The Extent of Implementation of Printed Modules as a Learning Modality under the New Normal: Input to the Existing Learning Continuity Plan

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***Abstract*—This study focused on assessing the extent of implementation of the printed module as a learning modality under the new normal as perceived by the social science teachers of the public secondary schools in Borongan City division. This study used a descriptive and comparative design through a survey questionnaire administered to 50 respondents. Indicators were descriptively summarized using mode as a central tendency measure. By and large, majority of the indicators on implementation are only slightly implemented; this includes the implementation of parent support, personal relevance, authentic learning, students' autonomy, and active learning. In addition, school support was perceived as not implemented at all, while teachers' support was moderately implemented. On the significant difference in the implementation of the printed module between autonomous and non-autonomous school, a test of difference indicated that the extent to which indicators are implemented do not necessarily vary by type of school. Based on the result of the study, a proposed additional input on the existing learning continuity plan of the Borongan City division was crafted.**

***Index Terms*—Printed module, learning continuity plan, learning modality, extent of implementation, new normal**

I. Introduction

Education plays a vital role in forming the future of young individuals who could be society's pride someday. Everyone has to undergo formal education so that whatever principles, values, and ideals learned at home will be concretized, making them ready to face the many challenges life has to offer [1]. In the same manner, since learning is a continuous process, it gives growth and development to teachers as it prepares them to embrace the changes in the teaching landscape. Teachers are responsible for providing quality education; hence, they should be capacitated and receive the utmost priority [2].

However, everything changed when the World Health Organization [3] declared the global pandemic. The chance of availing of quality education, as experienced before the spread of COVID-19, seems elusive due to the prohibition of mass gatherings. Countries worldwide, including the Philippines, took precautionary measures of requiring social distancing and the temporary closure of face-to-face classes among educational institutions across the country, as posted by UNESCO in 2020 [4]. Online learning was considered the answer, but the financial status and poor internet connectivity hindered most parts of the Philippines (Bernardo, 2020) [5]. This unusual approach to the educative process presented challenges at all academic levels wherein the availability of information on best practices to cater to the abrupt transitions in education is not enough [6].

However, the torch of education must continue burning to enlighten the path of young learners toward a brighter future. DepEd Secretary Leonor Briones and DepEd Region VIII Director Ramir Uytico stressed that education should be the last to surrender [7].

In response to the demands of the challenges in education, schools of Borongan city division, like all other learning institutions worldwide, had to indulge in distance learning to enable learners to continue their education for the school year 2020-2021. With this call to continue serving the learners, during the enrollment period in public schools for School Year 2020-2021, DepEd released a Learner Enrollment and Survey Form for the parents and guardians to answer. It solicited the most preferred alternative learning mode and profile on the enrollee's readiness for distance education [7]. The result revealed that 8.9 million parents chose modular distance learning, where students will study and answer the self-learning module at home [8].

Moreover, Borongan City division has to offer Printed Modules as a learning modality. Following the coordinated schedule, the printed modules were delivered by the teachers to the designated places in every barangays and picked up by the parents or guardians of the students. They even bring it to the respective houses of the learners [9]. This is being practiced in DepEd all over the Philippines at the start of the school year 2020-2021. However, at some point, the extent of implementation has to be assessed if it is effective and adequately implemented so as not to jeopardize the learning the students may acquire [5].

This is why a study was conducted to satisfy this fact alongside the different indicators necessary for assessing the said implementation. One of these is schools' support which plays a vital role in developing modules for effective and efficient delivery of instruction in distance learning [10]. However, Dangle and Sumaoang [11] asserted that there was a lack of school funding for the production and delivery of modules, so teachers were forced to spend on their own to bridge the gap. Another is teachers' support; despite the challenges brought by the pandemic, teachers still managed to serve by crafting modules as the learning guide for students during the first quarter [12]. Nevertheless, a problem arose in monitoring the student's performance, which is the need for more communication effectively [13]. Next is the parents' support; they serve as the partners of teachers in

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providing education to their children by taking the role of home facilitators through establishing a connection and guiding the children in modular learning [14]. However, some learners fail to accomplish their modules because most of their time was utilized in helping their siblings with their modules and helping their parents with household errands and fieldwork [11]. In the module's content, personal relevance is crucial in considering what will capture the learners' interest by making them feel connected and will bring insurmountable learning [15]. Another is authentic learning, wherein an authentic learning environment must be established that enables the students to use and apply the knowledge they have gained in real life. This knowledge contradicts the accumulating abstract or theoretical information that could not be retrieved or used in real life [16]. Next is Students' autonomy and the approach that should be used in a modularized program should allow students to work at their pace, consider their learning style and identify strengths and weaknesses [17]. Finally is active learning, wherein in a modularized program, it is practical to incorporate student-centered activities that enable them to manage their learning [18].

Motivated by the current challenges, the researchers conducted a study that assessed the extent of implementation of a printed module as a learning modality used in distance learning at the Borongan City division. The study's result may help enhance the existing learning continuity plan under the new normal.

II. Statement of the Problem

The study assessed the extent of implementation of Printed Modules in the Borongan City Division, which served as the basis for an additional inputs to the existing learning continuity plan under the new normal.

