SCHOOL- SAN ANTONIO CAMPUS

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ABSTRACT

As the pandemic brought a challenge to the educational system which enforced the teacher and the learners to adapt multiple learning modalities, the nationwide implementation leads the San Antonio Campus to implement the MDL but faced with scarcity of learning modules in the Technical – Vocational and Livelihood strand (TVL) subjects.

The lack of modules in TVL motivates the researcher to develop and use the localized SLMs but believes that it still needs to be evaluated to guarantee the effectiveness. The teacher-made Self-Learning Modules (SLM) as validated by the Master Teachers, School Principal, Public Schools District Supervisor, and Education Program Supervisor in TVL were used as the main learning materials to help the students improve the mastery and promote independent learning from home.

The development of the self-learning modules as primary learning resources of Housekeeping NC II students in Modular Distance Learning will help the school to deliver the learning and curriculum. The format of SLM is anchored to DepEd's PIVOT 4A QuBE specifically IDEA - Introduction, Development, Engagement, and Assimilation.

The study aims to know the perceived effects of localized Housekeeping NC II teacher-made self-learning modules on the grade 12 students at Biñan City Senior High School- San Antonio Campus. Specifically, the study seeks to identify the level of achievement of Grade 12 students who were specializing in Housekeeping NC II, the factors affecting the achievement of Grade 12 students in Housekeeping NC II, and the effects of localized self-learning modules as perceived by the students in Housekeeping NC II.

The researcher prepared two sets of questionnaires where one aims to identify the factors that affect the performance of the students, and the second will determine the effectiveness of the SLMs as perceived by the students.

The result in the survey showed that the factors affecting student's performance as perceived by respondents enrolled in HK NC II for the school year 2020 – 2021 were Time Management, use of social media, Internet Connectivity Issues, and Playing offline and online games.

Respondents also gave a good evaluation rating on the contents of the module being used where the majority agreed on the effectiveness of the module in terms of its clarity, usefulness, language, illustration, presentation, and suitability. However, it is recommended that the module still be re-evaluated for the next school year and a similar study shall be made to determine its effectiveness.

Despite the factors affecting students' performance as perceived by the respondents, the majority of the respondents got a grade of 75 above thus passing the subject as seen in the summary of Learner's Progress Report.

Thus, the research further recommends based on the results of the findings and conclusions are drawn that there is a need for enhancement of Modules based on the result of Quality Assurance and feedback from students and that this study may be replicated in other self–learning modules developed to evaluate its effectiveness.

INTRODUCTION

Teaching effectiveness is a major concern in the educational system. The Department of Education (DepEd) decided to continue education amidst the challenges in the educational system due to the COVID-19 pandemic and so the challenge to deliver quality education was at risk. There was a shift from face-to-face to distance learning with four types, namely, Online Distance Learning (ODL), Modular Distance Learning (MDL), TV-Video, and Radio-Based Instructions.

Before the start of the school year 2020-2021, the Management of DepEd announced that most of the SLM for Technical Vocational Livelihood subjects are not available for teachers and students, leading the proponent of this study to the development of localized Self-Learning Modules (SLMs) in Housekeeping NC II.

Thus, this study aims to know the perceived effects of localized Housekeeping NC II self-learning modules on the grade 12 students at Biñan City Senior High School-San Antonio Campus by utilizing the descriptive research design.

The method construction of the modules involved the planning stage which examine the learning competencies, and the identification and selection of reference materials to be included in the modules; the development stage included the writing of objectives, concepts, skills, learning activities, and pretest and post-test of each of the learning modules.

The Self Learning Module is anchored from PIVOT 4A, composing of four main teaching-learning phases --- the IDEA instructional process. These phases include the following: Introduction, Development, Engagement, and Assimilation (DEPED-4A-02-RM-20-296: PIVOT 4A QuBE).

As part of the San Antonio Campus Learning Continuity Plan, Modular Distance Learning (MDL) has been implemented for this school year 2020-2021. There are 41 out of 42 sections under MDL-Print which means that SLMs are highly demanded.

According to Estrañero (2001), a module as an instructional material is defined as "a simple, clear, independent and self-directed unit of instructions." It usually contains the general features; a general idea stating what is to be studied, specific skills to be achieved, a multi-varied approach to practice and learn different skills, enrichment activities, and a series of tests.

In Psychology of Learning, SLM is designed to help students understand learning from a psychological standpoint. It focuses on the various approaches used in explaining how and why people learn and explores how these theories would apply to the teaching-learning process. It is designed to provide solid knowledge and learning experiences.

