Research Article

Quality, Usability, and Potential Effectiveness of Self-Learning Modules in Social Studies

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ABSTRACT

The research study was intended to make an evaluation of the quality (contents, format presentation and organization, and usability) and effectiveness of Self-Learning Modules (SLMs) for Secondary Social Studies teachers of secondary schools in Zone 3, Division of Zambales. The perceptions and insights were solicited from the teacher - participants. The study was conducted during the Second Quarter of the school year 2020-2021. This study employed a descriptive research method with the survey questionnaire as the research instrument. The statistical treatment of this study utilized descriptive statistical tools. ANOVA and Pearson r are the inferential statistics used.The findings of the study revealed that the quality of Self-Learning Modules (SLMs) for Secondary Social Studies Program was very Satisfactory in terms of format, content and presentation and organization. However, the SLM was Satisfactory in Usability. The academic performance of the junior high school students in social studies was proficient in their pre-test and advanced in the post-test. Results also revealed that there is no significant difference on the perception of the respondents to the Quality of SLM for the Secondary Social Studies Program in terms of content, format, presentation and organization and usability. There is significant difference on the pre-test and post-test performances of the students in Social Studies (*Araling Panlipunan*) lessons. There is no significant relationship/correlation between the Quality and Effectiveness of the Self-Learning Modules (SLMs) in terms of content, format and presentation and organization. However, there is significant relationship in terms of Usability. The Social Studies teachers strongly agreed on the different teachers' needs which should be addressed to help improve the quality, usability and effectiveness of Self-Learning Modules (SLMs) for Secondary Social Studies Program. A Plan/Program was developed/formulated for to further the quality, usability and effectiveness of Self-Learning Modules (SLMs). It is recommended that the preparation of self-learning module (SLM) to

be utilized in the next quarter or academic year, the Social Studies Teachers, Department Heads, and School Heads/Principals may deliberate, consider and incorporate contents and activities that motivate the interest of the students with adequate visual contents and info graphics (Content); good quality of paper, printing and binding and durability of materials (Format); and utilization of varied and interesting sentences and paragraph structures mother tongue and/or appropriate English language (Presentation and Organization). The Social Studies Teachers, Department Heads, and School Heads/Principals may consider the Usability aspects of the self-learning module in terms of ease of usage, monitoring and evaluating students' progress, active involvement and time frame of accomplishing the module in the preparation of SLM for the next Quarter/Academic Grading. They may prioritize the conduct seminar-workshop that will further discuss the different aspects/criteria of module evaluation and acquire further knowledge on the conduct of initial and final evaluation of the prepared and utilized SLMs. Propose the model/plan/program to further the quality and effectiveness of Self-Learning Modules (SLMs) to the Social Studies Department Heads, School Heads/Principals, Supervisors, and Education Specialist/Curriculum Planners of the Division of Zambales for further review, and future implementation.

Background

The academic institutions have been enforced to entirely cancel face-to-face teaching including laboratories because of COVID-19 outbreaks worldwide and other learning experiences as a mitigation step against the risk posed by the virus.

International organizations have paid particular attention to the issue of Education Response in Crises and Emergencies'. UNESCO stated in the Education 2030 Incheon Declaration and Framework for Action that countries should "provide alternative modes of learning and education for children and adolescents who are not in school at both the primary and secondary levels. Accordingly, in the Philippines, various measures by the basic education providers have been initiated to implement social isolation strategies, modular and online teaching is followed with rapid curriculum transformation. Public schools in the Philippines opted to utilize primarily modules, for instance, self-learning modules as instructional delivery mode.

