

Modular Distance Learning Modality: It's Impact to Students' Motivation and Engagement in Anglo-American Literature

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Abstract— Amidst the COVID-19 pandemic, teachers and students have been facing difficulties in achieving learning goals and competencies with the use of modular distance learning modality and this became one of the crises that teachers and parents encountered. These situations motivated the researcher to conduct this study in order to assess the impact of the printed modular distance learning modality in Anglo-American Literature in terms of module distribution, parents' support, teachers' role, students' motivation, and students' emotional engagement. The respondents of the study were 146 students that were chosen using random sampling procedure, 146 parents and 16 teachers that were chosen using purposive sampling using the Mixed Method research design. The findings revealed that the printed module distribution had significant impact on Modular Distance Learning of the students in Anglo-American Literature; it was more convenient for the students who did not have gadgets and internet connection at home; the majority of students' academic performance in English was satisfactory; the students were still motivated and emotionally engaged in learning despite the COVID-19 pandemic; and the students did their best to perform well at their own pace; the students and parents both agreed that students were emotionally engaged and motivated in answering their module in the context of modular distance learning; they had good academic standing in Anglo-American Literature even with, or without the supervision of teachers, with or without the support of parents, and with or without the modules on time, they were motivated to learn even on their own; they completed their learning tasks and stayed focused to achieve their learning goals; students were optimistic in their studies despite learning on their own and complied with the requirements needed in the subject whether they were motivated and engaged in their studies or not, students and parents had the same perceptions on the students' emotional engagement that the students were actively engaged in learning in terms of applying the knowledge and skills in real-life situations; and the students have encountered challenges in answering their module in Anglo-American Literature. Based on the findings, the researcher proposed an action plan that would help the learners to improve and enhance their motivation and emotional engagement.

Keywords— Modular Distance Learning Modality, Motivation, Students' Engagement, Printed Modules, Transformative Learning.

I. INTRODUCTION

COVID- 19 pandemic has brought drastic changes in our lives and has disturbed the health conditions and the economic and educational system across the globe. To continuously provide and sustain education despite this pandemic, the Department of Education (DepEd) has tried to get through with the current situation and complied with the order of President Rodrigo R. Duterte to temporarily postpone face-to-face classes until there is an



available vaccine (Dela Cruz, 2020). Due to this health crisis around the world, uncertainty remains in the minds of the students as to how they will continue to study.

Amidst the threat of the global pandemic COVID- 19, the Department of Education has implemented compulsory physical distance learning where teachers and students can learn while they are geographically separated (Tria, 2020).

Modular distance learning modality is one of the distance learning programs that has been implemented in Nueva Ecija. It is a type of distance modality which involves the use of the module, a specific type of learning resource. Modules are essentially self-contained wherein learners can study depending on their own pace, needs, and abilities. It also encompasses individualized instruction that allows learners to use printed, digital or electronic copies of self-learning modules (SLMs). Activities placed in the SLMs are appropriate and applicable in students' contexts and may include learner materials, textbooks, activity sheets, study guides, and other learning resources.

According to the Department of Education (DepEd) 2020, parents and guardians perform various roles in Modular Distance Learning (MDL). They are the ones to get and submit the printed Self-Learning Modules (SLMs), they need to provide a productive learning environment wherein the teacher takes responsibility for monitoring the progress of the learners.

Based on the researcher's observation for the past months of the implementation of modular distance learning delivery modality, students encountered difficulties in learning because their parents go to work and there is no other knowledge provider at home. In addition, some students claimed that they could not focus on their studies at home due to various tasks assigned to them and there was no available space where they could focus and study well. These issues, which affected the students' learning progress, were connected to how motivated and engaged they were in answering their module throughout the pandemic. Furthermore, the motivation and emotional engagement of the students are affected since this new way of learning is not familiar to everyone. Hence, the limited teacher-student interactions may also affect the learners' learning activities.

