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Research Article

Factors Affecting the Module Completion of Grade 12 Students: Basis for Intervention Program and Policy Development

Allan H. Sumandal*

Department of Education Gov. Alfredo M. Abueg Sr. National Technology and Vocational Memorial High School Brooke's Point, Palawan, 5305, Philippines

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**Corresponding author:*
E-mail:
allan.sumandal@deped.gov.ph

ABSTRACT

This study investigated the contributing factors that affect the module completion of Grade 12 students in Governor Alfredo M. Abueg Sr. National Technology and Vocational Memorial High School, Brooke's Point, Palawan. A descriptive-correlation method was utilized as the research design of this study. A validated researcher-made questionnaire written in English which was based on a 5-point Likert Scale was distributed to a sample of 46 regular Grade 12 students. Respondents were randomly selected from seven (7) different Technical-Vocational Livelihood (TVL) courses. Findings revealed that most of the respondents belong to the age bracket of 17 or below, female, were living within the town and were with closely approximating proficiency in their General Weighted Average (GWA). Students rated "sometimes" that their module completion was affected by the factors such as the content of the Self-Learning Module, parental support, internet connection, social media, health condition, and proximity of the house from the school. The result of the regression analysis has shown that there was a weak association between teacher support and location as well as between internet connection and GWA of the student. Furthermore, the intervention measure was designed by the researcher. The findings of this study provided inputs to school heads and teachers to formulate intervention programs and policy development on the factors affecting students' module completion.

Keywords*: factors*, *module completion*, *modular distance learning*, *TVL student*

Background

The novel coronavirus disease, or COVID-19, later named SARS-CoV-2, was first reported in Wuhan City, China, in December 2019 (World Health Organization). In just a few months, it became the world's major problem, resulting in millions of human deaths and a global economic recession. The outbreak of

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COVID-19 has changed the lives of many people and many government sectors. One of the sectors affected by this pandemic is the learning institutions or the education system.

The increasing cases of COVID-19 in different parts of the world threaten the safety and lives of many students. Hence, schools worldwide have decided to stop the in-person classes to contain the spread of the disease. This led the closure of many schools, particularly in countries that are not yet ready for distance and blended learning approaches. The World Health Organization ascertains that the closure of many learning institutions has a great effect on education. According to the UNESCO report in 2020, there were 156,692,640 affected learners due to the closure of many schools worldwide.

The consequences of this pandemic in education are the following: (a) **interrupted learning,** (b) confusion and stress for teachers, (c) parents unprepared for distance and homeschooling, (d) **challenges creating, maintaining, and improving distance learning,** (e) increased pressure on schools and school systems that remain open, (f) **rise in dropout rates, and (g)** challenges measuring and validating learning (UNESCO, 2020). These consequences challenged the parents, teachers, and students at the beginning of classes from school year 2020-2021.

In response to the global pandemic, the Philippine government in March 2020 announced the closure of schools in the entire country to fight back the spread and transmission of the virus. All face-to-face classes and school transactions were suspended. The education sector halts while the learning gap remains.

To ensure the safety of the students and teachers, the opening of classes which usually commence every June of the year, was moved to a later date. This postponement is due to the uprising of COVID-19 cases in the country. However, despite the long wait for the school to start to operate, the Department of Education (DepEd) remains committed to providing quality education to every Filipino learner. The DepEd continues to seek and find alternative ways to ensure that learning will not be hampered even in the middle of a health emergency.

On the 18th of August 2020, President Rodrigo R. Duterte released a memorandum instructing the Department of Education on the movement of the opening of classes for the school year 2020-2021, which was originally set on August 24, 2020, to October 05, 2020 (Aguilar, 2020). At that time, the DepEd recorded 22.50 million students who enrolled for this school year. Moreover, the DepEd Order 7, s. 2020 further clarified that since face-to-face is still suspended, the school and the students are expected to utilize different learning modalities. Under distance learning, students have the choice to choose among its three different types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV-Based and Radio-Based Instruction (Quinones, 2020).

Meanwhile, the result of the Learner Enrolment Survey Form (LESF), a data-gathering tool of the DepEd, identified that 8.8 million parents prefer modular distance learning for their child/children, followed by online learning, TV-based, and radio-based with 3.8 million, 1.4 million, and 900,000 parent's preferences respectively (Arcilla, 2020). Furthermore, Magsambol (2020) has reported that around 13 million public school students out of 22.50 million enrollees are using printed modules, as Education Undersecretary Diosdado San Antonio claimed. These figures mean that most of the learners for this school year will be using self-learning modules (SLMs) under Modular Distance Learning.