Specifically, answers to the following questions were sought:

1) What is the extent of implementation of printed module as a learning modality in terms of the following?
   - Schools' Support
   - Teachers' Support
   - Parents' Support
   - Personal relevance
   - Authentic learning
   - Student autonomy
   - Active learning
2) Is there a significant difference on the extent of implementation of printed modules among secondary schools in Borongan City Division?
3) What additional input can be proposed to the existing learning continuity plan based on the study's findings?

III. Methods

A. Research Design

This study utilized a descriptive and comparative research design on the extent of implementation of printed modules in the Borongan City Division under the new normal. It attempted to describe the use of printed module based on the perception of the teachers among the six secondary schools from the said division without alteration and manipulation through the use of a survey questionnaire. Eventually, the extent of the implementation of printed modules among the secondary schools was compared for the school year 2020-2021.

B. Local of the Study

This study was conducted in Borongan City division during the school year 2020-2021. Borongan City division is one of the two divisions in the province of Eastern Samar, located at the heart of the province. It is composed of five districts, namely: Borongan 1 district, Borongan 2 district, Borongan 3 district, Borongan 4 district, and Borongan 5 district.

C. Respondents of the Study

The study's respondents are the junior and senior high school social science teachers among the public secondary schools of Borongan City division. All of them were involved, considering the relatively small number of the target populations. Below is the Table I that shows the distribution of respondents in all the public secondary schools of the Borongan City division.

TABLE I: Distribution of Respondents per Secondary School in Borongan City Division

Name of School	Number of Respondents
Sta. Fe National High School	8
Maypangdan National High School	7
Calingatngan National High School	7
SFEAMHS	6
Lalawigan National High School	9
ESNCHS	13
Total	50

D. Sampling Procedure

Purposive sampling technique was used as the sampling procedure in this study, specifically the total enumeration as one of its types, for it is expected to provide complete statistical coverage over space and time. A reason why all the social science teachers in secondary schools of Borongan city division were involved, considering the relatively small number of the target populations and they share a particular set of characteristics.

E. Research Instrument

This study adopted the instrument Distance Education Learning Environment Survey (DELES) of Walker and Fraser [19], which was modified to fit the study's need on the extent of implementation of printed module as a learning modality under the new normal. The survey item includes Schools' Support, Parents' Support, Teachers' Support, Personal Relevance, Authentic Learning, Pupil Autonomy, and Active learning. Each of the seven items in all the eight parameters of the questionnaire was measured using a 4-point Likert scale ranging from not implemented to highly implemented.

For the instrument's validation, the trial run of the instrument was administered to the teachers teaching Filipino of Borongan City Division, for they are not included in the

study to determine its comprehensibility, usability, ease of administration and to identify items not understood by the target respondents.

The feedback from the instrument's trial run was used to improve the study. After the process and content had already satisfied the rigor or scientific research protocol, the instrument was encoded in the Google form for the target respondents.

F. Data Gathering Procedure

After the approval of the proposal by the college technical working group and research and development office of ESSU, a letter was sent to the Superintendent of the Borongan city division asking for the permit to conduct the online survey and to adhere to the confidentiality protocols of the study. Upon the signal, gathering data started at once, preferably on September 20, 2021. All the public social science secondary school teachers answered the survey online via Google Forms. The link to the Google Form was posted on the official social media account of the division. The participation of the teacher respondents was assured by collaborating with the five principals of the division on the compliance of filling out the online survey form. Nevertheless, it was stressed that the participation is voluntary, and no one was forced to comply, for they did it of full volition.

After the targeted participants had responded to the online survey form, the researcher disabled the collection of responses feature of the Google Form to hold the integrity of the data. Responses were downloaded as MS Excel files, ready for interpretation and analysis.

G. Measurement of Variables

The extent of implementation of the Printed Module in Borongan City division was regarded as the variable in this study. The questionnaire used to gather information about the extent of implementation of printed module under the new normal was measured using the following Table II on each parameter:

TABLE II: SCALE USED IN MEASURING EACH PARAMETER

Scale	Descriptive Rating	Qualitative Description
4	Highly Evident	The extent of implementation of modular print was observed and even exceeded the expectation, which means that it is Highly Implemented
3	Moderately Evident	The extent of implementation of modular print was observed as expected, which means that it is Moderately Implemented
2	Slightly Evident	The extent of implementation of modular print was observed, but few irregularities were noticed, which means that it is Slightly Implemented
1	Not Evident	The extent of implementation of modular print was not observed.