A responsive legal frameworks and support are required and needed in the Philippines' educational system during the restrictions imposed by the new normal. The Plan features an adjusted curriculum with the Most Essential Learning Competencies, which will be delivered in multiple learning delivery modalities (Department of Education *Sulong Edukalidad*, 2020). Distance learning refers has three types; the Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (Department of Education *Sulong Edukalidad*, 2020 and DepEd Order No. 13, 2020). The Modular Distance Learning involves individualized instruction that allows learners to use Self-Learning Modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials (Department of Education *Sulong Edukalidad*, 2020 and DepEd Order No. 13, 2020). These multiple learning delivery

modalities necessitate the creation, reproduction, distribution, and use of learning resources consisting of intellectual properties (Vergara, 2017).

Modular instruction was first introduced by American educators. It is described by Hughes (2000 as cited by Yazon, 2017) as an individualized instruction that provides bases for close interaction between the learners and the subject and respond frequently in the interaction with an instructional program at their learning rate. Duker (1972 as cited by Yazon, 2017) also stated that modular instructions catered to the individual learning differences so that learners are prompted to actively participate in determining what they need to learn.

Bakri & Nasbey (2017) discussed that module must have Statement of Purpose, Desirable Prerequisite Skills, Instructional Objectives, Implementers of the Modules, Evaluative Pretest, and Assessment of Module. According to Garcia (1996 as cited in Vergara, 2017) it must have Title, Target Population, Overview, Objectives, Instructions to the Learners, Entry Behavior and Prerequisite Skills, Pre-test, Learning Activities, Post-test, and Teacher's Manual or Guide. According to Purushothaman (1986 as cited in Cunningham, Duffy & Knuth, 2016) should have four criteria. It should present or define a set of learning situations; have its own carefully specified function and be directed at clearly defined objectives; include tests designed to guide the learner or teacher and provide them with feedback; and be capable of fitting into a variety of learning paths, methods and situations.

A module can be advantageous for students and teachers according to Hoffman & Ritchie (2017) because it provides opportunity for organizing numerous sequences of experience to reflect special interests of the teacher or student. The self-instructional units of the module as supported by Reigeluth (2018) allows the teacher to focus on student deficiencies in subject matter that must be corrected and also serve to eliminate the necessity of covering subject already known to the student. It provides a way of assessing students' progress in learning. For Yazon (2017), the independent nature of self-instructional units facilitated the updating of study materials through revisions and it serves as model for teachers who wish to develop their own materials and insert their own personality.

Schools for Basic Education in the Philippines today implement the curriculum mostly delivered through modular approach in their classroom activities. They are used as primary and enrichment instructional materials for learning concepts and skills, or as remedial instruction is necessary for slow learners and as advance instruction for the fast and highly motivated ones. However, more and more obstacles to learning are being discovered in this environment. The task before educators is to alleviate these obstacles for both the implementers and the learners. Of major concern is the quality of materials being used. To address the quality concern, educators must also address issues· regarding usability and effectiveness, for these factors are essential to developing quality materials in a classroom without face-to-face. Educational institutions must provide faculty the necessary training and support in this learning modules used for distance learning. This helps to ensure that the learning materials (self-learning modules) are usable and potentially effective, and that both the teaching and learning do not suffer during school year without face-to-face.

According to Goode (2018) and Guillermo (2018), a teaching/learning module should be regularly evaluated, by the author him/herself, the school administrators, the students (users), the parents and other stakeholders. This undertaking is towards module improvement and further its quality. In this premise, this study proposal was initiated. The purpose of this study will be to examine the aspects/components (quality, usability and effectiveness) needed in reviewing, evaluating, validating and in developing superior learning modules needed in teaching and learning in the Basic Education this present condition – health crisis/pandemic. The effectiveness of the said module was also determined using the pre-test and post-test scores administered to the students.

Methods

This research study employed a descriptive research method with the survey

questionnaire as the main research instrument. For Shields (2013 as cited in Costales, 2018) descriptive method includes the collection of data to test the hypothesis and to answer the questions concerning the present status of the study. Each of them employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempts to develop knowledge. Descriptive research includes surveys and fact-finding enquiries of different kinds. According to Scott (2012), the major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables. Descriptive research as described by Calmorin (2009 as cited in Catacutan & de Guzman, 2017) involves and employs the process of inquiry, interpretation of condition that exist and attempts to develop knowledge.