According to Llego (2020), Modular Distance Learning (MDL) is one of the types of distance learning modality along with online distance learning, tv-based instruction, and radio-based instruction. In this type of modality, learners are given self-learning modules (SLM) in print or electronic and supplemental materials like learner materials, textbooks, answer sheets, study guides, and other learning materials. Its role is to track the learners' progress, and learners may ask for their assistance thru email, social media, telephone, and text messages. Teachers may also conduct remediation and home visitation to address other students' needs.

Since Modular Distance Learning (MDL) is new to the Philippines, the DepEd has encountered issues. The schools, teachers, parents,

and students faced many different problems and challenges. Dangle & Sumaoang (2020) has cited some of the identified issues such as; (a) shortage of budget for individual modules forcing teachers to solicit for the printing of SLMs, (b) schools and teachers were not yet ready on the printing and production process of the self - learning modules, (c) parents were surprised as to how they will guide their child/children, (d) and students were overwhelmed in the content of modules especially on the great number of activities.

For the 1st quarter, the DepEd announced that 99.37% from over 22.5 million enrollees for the school year 2020-2021 has reached to finish the module and submit their Learner Answer Sheet, and only 0.63% did not complete or submit their answer sheet (Malipot, 2021). However, from experience on the ground of the teacher-researcher, this is not the actual scenario. Many students had just submitted their modules and answer sheets without answers. The researcher observed that many students in his school were not completing their modules and did not submit their modules. Only those students who performed well during the face-to-face classes submitted their modules with answers and on time. On the other hand, few from the low-performing students submitted their modules.

Modular Distance Learning is the only solution for many public schools that do not have gadgets and access to internet connections for online learning. This type of set-up is foreseen to last until the pandemic is due or if all Filipinos will be vaccinated. In addition, many students are not aware and how to use the modules, considering that it is the first time to be implemented in public schools in the Philippines. While it is true that there is existing research on the challenges encountered by the teachers, parents, and students in the implementation of modular distance learning, no study has been conducted on contributing factors that drive students not to comply and submit their modules. Thus, it is worthwhile to research the factors that hinder learners from completing and submitting their modules. This research must be conducted to provide an explanation and understanding of this current phenomenon. This study is also integral as it helps the school and the Department of Education improve its implementation.

This research aimed to identify the contributing factors that affect the module completion of the students in the public school on its first implementation of modular distance learning in the Philippines. It also aimed to test the relationship of the demographic profile of the respondents and their responses on the factors affecting module completion and develop an intervention program to enhance the implementation of Modular Distance Learning for the next and coming school years.

Statement of the Problem

1. What is the demographic profile of the respondents in terms of:
   1.1 age;
   1.2 sex;
   1.3 geographic location; and
   1.4 general weighted average?
2. What are the factors affecting the module completion of the Grade 12 students?
3. Is there a significant association between the respondents' profile and the factors affecting the module completion?
4. What practical intervention(s) can teachers do to engage the students complete their modules?

Hypothesis

H_0: There is no significant association between the respondents' profile and the factors affecting their module completion.

Methods

This study used descriptive-correlational research design. In particular, it aimed to identify the respondents' demographic profile and the factors affecting the module completion of the students. Using the majority formula, out of ninety (90) regular grade 12 students - a total of 46 students were identified as the respondents of the study. Sample was randomly selected from five (5) sections with specialization in Electrical Installation and Maintenance, Shielded Metal Arc and Welding, Housekeeping, Caregiving, Tailoring, Cookery, and Information Communication Technology (ICT).

To gather the needed data, a researcher-made questionnaire written in English was

utilized. Each statement is based on the 5-point Likert Scale, which aims to gather the needed data based on the following variables: (a) demographic profile in terms of age, sex, socioeconomic status, and geographical location, (b) content of Self-Learning Module (SLM), (c) parental support, (d) teacher support, (e) social media, (f) internet connection, (g) health condition, and (h) proximity of the house to school. These variables constitute the whole questionnaire. The assigned value of the 5-point Likert scale is as follows:

1-Never
2-Seldom
3-Sometimes
4-Many times
5-Always

The number of questions in each factor is the following: 11 questions about the content of the self-learning module, 8 questions related to parental support, 7 questions about teacher support, 7 questions related to internet connection, 6 questions related to social media, 7 questions about health condition, and 6 questions related to proximity of the house to school. A total of 52 statements were developed to collect information on all factors and variables.