Additionally, summated scores from responses on level of agreements were computed to determine level of evidence which is the actual construct under consideration. This is based from the propositions that (1) the construct (research competence) being measured is not defined by a single statement because Likert scale is by definition a multiple-item scale and (2) scores derived from a Likert scale are summated scores determined by a composite of responses to multiple items rather than responses to single items [20]. This is accorded by Deselle [21] suggesting that results from summated scales typically are reported as means for each item along with means for each domain, if applicable, and perhaps a mean response to the entire scale. Therefore, summated mean scores for research competence interpreted using the following Table III:

TABLE III: SCALE USED IN INTERPRETING SUMMATED MEAN SCORES

Range	**Descriptive Rating**	**Qualitative Description**
3.25-4.0	Highly Evident	The extent of implementation of modular print was observed and even exceeded the expectation, which means that it is Highly Implemented
2.50-3.24	Moderately Evident	The extent of implementation of modular print was observed as expected, which means that it is Moderately Implemented
1.75-2.49	Slightly Evident	The extent of implementation of modular print was observed, but few irregularities were noticed, which means that it is Slightly Implemented
1.00-1.74	Not Evident	The extent of implementation of modular print was not observed

H. Analysis of Data

Descriptive statistics was used for the translation of data into meaningful information on the extent of implementation of printed module in Borongan City division. Mode was used for the individual responses since the responses to the survey question have four choices which represented the most popular choice. Mean and standard deviation were used for the summated scores. In comparing the extent of implementation among public secondary schools, the T-test was used at a 0.05 level of significance and a 95% confidence interval.

I. Ethical Considerations

This study observed the ethical guidelines protocol of the university before starting the data collection. The respondents were informed, and a consent form was provided. Only the researcher has a total restriction on access to all the surveys, and cannot be used in any legal actions against them to protect the confidentiality and safety of the respondents. With this, privacy was applied following the ethical consideration of not harming their personal and academic lives.

IV. RESULTS

A. The Extent of Implementation of Printed Modules

The first objective dwelt on describing the level of implementation of printed modules among autonomous and non-autonomous schools in the Borongan City Division. The evaluation centered on School Support, Teachers Support, Parent Support, Personal Relevance, Authentic Learning, Students' Autonomy, and Active Learning. In the succeeding sections, the descriptive statistics for each indicator were

presented.

B. Schools' Support

Table IV illustrates the descriptive statistics of the extent of implementation of printed modules in terms of schools' support summarized by mode. It is surprising to note that almost all of the indicators for school support have been evaluated by the respondents as "not implemented." Only indicator seven which is *"The school offers a conducive working environment during the checking of the retrieved modules,"* which was found to be moderately implemented. The success of any school program heavily relies on the support provided by the school administration. Therefore, school management must take an extra mile to provide the logistics, material, technical, and professional support needed to implement new programs such as the new instructional delivery mode [22].

Moreover, DepEd Order No.18 [23] establishes guidelines that enable the provision of learning resources in the implementation of the BE-LCP. It also provides guidelines on the release, utilization, and liquidation of funds for producing and delivering printed modules and other resources for learning. This statement was attested by the study of Guiamalon [24], wherein the schools provided funds and resources that were utilized and appropriately allocated. However, in the study of Dangle [11], there was a lack of recompense to the teachers and staff, and administrative resources did not suffice to track students and operate numerous printed modules. Furthermore, as the findings of this study, it is implied that while printed modules have been in store as called by the demands of time, there is still a need to recalibrate school's management action and support mechanism to such unprecedented shift in instructional delivery.

TABLE IV: THE EXTENT OF IMPLEMENTATION OF SCHOOLS' SUPPORT SUMMARIZED BY DESCRIPTIVE STATISTICS IN TERMS OF MODE

SCHOOLS' SUPPORT	Mode	Minimum	Maximum	Interpretation
1. The school has sufficient facilities such as printers, inks, bookbinding materials, and bond papers that aid in the production of the modules	1	1	3	Not Implemented
2. The teachers are given the option not to go to school provided that they will produce the modules at home	1	1	3	Not Implemented
3. The teachers are provided with the necessary materials for the production of modules if in case they choose to do it in their home	1	1	3	Not Implemented
4. During the distribution of the modules, the teachers are given financial support for gasoline, fare, and snacks if needed.	1	1	2	Not Implemented
5. The school is well-prepared if the teachers ever encounter accidents during the distribution of the modules	1	1	2	Not Implemented
6. The teachers are given service credits if ever the distribution and retrieval of modules will fall on weekends	1	1	3	Not Implemented
7. The school offers a conducive working environment during the checking of the retrieved modules	3	1	4	Moderately Implemented

C. Teachers' Support

The success of any educational institution is contingent upon the quality of time and efforts exerted by its teachers. Therefore, it is one of the crucial parameters in measuring printed modules' success and implementation level. As seen in Table V, all teachers' support indicators have been evaluated to be moderately implemented. Consistently, all indicators were rated highly and slightly implemented as supported by the maximum and minimum values; however, most respondents have indicated that these indicators are just moderately implemented. The findings imply that teachers are significant elements of the teaching and learning process.

Even though there is quite a discord between the expected school support and teacher support, data have revealed that teachers' have lived up to what is expected of them even in the most trying times of the pandemic [25]. They monitored the learners' progress by entertaining their queries and points for clarification in cases that parents and guardians cannot understand and explain via e-mail, cell phones, and social media [26], [10]. Moreover, if there is a need for remediation and personal assistance, teachers are doing home visits [8], [26]. The implementation might have been at a moderate level only because of the adjustments they had to make during the transition phase, considering that printed module has not been an inherent practice in the past [27].