Cultivating emotional engagement among the students by sending messages and phone calls is a necessary task of the teacher to produce positive learning outcomes. According to Malik et. al, (2017) emotion has a substantial influence on the cognitive processes in humans, including perception, attention, learning, memory, reasoning, and problem-solving. Therefore, the emotional engagement of the students in learning is affected by the new educational system, wherein some of the students learn on their own without the assistance of parents or guardians. Hence, the students are facing difficulties and challenges in the context of modular learning delivery in all subject learning areas, specifically in Anglo-American Literature.

Studying literature without the presence of a teacher is challenging. Students may feel bored when reading stories, they may not fully understand the meaning of difficult words, and they might misinterpret symbols in the story, especially, in Anglo-American Literature subject. Anglo-American Literature is one of the core subjects in the junior high school curriculum wherein learners are expected to demonstrate an understanding of how Anglo-American literature and other text types serve as means of enhancing the self; also how to use processing,



assessing, summarizing information, word derivation and formation strategies, appropriate word order, punctuation marks and interjections to enable him/her to participate actively in a speech choir (K to 12 Curriculum Guide English, 2016). However, during this time of the COVID-19 pandemic, teachers and students are facing difficulties in achieving these learning goals and competencies with the use of modular learning delivery modalities. In addition, parents and students are experiencing emotional engagement or disengagement because of the current situations due to COVID-19, especially under excessive stress in the teaching and learning processes. The absence of student-teacher interaction may lessen the emotional engagement of the students in answering their module in Anglo-American Literature.

Everybody knows that emotion, motivations, and engagement are important in the learning progress and development of the students, particularly in the context of modular distance learning modality in a printed module. It drives attention, which in turn drives learning and memory that helps students develop learning skills leading to improvement of academic performance. Meanwhile, DepEd was optimistic about the implementation of modular distance learning as more than 8.8 million parents chose it as their preferred modality for their children (Mateo, 2020).

According to Nardo (2017), modular distance learning approach with the use of printed modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning and they develop a sense of responsibility, motivation, and learning engagement that could accomplish the tasks provided in the module. With little or no assistance from others, the learners progress on their own.

Meanwhile, most parents are trying their best to give guidance and support to their children's learning needs like helping them in doing assignments, activities, and exercises, monitoring and evaluating students' learning progress under modular distance learning. Thus, students need to prepare themselves, especially their emotions toward learning because they need to engage themselves and develop a sense of responsibility in accomplishing the tasks provided in the module.

In addition, teachers may find different and alternative ways, methodologies, and strategies that could help learners to continue learning at home. It is a must and role of teachers to monitor their students by any means such as through social media communication, text messages, chat phone calls, and even home visitation to ensure learning.

The teacher needs to provide learning activity sheets and additional learning resources to meet the learning objectives and competencies. They always communicate and coordinate with the parents to make learning possible.

Modular learning delivery modality in Anglo-American Literature in public secondary schools is one of such crises, emotionally charge stages of students' life. The new educational system adopted by the Department of Education that completely changes the teaching and learning environment had a direct impact on students' academic performance.

The modules provided by the teachers may serve as guidelines in settings goals of the learning content and competencies of the subjects by providing teachers the step to follow on how the learners utilize the learning materials that will realize the attainment of objectives of the topics/lessons. Furthermore, this modular distance learning modality challenged the students' motivation, emotional engagement, and academic performance.

The above situations are the reasons why the researcher conducted this study which aims to assess the impact of printed modular distance learning modality in Anglo-American Literature in terms of module distribution, parents' support, teachers' role, students' motivation, and students' emotional engagement.

Statement of the Problem

The main objective of the study was to assess the modular distance learning modality and identify its impact to students' motivation and engagement in Anglo-American Literature.