To ascertain the validity of the data gathering instrument, it was checked by at least three panels of internal and external validators. The validators are with the appropriate qualifications and technical expertise regarding the topic. Face and construct validity were also carried out. Likewise, the researcher has also taken measures to control the factors that may pose threats to the internal validity of the instrument.

To determine the reliability, it was pilot tested to at least 30 student-participants. The reliability index of the written instrument using Cronbach's Alpha yielded an acceptable reliability coefficient of 0.74. For Taber (2017), a reliability coefficient of 0.5 or less is generally considered unreliable.

Since the threat of COVID-19 is still high, and the internet connection is poor in some areas of the research locale, the researcher decided to distribute the questionnaire in the respective houses of the identified respondents. The respondents were given one week to accomplish the questionnaire. After a week, the researcher came back to the houses of the respondents to collect and record the questionnaire.

To protect the privacy and property right of the respondents, all the information gathered were subjected to utmost confidentiality.

Results and Discussion

1. What is the demographic profile of the respondents in terms of Age, Gender, Geographic Location, and General Weighted Average?

Table 1 depicts that more than half of the respondents have ages belonging to the 17 or below bracket, eighteen (18) or 39% were 18 years old, three (3) or 7% were 19 years old, and one (1) or 2% were 20 years old. It also shows that more than three-quarters of the respondents were females, while the remaining 25% were males. For the geographical location, thirty (30) or majority of the respondents were living within the town while sixteen (16) or 35% were living outside the town proper. In terms of previous General Weighted Average (GWA), three (3) or 7% of the respondents were proficient, eighteen (18) or 39% were closely approximating proficiency, sixteen (16) or 35% were moving towards proficiency, four (4) or 9% were average proficient and five (5) or 10% were low proficient.

Table 1. Profile of the Respondents
n = 46

Profile of the Students	Frequency	Percentage
AGE		
17 or below	24	52%
18	18	39%
19	3	7%

Profile of the Students	Frequency	Percentage
AGE		
20	1	2%
21 and above	0	0%
TOTAL	46	100%
SEX		
Male	11	24%
Female	35	76%
TOTAL	46	100%
LOCATION		
Within the town	30	65%
Outside the town	16	35%
TOTAL	46	100%
GENERAL AVERAGE		
96-100	3	7%
91-95	18	39%
86-90	16	35%
81-85	4	9%
76-80	0	0%
75 and below	5	10%
TOTAL	46	100%

2. What are the factors affecting the module completion of the Grade 12 students?

The table presented below shows the summary of students' responses about the content of the Self-Learning Module (SLM). Based on the data shown below, 7 items were rated as "Sometimes", while the remaining 4 items were rated as "Most of the time". The over-all mean was 3.27 with description sometimes. Specifically, the statement the activities in the modules are repetitive got the lowest mean with 2.74.

Table 2.1 Content of the Self Learning Module
n = 46

STATEMENT	MEAN	DESCRIPTION
The activities in the modules are readable.	3.93	Most of the Time
The instructions on the activities are clear.	3.74	Most of the Time
The lessons have illustrations, graphs, and pictures that help the lessons be understood better.	3.43	Most of the Time
The key concepts of the content are present and helpful.	3.41	Most of the Time
The deepening part of the modules through examples is present.	3.26	Sometimes
The activities in the modules are many.	3.24	Sometimes
The lessons in the modules are easy to understand.	3.15	Sometimes
The activities in the modules are easy to do.	3.02	Sometimes
The lessons have enough examples.	3.00	Sometimes
The questions in the module are easy to answer.	3.00	Sometimes
The activities in the modules are repetitive.	2.74	Sometimes
OVER-ALL MEAN	3.27	Sometimes

Legend: 4.2-5.0-Always; 3.4-4.19-Most of the Time; 2.6-3.39-Sometimes; 1.8-2.59- Seldom; 1.-1.79-Never

These findings suggest reconstruction of SLM to ensure smooth flow of the lesson and activities and to avoid repetition. Maile & Copper (2018) pointed out that a module should be logical which reflect occupational steps, prerequisite knowledge and abilities, and difficulty. Moreover, Macarandang (2009) also emphasized that the words to be used in SLM should be simplified that is the word should be understood easily by the students, long paragraphs should be shortened, and it should provide real life situation and examples.