TABLE V: THE EXTENT OF IMPLEMENTATION OF TEACHERS' SUPPORT SUMMARIZED BY DESCRIPTIVE STATISTICS IN TERMS OF MODE

TEACHERS' SUPPORT	Mode	Minimum	Maximum	Interpretation
1. If there is an inquiry, the teacher finds time to respond.	3	2	4	Moderately Implemented
2. The teacher helps identify problem areas in the subject	3	2	4	Moderately Implemented
3. The teacher responds promptly to the questions.	3	2	4	Moderately Implemented
4. The teacher gives valuable feedback on the different activities	3	2	4	Moderately Implemented
5. The teacher adequately addresses the questions	3	2	4	Moderately Implemented
6. The teacher could be contacted easily if ever that there are queries on the printed module	3	2	4	Moderately Implemented
7. The teacher provides positive and negative feedback on the student's work	3	2	4	Moderately Implemented

D. Parents' Support

The third indicator for printed module implementation centered on the support extended by another vital stakeholder- the parents. Table VI portrays the summary of responses on the level of print module implementation in terms of parents' support. Notably, it can be gleaned that there is variability in the responses provided by the respondents. Of the seven indicators, three were found "not implemented". This pertains to indicators on *"The parents are just guiding the children and not the ones complying with the modules," "Their children are given lesser time in doing household chores if they are complying with their modules,"* and *"The parents have prepared schedule to balance school-related activities and activities at home*." Meanwhile, only one indicator falls under "slightly implemented" which is "*The parents are providing needed materials/environment in complying their modules*." Indicators such as "*They find time in guiding/advising their children on the positive impact of complying with the modules*," "*They employ extrinsic motivations such as gifts and rewards for their children to comply with the needed requirements of the module, and "They employ reward concerning the completion of the module or punishment if they failed to do so " emerged* to be " moderately implemented."

These findings manifest that while some parents are active in taking part in the efforts of the schools to achieve success in the implementation of a new modality in instructional delivery, there is still some gap that must further be addressed to exhaustively solicit participation from parents [28]. As the study by Guan [26], some parent has no time to assist the modules with their children because they are busy with their work and lack knowledge on the topic and cannot facilitate the instruction to their children, which even worsen the situation and become a prevalent problem. While there are situations where some parents are the ones who answer the modules in place of their children instead of teaching them how to because they are busy with household chores, and some are doing their work from home in an online working set-up [29]. This further indicates that parental awareness and appreciation of this instructional modality should be raised to a higher level to exhort their need for involvement [30]. Therefore, it is the prime duty of the school administration and the teachers to lay out proactive plans that will incite all stakeholders to actively participate in school programs, such as the implementation of printed modules as an emerging instructional modality in the new normal, since teaching and learning are no longer held in school [31]. As a result, parents became responsible for establishing a connection and guiding their children by serving as the partners of teachers as home facilitators [14].

TABLE VI: THE EXTENT OF IMPLEMENTATION OF PARENTS' SUPPORT SUMMARIZED BY DESCRIPTIVE STATISTICS IN TERMS OF MODE

PARENTS' SUPPORT	Mode	Minimum	Maximum	Interpretation
1. The parents guide the children and not the ones complying with the modules.	1	1	3	Not Implemented
2. The parents find time to guide/advise their children on the positive impact of complying with the modules.	3	1	3	Moderately Implemented
3. The parents employ extrinsic motivations such as gifts and rewards for their children to comply with the needed requirements of the module.	3	1	4	Moderately Implemented
4. Their children are given less time to do household chores if they comply with their modules.	1	1	3	Not Implemented
5. The parents have prepared a schedule to balance school-related activities and activities at home.	1	1	2	Not Implemented
6. The parents provide the needed materials/environment to comply with their modules.	2	1	4	Slightly Implemented
7. They employ rewards for the completion of the module or punishment if they fail.	3	1	4	Moderately Implemented

E. Personal Relevance

Table VII provides the descriptive summary of collated responses on the extent of implementation of printed modules in terms of perceived personal relevance. Surprisingly, the data summary shows that all of the indicators presented to the respondents were rated "slightly evident." This finding shows that the relevance of the printed module implementation to the primary clientele- the learners, is only slightly evident as perceived by the teachers. The findings must be surprising since the materials have been prepared to cater to the most essential learning competencies and are expected to be relevant to the learners' experiences, interests, and abilities. Looking into the roles of schools and teachers in designing and modifying curriculum and its contents, there is a need to closely look into the contents of the materials and scrutinize their relevance to the consumers before serving them to the learners [32]. Hence, contextualization sets in as an integral part of curriculum delivery.

Additionally, the findings point to the fact that while the department envisions a synergistic approach to program delivery, the essence of contextualization of teachers and schools' autonomy should never be discounted because they are better knowledgeable on the grassroots situations [33]. Thus, leeway should be afforded to teachers and schools to modify recommended curriculum and make it relevant, responsive, and appropriate for the learners [34]. On the other hand, it was clear in the printed module what the learners must learn in each course unit. The topics were arranged in a logical way that will make sense and be relevant to students in which the learning activities are based on the learning needs Aviles *et al.* [10] and were child-friendly [35].