The research study described the result of evaluation on the quality, usability, and potential effectiveness of Self-Learning Modules (SLMs) of Secondary Social Studies teachers, Zone 3, Division of Zambales, particularly in the 1st Quarter Period, school year 2020-2021. The perceptions and insights were solicited from the teacher-participants. The results were correlated to the students' academic performance in *Araling Panlipunan.*

Table 1
Distribution of the Teacher - Respondents from Public Secondary Schools of Zone 3 Division of Zambales

Secondary High Schools	Teachers (f)
1. Cabangan National High School	14
2. Gov. Manuel Barretto National High School	9
3. Don Getulio F. Arendaeng High School	9
4. San Rafael Tech Voc High School	9
5. Sagpat High School	9
6. Paite-Balincaguing High School	10
7. La Paz National High School	13
8. Namatacan High School	4
9. San Antonio National High School	12
10. San Miguel National High School	11
11. Pundakit High School	4
	104

Conclusion

Based on the findings, the researcher concluded that:

1. The Quality of Self-Learning Modules (SLMs) for Secondary Social Studies Program was very Satisfactory in terms of Format, Content and Presentation and Organization. However, Satisfactory in Usability.
2. The Academic Performance of the Junior High School Students in Social Studies was 'Proficient' in their Pre-Test to 'Advanced' in the Post-Test.
3. There is no significant difference on the perception of the respondents on the Quality of SLM for the Secondary Social Studies Program in terms of Content, Format, Presentation and Organization and Usability.
4. There is significant difference on the pre-test and post-test performances of the students in Social Studies (*Araling Panlipunan*) lessons.
5. There is no significant relationship/correlation between the Quality and Effectiveness of the Self-Learning Modules (SLMs) in terms of Content, Format and Presentation and Organization. However, there is significant relationship in terms of Usability.
6. The Social Studies teachers Strongly Agreed on the different teachers' needs which should be addressed to help improve the Quality, Usability and Effectiveness of Self-Learning Modules (SLMs) for Secondary Social Studies Program.
7. A Plan/Program was developed/formulated for to further the quality, usability and

effectiveness of Self-Learning Modules (SLMs).

Recommendations

In the light of the foregoing conclusions of the study, the following recommendations were advanced:

1. In the preparation of Self-Learning Module (SLM) which will be utilized in the next Quarter or Academic Year, the Social Studies Teachers, Department Heads, and School Heads/Principals may deliberate, consider and incorporate contents and activities that arouse interest of the students and adequacy of visual contents and info graphics (Content); good quality of paper, printing and binding and durability of materials (Format); and utilization of varied and interesting sentences and paragraph structures mother tongue and/or appropriate English language (Presentation and Organization).

2. The Social Studies Teachers, Department Heads, and School Heads/Principals may consider the Usability aspects of the self-learning module in terms of ease of usage, monitoring and evaluating students' progress, active involvement, and time frame of accomplishing the module in the preparation of SLM for the next Quarter/Academic Grading.

3. The Social Studies Department Heads and School Heads/Principals may prioritize the conduct seminar-workshop that will further discuss the different aspects/criteria of module evaluation and acquire further knowledge on the conduct of initial and final evaluation of the prepared and utilized SLMs.

4. The researcher proposed the Model/Plan/Program to further the Quality and Effectiveness of Self-Learning Modules (SLMs) to the Social Studies Department Heads, School Heads/Principals, Supervisors, and Education Specialist/Curriculum Planners of the Division of Zambales for further review, and future implementation.

5. Future researchers may conduct a study to include a wider scope of variables, respondents, and locale for validation purpose.

there through the good times and the bad, for embracing all the eccentricities from both ends of the spectrum.

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