Table 2.2 Parental Support

n = 46

STATEMENT	MEAN	DESCRIPTION
My parents provide my school supplies.	4.28	Always
My parents make me do household chores during module time.	2.98	Sometimes
My parents check the completeness of my answer before submitting it.	2.83	Sometimes
My parents monitor me while answering my modules.	2.59	Seldom
My parents retrieve and submit my modules.	2.48	Seldom
My parents assist me in performing the activities indicated in the modules.	2.39	Seldom
My parents guide me in answering the modules.	2.13	Seldom
My parents help me in doing my modules.	2.04	Seldom
OVER-ALL MEAN	2.71	Sometimes

Legend: 4.2-5.0-Always; 3.4-4.19-Most of the Time; 2.6-3.39-Sometimes; 1.8-2.59- Seldom; 1.-1.79-Never

Based on table above, the parental support has an over-all mean of 2.71 which may be interpreted as "Sometimes". Out of seven (7) statements, five (5) of which have the lowest mean*:* (1) *My parents monitor me while answering my modules,* (2) *My parents retrieve and submit my modules,* (3) *My parents assist me in performing the activities indicated in the modules, (4) My parents guide me in answering the modules, and (5) My parents help me in doing my modules* with the mean 2.59, 2.48, 2.39, 2.13, 2.04 respectively. This manifests that the most of students lack support and help from their parents which contributed to poor module completion turn-outs. Olivo (2021) and Trovela (2021) explained that parents could not assist and support their children in completing their modules during this pandemic due to lack of proper education and limited knowledge.

Table 2.3 Teacher Support

n = 46

STATEMENT	MEAN	DESCRIPTION
My teacher is approachable when asked to explain the content of the module.	3.76	Most of the Time
My teacher is easy to reach out.	3.76	Most of the Time
My teacher gives reminders about the tasks in my modules.	3.67	Most of the Time
My teacher responds to my questions quickly and comprehensively.	3.37	Sometimes
My teacher provides feedback about my assessment result.	3.30	Sometimes
My teacher visits to hear issues and problems about my modules.	3.00	Sometimes
My teacher provides additional learning materials aside from modules such as books, video lessons, and handouts.	2.93	Sometimes
OVER-ALL MEAN	3.40	Most of the Time

Legend: 4.2-5.0-Always; 3.4-4.19-Most of the Time; 2.6-3.39-Sometimes; 1.8-2.59- Seldom; 1.-1.79-Never

The data illustrated above revealed that teacher support provided to students has an over-all mean rating of 3.40 with description most of the time. This shows that most students have expressed that they felt the support provided by their teachers most of the time. On the other hand, the statement my teacher provides additional learning materials aside from modules has the lowest mean. This suggests that teachers should develop other learning resources where students can get additional information. For example, Lapitan et al. 2021 emphasized that giving students the pre-recorded lecture videos will help them learn and better understand the content of the lessons. In the same vein, Xie (2020) encouraged teachers to provide the students autonomous learning materials because it is effectively improved student's academic performance.

Table 2.4 Internet Connection
n = 46

STATEMENT	MEAN	DESCRIPTION
Internet helps me to understand better and answer the modules.	3.85	Most of the Time
I use the internet to research additional information about the lessons.	3.74	Most of the Time
I use the internet for module activities.	3.35	Most of the Time
Internet speed limits me to do some activities in the module.	3.26	Sometimes
Internet provides quick and relevant answers for the activities in the module.	3.26	Sometimes
I have access to an internet connection at home.	3.13	Sometimes
There is a stable and strong internet connection in my area.	2.91	Sometimes
OVER-ALL MEAN	3.36	Sometimes

Legend: 4.2-5.0-Always; 3.4-4.19-Most of the Time; 2.6-3.39-Sometimes; 1.8-2.59- Seldom; 1.-1.79-Never

As shown in the table, the computed over-all mean of internet connection was 3.36. Data also show that stable and strong internet connection was a major problem, and it got the lowest mean which is equal to 2.91. Further, it indicates that internet connection is a hindrance for students to complete their module. This corroborated the finding of Bauer, Brooks & Hampton (2020) that students in rural places may lag academically due to slow Internet connections or limited access from their homes.