TABLE VII: THE EXTENT OF IMPLEMENTATION OF PERSONAL RELEVANCE SUMMARIZED BY DESCRIPTIVE STATISTICS IN TERMS OF MODE

PERSONAL RELEVANCE	Mode	Minimum	Maximum	Interpretation
1. The learners can relate what they learn to their lives in practical situations.	2	1	3	Slightly Implemented
2. The learners can pursue topics that interest them.	2	1	3	Slightly Implemented
3. The learners can connect their studies to their daily activities	2	1	3	Slightly Implemented
4. The learners apply their everyday experiences in class.	2	1	3	Slightly Implemented
5. The learners link class work to their life outside the class.	2	1	3	Slightly Implemented
6. The learners learn things about the world outside of the school	2	1	3	Slightly Implemented
7. The learners apply their out-of-class experience	2	1	3	Slightly Implemented

F. Authentic Learning

Table VIII provides the descriptive summary of collated responses. The level of implementation of printed modules in terms of authentic learning was also evaluated from the lens of the teachers. It is shown from the matrix that there is quite a discord in terms of respondents' agreement with the seven indicators evaluated. The findings revealed a dissonance among respondents; thus, they are indicative that teachers' perceptions differ in this area of concern. Three of the seven indicators were moderately implemented, another three were perceived to be slightly implemented, and one was not implemented. From the variability of responses provided by the respondents, it is implied that the degree to which contents and activities of printed modules is questionable to some.

It might be reasonable to infer that the disagreement among the respondents is quite acceptable, pointing to the difficulty of inclusion of all competencies in the printed module, especially those which require skills demonstration and authentic hands-on experience. Therefore, it must be clearly understood that even if the vision is leaning toward quality education, acceptance must be made that not all competencies and standards can feasibly fit into this new instructional modality [36]. On the other hand, Reyes and De Guia's [37] investigation stressed that content authenticity and usefulness are proof of high module authenticity which may include, but are not limited to, high-quality information, transparency, engagement, and uniqueness. This opposition was even strengthened by Aviles [10], wherein the students were encouraged to rethink what they know in some parts of the subject, and that there were concrete examples and illustrations provided to help the students attain complete understanding.

TABLE VIII: THE EXTENT OF IMPLEMENTATION OF AUTHENTIC LEARNING SUMMARIZED BY DESCRIPTIVE STATISTICS IN TERMS OF MODE

AUTHENTIC LEARNING	Mode	Minimum	Maximum	Interpretation
1. The learners dwell on real cases related to the class.	3	1	4	Moderately Implemented
2. The learners use real facts in classroom activities	3	1	4	Moderately Implemented
3. The learners work on tasks that deal with real-world information	2	1	3	Slightly Implemented
4. The learners work with real examples.	1	1	3	Not Implemented
5. The learners experience the real world of the topic being studied.	2	1	3	Slightly Implemented
6. The learners work with real activities that they face every day	3	1	3	Moderately Implemented
7. The learners deal with examples that they come across with	2	1	3	Slightly Implemented

G. Student Autonomy

Table IX shows that descriptive summary of teachers' responses on the level of implementation of printed modules in terms of students' autonomy. Data reveal that of the seven indicators, two were found not implemented, four were perceived to be slightly implemented, while only one was identified to be moderately implemented. Generally, it can be said that most of the responses lean towards a shallow extent of implementation, as shown by quite a several indicators rated to be implemented at a trim level or none at all. This finding was supported by Anzaldo [29], wherein learners find it hard to answer the modules without the teacher's supervision. Therefore, it is safe to infer that the findings imply the need to incorporate activities and lessons that would allow a higher degree of students' autonomy in pacing, lesson accomplishments, and other relevant aspects of learning [38]. This is further suggestive of the need to dissect sections and contents of the printed modules and examine the pertinence of each activity, considering students' reliance on self-paced learning, independent learning, or self-directed learning as opposed to the traditional face-to-face learning approach [39]. With this in mind, teachers should set an acceptable level of autonomy for learners to accomplish everyday tasks in the modules rather than stringently implementing what is suggested and directed by the contents [40]. After all, teachers are directly in touch with the learners; hence they can strongly vouch for the significance of imposing autonomy in achieving learning competencies and lesson objectives.

The findings of this study may not be favorable in terms of

student autonomy; however, Nardo [41] claims that learners became empowered and responsible in finishing the activities provided in the module with minimal or even no assistance from others; as a result, they progress on their own by learning how to learn. This was even strengthened by Dr. Padmapriya P.V. [42]; according to him, modules can increase the self-learning ability of the learners where immediate self-reflection is feasible, encouraging learners to monitor, control, and even handle their styles of learning. This instills in them a desire to participate in different activities because they are entirely independent in discovering new ideas.

TABLE IX: THE EXTENT OF IMPLEMENTATION OF STUDENTS' AUTONOMY SUMMARIZED BY DESCRIPTIVE STATISTICS IN TERMS OF MODE

STUDENT'S AUTONOMY	Mode	Minimum	Maximum	Interpretation
1. The learners explore their strategy for learning.	2	1	3	Slightly Implemented
2. The learners seek their answer	1	1	3	Not Implemented
3. The learners make decisions about their learning.	1	1	3	Not Implemented
4. The learners work during times that they find convenient.	3	1	4	Moderately Implemented
5. The learners are in control of their learning	2	1	3	Slightly Implemented
6. The learners play a vital role in their learning	2	1	3	Slightly Implemented
7. The learners approach learning in their way.	2	1	3	Slightly Implemented

H. Active Learning

Aspects of active learning as incorporated in the printed modules have also been evaluated in terms of seven indicators. A divide in the perceptions among the respondents can be seen in Table X. As shown, four indicators were perceived to be moderately implemented, while three manifested to be slightly implemented. From these results, it can be said that there are teachers who believe that some aspects of the printed modules are designed to encourage active learning. However, it can also be inferred that an even more significant number of respondents is in a state of appreciation that certain aspects of the printed modules seem to be void of the concepts of active learning.