Specifically, the study sought to answer the following:

1. How may the learning support in modular distance learning modality in Anglo-American Literature be assessed in terms of:
 - 1.1 printed module distribution;
 - 1.2 parents' support;
 - 1.3 teachers' role;
2. What is the academic performance of the students last Academic Year 2020-2021?
3. How may the modular distance learning modality in Anglo-American Literature be described in terms of;
 - 3.1 students' motivation; and
 - 3.2 students' emotional engagement in answering the module in Anglo-American Literature?
5. Is there a significant relationship between the learning support in modular distance learning and the students' academic performance in Anglo-American Literature?
6. Is there a significant relationship between the students' motivation and emotional engagement in Anglo-American Literature and their academic performance?
7. Is there a significant difference between the assessment of the parents and students on their emotional engagement?
8. What are the challenges and issues encountered in Anglo-American Literature that affect students' motivation and emotional engagement in modular distance learning modality?

Hypotheses of the Study

1. There is no significant relationship between the learning supports in modular distance learning and the students' academic performance in Anglo-American Literature.
2. There is no significant relationship between the students' motivation and engagement in Anglo-American Literature and their academic performance.
3. There is no significant difference between the assessment of the parents and students on their emotional engagement.

II. RESEARCH METHOD

The researcher used Mixed Method Research (MMR) design, specifically a concurrent triangulation design. This method entails analyzing the impact of modular distance learning on the students in Anglo-American Literature which includes both qualitative and quantitative data collection at the same time.

The quantitative research design was used for the assessment of modular learning delivery modality in terms of printed module distribution, parents' support, teachers' role, students' motivation, and emotional engagement, while qualitative research was used in data gathering relative to the challenges and issues faced by the students in modular distance learning.

The respondents of the study were 146 grade 10 students and their respective parents and 16 English teachers who came from three public secondary schools in the District of Laur in the Division of Nueva Ecija for the S. Y. 2021-2022. The three schools were Jorge M. Padilla National High School (JMPNHS), Hilario E. Hermosa Memorial High School (HEHMHS) and Ricardo Dizon Canlas Agricultural School (RDCAS).

The respondents of the study were chosen using a random sampling procedure and they were selected from three schools in order to meet the objectives of the study. The parents and teachers were chosen using a purposive sampling procedure. The parents of the respondents were selected to achieve the objectives of the study.

The researcher used a survey questionnaire and guided interview questions in gathering the needed data. Moreover, the academic performance of the students in English was based on the school forms 10 of the advisers.

And with regards to data analysis, all data gathered were encoded, tabulated and statistically treated using SPSS tool.

III. RESULTS AND DISCUSSIONS

1. Assessment of Modular Distance Learning Modality

As to printed module distribution, the combined weighted mean was 3.80 and was verbally interpreted as "Agree (Very high impact)." In terms of parents' support, the combined weighted mean was 3.75 and was verbally interpreted as "Agree (Very high impact)." When it comes to teachers' role, the combined weighted mean was 3.69 and interpreted as "Agree (Very high impact)." In general, among the variables presented, printed module distribution has significant impact on Modular Distance Learning. It is more convenient for the students who do not have gadgets and internet connection at home.

2. Students' Performance in Anglo-American Literature

The data on the students' academic performance in English during the modular distance learning during academic year 2020-2021 were the following: 66 or 45.21% of the students had obtained final grades between 80 to 84; followed by 51 or 34.93% with 85 to 89 final grades; there were 29 or 19.86% who got 90-100 final grades. The mean grade obtained was 85.80 which was verbally interpreted as "Very Satisfactory". This implies that the majority of students' academic performance in English was satisfactory.



3. Relationship between the Printed Module Distribution, Parents Support, Teachers' Role and Students' Academic Performance

There was no significant relationship between the printed module distribution, $r = .078$, $p = .351$; parent support, $r = .029$, $p = .733$; teachers' role, $r = .085$, $p = .307$ and academic performance. The hypotheses of no significant relationship were accepted.