Table 2.5 Social Media
n = 46

STATEMENT	MEAN	DESCRIPTION
I use social media to communicate with my classmates and teacher to gather information about the module.	3.39	Sometimes
I use YouTube to better understand difficult concepts in modules.	3.50	Sometimes
Facebook and YouTube distract me from answering my modules.	2.96	Sometimes
I use other social media while doing my modules.	2.87	Sometimes
I usually postpone answering my module to spend more time on social media.	2.41	Seldom
I use Facebook to search for information related to my modules.	2.30	Seldom
OVER-ALL MEAN	2.91	Sometimes

Legend: 4.2-5.0-Always; 3.4-4.19-Most of the Time; 2.6-3.39-Sometimes; 1.8-2.59- Seldom; 1.-1.79-Never

As seen above, it can be deduced that the use of the social media is sometimes one of the reasons behind the students' inability to submit their modules. Students scored social media a mean rating of 2.91 with "sometimes" description. This conforms the findings of Kolhar et al. (2021) that the prolonged use of social media can distract students from their academic work. Similarly, Asemah et al. (2013) and Osharive (2015) maintained that social media affects the academic work of the students negatively. However, statement *I usually postpone answering my module to spend more time on social media* has a low mean which means that many students used social media without compromising their module. In addition, statement *I use Facebook to search for information related to my modules* retained having the lowest mean with 2.30 mean score.

Table 4.6 Health Condition
n =46

STATEMENT	MEAN	DESCRIPTION
I experience body aches, i.e., headaches, while doing my modules.	3.28	Sometimes
I eat nutritious food before doing my modules.	3.24	Sometimes
I can manage to answer the module despite hectic schedules and activities.	3.09	Sometimes
Answering modules is stressful.	2.89	Sometimes
I do not stop answering the modules even if I do not feel well.	2.87	Sometimes
I have enough sleep and energy before I do my modules.	2.85	Sometimes
I have time to exercise and do physical activities after answering modules.	2.57	Seldom
OVER-ALL MEAN	2.97	Sometimes

Legend: 4.2-5.0-Always; 3.4-4.19-Most of the Time; 2.6-3.39-Sometimes; 1.8-2.59- Seldom; 1.-1.79-Never

From the table shown above, health condition of the students using Modular Distance Learning has a mean of 2.97. This implied that the health condition of the students using the modular distance learning is sometimes a factor behind the delayed compliance of students of their academic requirements (module). This result is parallel to the idea of Ross (2010) that students cannot realize their full potential if they do not receive adequate nutrients. Moreover, statement *I have time to exercise and do physical activities after answering modules* has the lowest mean with 2.57 seldom as the description. This conveys that student should maintain balance between physical health/ mental health condition and the use of modules to ensure effective learning.

Table 2.7 Proximity of the House
n = 46

STATEMENT	MEAN	DESCRIPTION
I feel motivated to complete my modules despite the distance of my house from the school.	3.61	Most of the Time
It is not difficult to submit my modules despite the distance of my house from the school.	3.46	Most of the Time
I have means of transportation to receive and submit the modules.	3.35	Sometimes
I feel confident that I can complete my modules even if I am tired of traveling back to school.	3.22	Sometimes
The distance of my house from school contributes to a few submissions of modules.	3.09	Sometimes

STATEMENT	MEAN	DESCRIPTION
The availability of transportation in my area delays me from submitting my modules.	2.93	Sometimes
OVER-ALL MEAN	3.28	Sometimes

Legend: 4.2-5.0-Always; 3.4-4.19-Most of the Time; 2.6-3.39-Sometimes; 1.8-2.59- Seldom; 1.-1.79-Never

As depicted in the table above, proximity of the house of the students from the school has a mean of 3.28 which may be interpreted "Sometimes". The data revealed that this factor could affect the student's module completion performance. This means that students have expressed that they are able to maintain their level of motivation despite the distance of their respective houses from school. Statement *the availability of transportation in my area delays me from submitting my modules* got the lowest mean. This coincides with the findings of Mhiliwa (2015) that the poor student performance was rooted in a long distance of travel from home to school.