Active learning becomes an essential strategy in fostering mastery of competencies and making meanings to concepts presented to learners. However, it must be understood that there are restrictions in the delivery of instructions through printed modules that must be accepted. Ideally, collaborative learning is possible, wherein it could be manifested by doing the activities in pairs or groups [43]. In addition, the number of activities is overwhelming on the use of printed module, which lessens the desire of the learners to learn and end up complying with the activities without learning anything. This scenario often ignites when household tasks become an added burden [44], [35], [11]. Moreover, the cleansing of the curriculum through the exclusive inclusion of the most essential learning competencies to be delivered made the clearance for a selective learning engagement for the learners [45]. Hence, the findings seem acceptable at this time of the pandemic, for it cannot be expected that a full-blown implementation of curriculum contents will be possible.

TABLE X: THE EXTENT OF IMPLEMENTATION OF ACTIVE LEARNING SUMMARIZED BY DESCRIPTIVE STATISTICS IN TERMS OF MODE

ACTIVE LEARNING	Mode	Minimum	Maximum	Interpretation
1. The learners are experiencing meaningful learning activities.	3	1	4	Moderately Implemented
2. The learners use almost all their senses to perform the activities.	2	1	4	Slightly Implemented
3. The learners are directed to construct knowledge based on past experiences.	2	1	4	Slightly Implemented
4. The learners feel recognized for the activities that center on them.	3	1	4	Moderately Implemented
5. The learners are given a chance to reflect and think.	3	1	4	Moderately Implemented
6. The learners could unleash their full potential.	2	1	4	Slightly Implemented
7. The learners are actively involved in the different activities.	2	1	4	Slightly Implemented

I. Summated Scores on the Implementation of Printed Modules as Perceived by Teachers

Using the scale to interpret summated score from the four-point Likert Scale used in evaluating all the indicators, Table XI summarizes the data on the perceived level of implementation of printed modules in terms of mean and standard deviation. By and large, it can be gleaned that most of the indicators are only slightly implemented. It is surprising to note that only one was moderately implemented, and another one was not implemented at all. Closely looking at the implementation aspects, there is a manifestation of the lack of school support for printed module implementation [46]. It is, therefore, of alarming concern to examine carefully and validate whether these findings are generalizable to the entire DepEd community. It is indeed of high expectation that school management should sit at the forefront in the planning, implementing, and evaluating all programs; hence, school administrations should not leave the responsibility to its teachers and other stakeholders only [47]. They should emphasize actualizing their responsibilities and connecting with other stakeholders to fully realize the collective vision of attaining quality education [48].

TABLE XI: SUMMATED SCORES ON THE EXTENT OF IMPLEMENTATION OF PRINTED MODULES AS PERCEIVED BY THE TEACHERS

Indicators	Mean	Std. Deviation	Interpretation
School Support	1.532	0.43	Not Implemented
Teachers' Support	3.157	0.503	Moderate Level
Parent's Support	2.037	0.576	Slight Level
Personal Relevance	1.891	0.47	Slight Level
Authentic Learning	2.117	0.534	Slight Level
Students Autonomy	1.877	0.519	Slight Level
Active Learning	2.326	0.615	Slight Level

J. The Difference in the Extent of Implementation of Printed Modules between Autonomous and Non-autonomous Schools

The inferential aspect of the study revolves around testing the difference in the extent of implementation between autonomous and non-autonomous schools. Table XII presents statistical information on the test on the difference between the two school types regarding teachers' perceived level of implementation of printed modules. As shown in the matrix, it can be noted that three indicators have shown significant differences, while four have exhibited non-significance. Of the seven indicators, only school support, authentic learning, and students' autonomy differed in the extent of implementation between the two school types. These findings are supported by p-values lower than the level of significance set at 0.05.

TABLE XII: TEST OF DIFFERENCE ON THE EXTENT OF IMPLEMENTATION BETWEEN AUTONOMOUS AND NON-AUTONOMOUS SCHOOLS

Independent Samples T-Test				
Indicators	**T**	**Df**	**p**	**Interpretation**
School Support	2.068	48	0.044	Significant
Teachers' Support	1.631	48	0.109	Not Significant
Parent's Support	1.986	48	0.053	Not Significant
Personal Relevance	-1.794	48	0.079	Not Significant
Authentic Learning	3.887	48	<0.001	Significant
Students Autonomy	-2.39	48	0.021	Significant
Active Learning	1.322	48	0.192	Not Significant

Meanwhile, all the rest of the indicators have been indicated to be consistently implemented at approximately the same levels between the types of schools. Hence, it is inferred that the degree to which these indicators are implemented does not necessarily vary by type of school. The finding is statistically supported by p- values higher than the significance level at 5%

From these findings, it is implied that in terms of school support provided and the consideration of authentic learning and students' autonomy in implementing printed modules, autonomous and non-autonomous schools significantly differ on how these aspects are considered. In the spirit of synergy, all schools should strive to attain an equal level of implementation to contribute positively to the overall goal of the education system [49]. However, at this stage, it cannot be further ascertained which school type has performed better in implementing these indicators. A post hoc test must be done to establish which type of school has a higher or lower level of implementation. Nonetheless, through statistical estimations using p values, the results sufficed to describe and answer the inferential objective earlier set. Hence, the null hypothesis is partially rejected only the aspects of school support, authentic learning, and students' autonomy.