The student's use of the self-directed module is long-term learning by allowing them to pace and monitor their learning –

frame, the materials/concepts in their terms, come up with their examples of the concept and their application to the teaching-learning process and everyday life, analyze and decide on the importance of the information to their fields of endeavor.

Considering that Self Learning Module is a self-contained unit or package of study materials, it is most useful for adult learners, graduate, and undergraduate levels. It makes self-learning efficient, fun, appropriate with an effective approach.

Nora Marasigan (2019) stated that "changes in the curriculum happen now and then." Therefore, it is of prime significance that a teacher must learn how to be flexible and must employ strategic innovations to develop his/her own set of instructional materials consonant to the needs of the students.

Furthermore, "module, as a self-instructional material, can be used as a supplementary material to help the student improve his/her mastery and as means to help the student catch up with the missed lessons" (Torrefranca, 2017).

The result of the study will be used to recalibrate the quality of Self-Learning Materials in Housekeeping NC II. It will also be used as a basis to improve the implementation of the school in curriculum and learning delivery.

METHODOLOGY

The researcher purposively selected the respondents who are specializing in Housekeeping NC II from Grade 12 particularly in HE3- HK/LTG section with 35 students and in HE5 HK/LTG with 33 students. The participants are bona fide enrollees at Biñan City Senior High School, the School Year 2020-2021.

The researcher prepared two sets of questionnaires, a checklist, and a rating scale. The checklist aimed to identify the factors that affect the Housekeeping NC II student's performance, and the rating scale will determine the effectiveness of the SLMs as perceived by the students.

The researcher used the most convenient time reserved for the

respondents to prevent class disruptions when conducting the questionnaire thru Google form. The participants will be given adequate time to answer the questions. The researcher collected the data for the application of a statistical treatment, leading to the data analysis and interpretation. A link for the questionnaire was sent to the respondents via Google Form with proper orientation of the study. The researcher employed data processing methods from editing to diagramming upon the retrieval of the questionnaires.

The researcher made use of a descriptive research design, a quantitative study, to attain the objectives. Two sets of questionnaires were used which are checklist and rating scale. The proponent of the study used the first quarter school records on the level of proficiency of students in Housekeeping NC II as the basis for the level of achievement of the learners.

RESULTS AND DISCUSSION

The results in the study showed that the main factors affecting student's performance as perceived by 57 respondents enrolled in HK NC II were difficulty having proper Time Management, distractions caused by interacting and using social media, issues with Internet Connectivity, and distraction caused by playing offline and online games while at home.

There are 57 respondents and students of HK NC II who generally agreed on the following criteria after evaluating the contents of the module used in School year 2020 - 2021;

On Clarity

The contents contain information that is clear and simple, logically sequenced and the language used is clear and easy to understand.

On Usefulness

The learning contents content and activities do not only provide adequate information on the topics but also prepare the pupils to think logically and critically which can stimulate the learners to

intellectual activities which can further develop/ enhance language skills.

On Language

The language used is clear and comprehensive in terms of vocabulary wherein its structure, style, and format are appropriate to the target level and sufficient familiar vocabulary to ensure learning.

On Illustration

The material contains illustrations that are relevant to the topic, clear and simple. Illustrations provide concrete visual clues which arouse learners' interest making learning effective and enjoyable, and guide learners to follow directions.

On Presentation

The direction is concise, readable, and easy to follow, and the presentation of topics is in logical and orderly sequences.

On Suitability

The activities are suitable to the subject matter and take into consideration the varying attitudes and capabilities of the learner and that the activities are relevant, interesting, and self-motivating to the learner.

Despite the factors affecting students' performance as perceived by the respondents, the majority of the respondents got a grade of 75 above thus passing the subject as seen in the summary of Learner's Progress Report. In addition, the module used by the respondents was given good evaluation which could contribute to helping the students accomplish the localized SLMs for HK NC II and pass the subject.

After careful study and analysis of findings and deriving the conclusions and findings, the researcher recommends that;

a. There is a need for enhancement of Modules based on the result of Quality Assurance and feedback from students;

b. After re-evaluation of the module, a revision may be made based on the result of the questionnaires and send a copy of the Self Learning Module in Housekeeping NC II to Division Office (Learning Resource Department) for a Quality Assurance; and

c. This study may be replicated in other self–learning modules developed to evaluate their effectiveness.

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