3. Is there significant association between the respondents' profile and the factors affecting the module completion

Table 3.1 Content of the SLM vs. Demographic Profile
n=46

	correlation	Interpretation	p-value	**Decision**
Content of the SLM - Age	-0.17	Negligible negative correlation	0.24	Accept Null Hypothesis
Content of the SLM - Sex	0.02	No correlation	0.88	Accept Null Hypothesis
Content of the SLM - Location	-0.27	Weak negative correlation	0.06	Accept Null Hypothesis
Content of the SLM - GWA	-0.16	Negligible negative correlation	0.27	Accept Null Hypothesis

Legend: ***Significant at 0.05 level of significance*

Table 3.1 shows the association between the content of the Self-Learning Module (SLM) and the respondents' demographic profile. Since all the computed p-values were found to be greater than 0.05 level of significance, the null hypothesis is accepted. This means that the content of the Self-Learning Module has no significant association with the age, sex, location, and GWA of the respondents.

Table 3.2 Parental Support vs. Demographic Profile
n=46

	correlation	Interpretation	p-value	Decision
Parental Support - Age	-0.48	Moderate negative correlation	0.85	Accept Null Hypothesis
Parental Support - Sex	-0.22	Weak negative correlation	0.15	Accept Null Hypothesis
Parental Support - Location	0.12	Negligible positive correlation	0.45	Accept Null Hypothesis
Parental Support - GWA	0.08	No correlation	0.62	Accept Null Hypothesis

Legend: ***Significant at 0.05 level of significance*

Table 3.2 illustrates the association between parental support and the respondents' demographic profile. The data revealed that there are no association between parental support and the respondents' demographic profile since the computed p-values were all greater than the indicated level of significance of 0.05.

Table 3.3 Teacher's Support vs. Demographic Profile
n=46

	correlation	Interpretation	p-value	Decision
Teacher's Support – Age	-0.03	No correlation	0.85	Accept Null Hypothesis
Teacher's Support – Sex	0.03	No correlation	0.82	Accept Null Hypothesis
Teacher's Support – Location	-0.32	Weak negative correlation	0.03**	Reject Null Hypothesis
Teacher's Support – GWA	-0.24	Weak negative correlation	0.11	Accept Null Hypothesis

Legend: ***Significant at 0.05 level of significance*

Table 3.3 depicts that there was a significant association between teacher support and the location of the respondents. Based on the analysis, it can be gleaned that the p-value of these two variables was 0.03, which tells that a null hypothesis should be rejected. However, the correlation between these two variables were negative and weak. This explains that the farther the location of the students from the school the higher support the student should receive. Meanwhile, teachers support has no association with age, sex, and GWA of the respondents since its computed p-value were all greater than 0.05.

Table 3.4 Internet Connection vs. Demographic Profile
n=46

	correlation	Interpretation	p-value	Decision
Internet Connection – Age	-0.24	Weak negative correlation	0.10	Accept Null Hypothesis
Internet Connection - Sex	0.00	No correlation	0.97	Accept Null Hypothesis
Internet Connection - Location	-0.27	Weak negative correlation	0.07	Accept Null Hypothesis
Internet Connection - GWA	-0.32	Weak negative correlation	0.02**	Reject Null Hypothesis

Legend: ***Significant at 0.05 level of significance*

Table 3.4 above entails that the computed p-value between internet connection and the respondents' GWA is 0.02, which is lesser than 0.05 level of significance. This signifies that a null hypothesis should be rejected. Hence, there was a significant association between these two variables. It can also be observed that the correlation coefficient was low with -0.32. It means that the lower internet dependence among students can be linked to higher GWA. On the other hand, other demographic profile variables such as age, sex, and location have no association with the internet connection because their p-values are all greater than 0.05.

Table 3.5 Social Media vs. Demographic Profile
n=46

	correlation	Interpretation	p-value	Decision
Social Media – Age	-0.20	Weak negative correlation	0.19	Accept Null Hypothesis

	correlation	Interpretation	p-value	Decision
Social Media – Sex	-0.02	No correlation	0.90	Accept Null Hypothesis
Social Media – Location	-0.07	No correlation	0.65	Accept Null Hypothesis
Social Media – GWA	-0.07	No correlation	0.65	Accept Null Hypothesis

Legend: ***Significant at 0.05 level of significance*

Table 3.5 presents the computed correlation and p-value between social media and demographic profile of the respondents. Based on the data above, the p- value for social media usage and demographic profile were greater than the identified level of significance, therefore the null hypothesis must be accepted. This means that there was no association with the use of social media while doing the modules and the students' demographic profile.