K. Proposed Additional Inputs to the Existing Learning Continuity Plan of the Borongan City Division

In Table XIII, as an output of this study, a proposal was crafted based on the findings that could be considered in revisiting the existing learning continuity plan of the Borongan City division.

TABLE XIII: PROPOSED ADDITIONAL INPUTS TO THE EXISTING LEARNING CONTINUITY PLAN OF THE BORONGAN CITY DIVISION

Executive Summary	
Title: Project SEMAP (Securing Educational Mileage Amidst Pandemic)	***Proponent:*** Dr. Virgilio P. Rapada Jr.
Beneficiary: Borongan City Division	***Target Area:*** Borongan City, Eastern Samar, Philippines

Rationale:

Education plays a vital role in forming the future of young individuals who could be society's pride someday. Everyone has to undergo formal education so that whatever principles, values, and ideals learned at home will be concretized, making them ready to face the many challenges life has to offer (Loveless, 2020). However, everything changed when the World Health Organization declared the global pandemic. The chance of availing of quality education, as experienced during the spread of COVID-19, seems to be still being determined due to the prohibition of mass gatherings. Countries worldwide, including the Philippines, took precautionary measures of requiring social distancing and the temporary closure of face-to-face classes among educational institutions across the country, as posted by UNESCO in 2020 (UNESCO, 2020).

Online learning was considered the answer, but the financial status and poor internet connectivity hindered most parts of the Philippines (Bernardo, 2020). This unusual approach to the educative process presented challenges at all academic levels, wherein the availability of information on best practices to cater to the abrupt transitions in education is not enough (Kim, 2020). As an answer, printed modules have to be offered as a learning modality amidst the pandemic. However, at some point, the extent of implementation has to be assessed if it is effective and adequately implemented so as not to jeopardize the learning the students may acquire (Bernardo, 2020).

This proposal is a product of research that assessed the extent of implementation of printed module as a learning modality used in distance learning under the new normal at Borongan City division which may help as additional inputs to the existing Learning Continuity Plan of Borongan City division.

Description:

Project SEMAP stands for Securing Educational Mileage Amidst Pandemic. This is an output from the research of Rapada 2021 entitled Extent of Implementation of Printed

Module as a Learning Modality Under the New Normal: Input to the Existing Learning Continuity Plan. The extent of implementation of printed module was assessed if it is highly implemented, moderately implemented, slightly implemented and not implemented using the following indicators: schools' support, teachers' support, parents' support, personal relevance, authentic learning, student autonomy, and active learning. This project aims to help Borongan City division update the existing learning continuity plan by considering the findings of the study conducted, as it will comprehensively be addressed the needs which were not given attention and eventually make a considerable change for the better on its implementation should there be any threat to the educative process.

Objective:

To provide additional inputs to the existing learning continuity plan of

Borongan City Division by considering the research findings, particularly on the implementation of the printed module.

Content:

The following are the findings of the study conducted that may be considered to incorporate into the existing learning continuity plan of the division:

On Schools' Support

The success of any school program heavily relies on the support provided by the school administration. Therefore, it is highly imperative that school management should take the extra mile to provide logistics, materials, technical and professional support needed to implement new programs, such as implementing a new instructional delivery mode. While printed modules have been in store as called by the demands of time, there is still a need to recalibrate school management's action and support mechanism to such an unprecedented shift in instructional delivery. The following may be observed:

1. The school should have sufficient facilities such as printers, inks, book binding materials, and bond papers that will aid in the production of the modules.
2. The teacher should be allowed not to go to school, provided that they will produce the modules at home.
3. The teachers should be provided with the necessary materials for the production of the modules if in case they choose to do it at home.
4. During the distribution of the modules, the teachers should be given financial support for the gasoline fare and snacks if needed.
5. The school should be well-prepared if the teachers encounter accidents during the distribution of the modules.
6. The teachers should be given service credits if the distribution and retrieval of modules fall on weekends.

On Teachers' Support

Teachers are indeed a significant element of the teaching and learning process. Even though there is quite a discord between the expected school support and teacher support, teachers have lived up to what is expected of them in the most trying times of the pandemic. The implementation might have been at a moderate level only because of the adjustments they had to make during the transition phase, considering that the printed module was not an inherent practice in the past. The following may be observed:

1. Send teachers to any training and seminars that will help them grow professionally for free and a hassle-free road to promotion as an incentive for a job well done.