4. Modular Distance Learning Modality in terms of Students' Motivation and Engagement

Students' motivation in modular distance learning modality in Anglo-American Literature had the general weighted mean of 3.56 and was verbally interpreted as "Agree (Very high impact)." On the other hand, the students' emotional engagement had the general weighted mean of 3.61 and also with verbal interpretation of "Agree (Very high impact)."

5. Relationship between Motivation and Engagement and Students' Academic Performance

Based on the results, there was no significant relationship between the students' motivation, $r = -.089$, $p = .285$; engagement, $r = .029$, $p = .726$ and academic performance. The hypothesis of no significant relationship was accepted.

6. Difference between the perceptions of the students and parents on emotional engagement of the students

The perception of the students and parents on the students' emotional engagement in Anglo-American Literature found no significant difference ($t = -1.583$, $p = .114$). Both students and parents had the same perceptions, that during modular distance learning, the students were actively engaged in learning in terms of applying the knowledge and skills in real-life situations that helped them to explore new ideas and knowledge at their own pace. The students participated and took the opportunities to explore and meet the learning objectives and competencies.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Both parents and teachers agreed that during modular distance learning, printed SLM modules and activity sheets were given complete and ready for distribution and monitoring depending on the scheduled date for safety. Parents collaborated with the teachers while supporting and guiding their children. They were working hand in hand to ensure the students' learning progress and development in Anglo-American Literature during the modular distance learning modality.
2. Despite the limited teacher-student interaction due to modular distance learning, the students in Anglo-American Literature always tried their best to perform better and showed eagerness and motivation to learn even at their own pace.
3. Both parents and students agreed that the students in modular distance learning modality were motivated and emotionally engaged in learning. Students took advantage of the opportunities to explore new learning and ideas in Anglo-American Literature during modular learning or learning on their own.

4. Printed module distribution, parent support, and teachers' role found no significant relationship with students' academic performance in Anglo-American Literature. Students still had good academic standing with or without parent and teacher support.
5. The students' motivation and emotional engagement found no significant relationship with their academic performance. Positive motivation and emotional engagement resulted in better academic performance in Anglo-American Literature.
6. Students and parents found no significant difference in their perceptions of the students' emotional engagement during modular distance learning. They both believed that the students had positive emotional engagement in learning Anglo-American Literature to learn meaningful and challenging activities in real-life applications and to explore new ideas to meet the learning goals and objectives.
7. Based on the findings of the study, the researcher proposed an action plan that would help the learners to improve and enhance their motivation and emotional engagement.

V. RECOMMENDATIONS

Based on the conclusions, the following are recommended:

1. Students may continue to study their lesson well regardless of the learning modalities towards better academic performance not only in Anglo-American Literature but also in all learning areas. They may explore and use different learning strategies that are suited to their learning modalities and their learning style that can help them to improve their academic performance.
2. Parents shall continue to support and guide their children in learning by providing their educational needs and spending time together in answering the module in order to help them understand their lessons well so that they feel more positive about their study and even learn at their own pace towards better academic performance.
3. Parents and teachers may work hand in hand to help learners to be motivated and to be actively engaged in learning by providing technical assistance, regular monitoring, coordination, and communication based on the students' learning progress and development.
4. Teachers may integrate motivational learning activities such as offline game-based activity, puzzle, jigsaw puzzles, real-life scenarios and activities, interactive games, actual video performance, social media integration, etc. that helps learners become more motivated and actively engaged in learning towards better academic performance.
5. Teachers may undergo comprehensive training on how to use modules in Anglo-American Literature in the classroom so that it can be used as a complement to face-to-face instruction as needed.
6. School administrators may use enough instructional supervision to preserve the high quality and implementation of PMDL while also addressing the issues that teachers face.
7. School heads, department heads, and teachers may use the proposed action plan that could help parents, teachers, and students improve and enhance students' learning motivation and emotional engagement toward better learning outcomes.
8. Stakeholders, LGU, and other organizations may assist with the school projects and activities that could help the school to provide quality education services towards better students' academic performance.

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