Table 3.6 Health Condition vs. Demographic Profile
n=46

	correlation	Interpretation	p-value	Decision
Health Condition – Age	0.03	No correlation	0.86	Accept Null Hypothesis
Health Condition – Sex	-0.05	No correlation	0.74	Accept Null Hypothesis
Health Condition – Location	-0.03	No correlation	0.82	Accept Null Hypothesis
Health Condition – GWA	-0.13	Negligible positive correlation	0.38	Accept Null Hypothesis

Legend: ***Significant at 0.05 level of significance*

Table 3.6 The table illustrates the association between health condition and the demographic profile of the respondents. It can be summarized that all the respondents' demographic profile has no significant association with their health condition. Since all the computed p-values were greater than 0.05 alpha level of confidence, null hypothesis should be accepted.

Table 3.7 Proximity of the House vs. Demographic Profile
n=46

	correlation	Interpretation	p-value	Decision
Proximity of the House – Age	-0.12	Negligible negative correlation	0.40	Accept Null Hypothesis
Proximity of the House – Sex	0.24	Weak positive correlation	0.10	Accept Null Hypothesis
Proximity of the House – Location	0.07	No correlation	0.64	Accept Null Hypothesis
Proximity of the House - GWA	-0.08	No correlation	0.61	Accept Null Hypothesis

Legend: ***Significant at 0.05 level of significance*

Table 3.7 provides the information on the association between proximity of the house of the students and the respondents' demographic profile. It can be remarked that all the p-values were greater than 0.05 alpha level of significance. Thus, proximity of the house and the demographic profile of the respondents were not significantly associated.

4. What practical intervention(s) can teachers do to engage the students complete their modules?

To improve the implementation of the Modular Distance Learning and to increase the module completion performance of the Grade 12 students in Governor Alfredo M. Abueg Sr. National Technology and Vocational Memorial High School for the School Year 2022 - 2023, the following interventions are hereby recommended

Area (s) and Project Title	Objectives	Person (s) Responsible	Activities	Time Frame	Expected Output
Parental Empowerment	To raise awareness on the role of parents in their child education	Parents/ Guardian, Teachers, Psychologist	• Conduct meetings and training with parents on how to help students improve their learning experience • Conduct virtual or in-person re-orientation and counseling to parents	Year Round	Increase the level of involvement or participation of parents towards the completion of their child's module.
Revision of Modules, Learner Activity Sheet and other learning materials	To develop effective Self-Learning Modules, Learning Activity Sheet, and other learning materials	Teachers	• Organize INSET or SLAC on designing appropriate and student's cognitive level modules and activity sheets • Workshop on development of additional learning materials in the new normal	July 2022	Contextualized SLM and LAS at the cognitive level of the learners Supplementary resources such as video lesson, handouts, and notes
Designing of Centralized Weekly Calendar of Activities	To help students manage and budget their time	Teachers, Students, and Parents	• Re-designing of unified classroom program indicating the schedule and time allotment per module across all learning areas • Design schedule of study program with emphasis on mental and physical activities	July to August 2022	Learners can use their time wisely Healthy and Physically Fit students
Clustered Drop Point Area for Module Submission	To ease the submission of modules	Teachers	• Identifying area of drop point center for every barangay where enrolled students live	August 2022	Easy and accessible distribution and retrieval of modules
The Role of Internet and Social Media	To explain the importance and danger of social media in education	Teacher, Parents, and Students	• Virtual seminar/ orientation on the benefits of social media when use as learning resources. The talks will also focus on what to avoid and not to do on the internet or digital world • Create School Facebook Page and YouTube Channel in disseminating educational materials which students can use in learning modules	Year Round	Intelligent social media users Increase understanding of proper use of social media and worldwide web

Conclusion

1. Most of the respondents belong within the age bracket of 17 or below, female, living within the town, and with closely approximating proficiency General Weighted Average.
2. Students rated "sometimes" that their module completion were affected by the factors such as content of the Self-Learning Module, parental support, internet connection, social media, health condition, and proximity of the house from the school. On the other hand, teacher support was rated "most of the times" which implies that students have received enough support and assistance from their teachers.
3. There was a weak negative association between teacher support and the location of the house of the students.
4. There was a weak negative association between Internet Connection and the General Weighted Average of the students.

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