On Parents' Support

While some parents are active in taking part in the efforts of the schools to achieve success in implementing a new modality in instructional delivery, there is still some gap that must be further addressed to solicit participation from parents exhaustively. This is further indicative that parental awareness and appreciation towards this type of instructional modality should be raised to a higher level to exhort need involvement from them. Therefore, it is the prime duty of the school administration and the teachers to lay layout proactive plans that will incite all stakeholders to actively participate in school programs, such as the implementation of the printed module as an emerging instructional modality in the new normal. The following may be observed:

1. The parent should just guide their children and not the ones complying with the modules.
2. Parents should give their children lesser time to do household chores if they are complying with their modules.
3. The parents should prepare a schedule to balance school-related activities and activities at home.
4. The parents should provide needed materials/environment to their children in complying with their modules.

On Personal Relevance

The relevance of printed module implementation to the primary clientele-the learners is only slightly evident. This must be surprising since the materials have been prepared to cater most essential learning competencies. Therefore, it is expected to be relevant to the learners' experiences, interests, and abilities. Looking into the roles of schools and teachers in designing and modifying the curriculum and its contents, there is a need to closely look into the contents of the materials and scrutinize its relevance to the consumers before serving them to the learners. Hence contextualization sets in as an integral part of curriculum delivery. Additionally, while the department envisions a synergistic approach to program delivery, the essence of contextualization and teachers and schools' autonomy should always be considered because they are better knowledgeable on the grassroots situations. Thus, leeway should be afforded to teachers and schools to modify recommended curriculum and make it relevant, responsive, and appropriate for the learners. The following may be observed:

1. The pupils should be able to relate what they havelearned to their lives in practical situations.
2. The pupils should be able to pursue topics that interest them.
3. The pupils should connect their studies to their daily activities.
4. The pupils should be able to apply their everyday experiences in class.
5. The pupils should link class work to their life outside the class.
6. The pupils should learn things about the world outside the school.
7. The pupils should be able to apply their out-of-class experience.

Authentic Learning

There is the difficulty of inclusion of all competencies in the printed module, especially those which require skills demonstration and authentic hands-on experience. Therefore, it must be clearly understood, that even if the vision is leaning towards quality education, acceptance must be made that not all competencies and standards can feasibly fit into this new instructional modality. The following may be observed:

1. The students may be able to work with a real example.
2. The students should be able to work on assignments that deal with real-world information.
3. The students should enter the world of the topic being studied.
4. The students should deal with examples that they come across with.

Student's Autonomy

There is a need to incorporate activities and lessons that would allow for a higher degree of student autonomy in pacing, lesson accomplishments, and other relevant aspects of learning. This is further suggestive of the need to dissect sections and contents of the printed modules and examine the pertinence of each activity considering other students' reliance on self-paced learning, independent learning, or self-directed learning as opposed to the traditional face-to-face learning approach. With this in mind, teachers should set an acceptable level of autonomy for learners to accomplish expected tasks in the module rather than stringently implementing what is suggested and directed by the contents. After all, teachers are directly in touch with the learners; they can strongly vouch for the significance of imposing autonomy in achieving learning competencies and lesson objectives. The following may be observed:

1. The students should seek their own answers.
2. The student should make decisions about their learning.
3. The students should explore their own strategies for learning.
4. The students should be in control of their learning.
5. The students should feel that they play an important role in their learning.
6. The student should approach learning in their own way.

Active Learning

Active learning becomes an essential strategy in fostering mastery of competencies and making meanings to concepts presented to learners. However, it must be understood that there are restrictions in the delivery of instructions through printed modules that must be accepted. The cleansing of the curriculum through the exclusive inclusion of the most essential learning competencies to be delivered made the clearance for a selective learning engagement for the learners. However, it should maintain the goal of attaining active learning, for it could be incorporated into the activities even though it is modular. The following may be considered:

1. The students should be able to use almost all their senses in performing the activities in the module.
2. The students should be directed to construct knowledge based on their past experiences.
3. The students should be able to unleash their full potential.
4. The students should be actively involved in the different activities of the module.

V. Conclusion

This paper conducted a study about the extent of implementation of printed module as a learning modality under the new normal. Most of the indicators were slightly implemented, which is composed of Parent's Support, Personal Relevance, Authentic Learning, Student Autonomy, and active learning. School Support was the sole indicator that was not implemented at all, and Teacher's Support was moderately implemented. There is no significant difference between autonomous and non-autonomous schools in terms of teacher's support, parents' support, personal relevance, and active learning. However, there is a significant difference in terms of school support, authentic learning, and student autonomy in the implementation of printed module under the new normal. Therefore, the degree to which these indicators are implemented does not necessarily vary by type of school.

For a successful implementation of printed module school administrators should take into consideration the needs in the production, distribution and retrieval of the modules. They should put premium in actualizing their responsibilities and in connecting with other stakeholders most especially the parents in reiterating their crucial role for their children. It is also a must for them to recalibrate the quality of the module in order to fully realize collective vision in overcoming the challenges brought by the pandemic. All schools should strive to attain an equal level of implementation so as to contribute positively to the over-all goal of the educational system. However, in order to be ascertained as to which school type have performed better in terms of implementing these indicators, a post hoc test must be done to clearly establish which type of school has higher or lower extent of implementation.

Conflict of Interest

The author declares no conflict of interest.

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