

## Implementation of Self-Learning Kit (SLK) in Math among Grade III Pupils

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**Abstract** — One of the most effective tools improvised by teachers in addressing learners' needs in mastering concepts in various subjects during distance learning is the Self-Learning Kit (SLK). The SLK is a tool that enhances learning and develops creativity through manipulative processes and thinking skills. It also relates the lesson to the real world and develops self-confidence in the students' subject (2). The researcher adopted the SLK in Mathematics lessons. With this, she assessed the extent of implementation of the said learning material. It was revealed in this study that among the Grade III pupils enrolled in the current school year, there are more females than males. Most of these pupils chose the modular distance learning modality. It was also revealed that the extent of the implementation of Self-Learning Kit (SLK) in Math had an outstanding rating taking into consideration the indicators included in this study like teacher's training on process and format of the SLK, quality assurance, pre-implementation, implementation and post-implementation, evaluation and monitoring. During the implementation of SLK, teachers encountered challenges. Moreover, the challenge on lack of education among parents rank first. Based on the result, SLK is suited to use supplementary learning materials to understand the concept and attain the learning objective. It is recommended to adopt the implementation plan crafted based on the findings of this study.

**Keywords** — *Implementation, Self-Learning Kit, Math, Grade III Pupils*

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### I. Introduction

The unprecedented outbreak of COVID-19, which resulted in the implementation of various community quarantine forms, has greatly affected the education system (1). While the united efforts in the past months against the COVID-19 pandemic are producing positive results, it is not yet fully contained. The country and the world at large continue to face challenges brought about by this unforeseen health crisis.

Moreover, the Department of Education (DepEd) is committed to ensure educational continuity amidst the challenges. Education must continue to give hope and stability, contribute to

normalization of activities in the country, facilitate development of the learners and bring normalcy to their lives, but health and safety of learners and school personnel are of utmost importance and must be protected at all times (1). With these, the Department of Education (DepEd) had come up with the decision to conduct the opening of classes by August 24.

During the enrollment for the current school year, the parents had to fill up the Learner Enrollment Survey Form. In the survey, parents were asked on the learning modality they opt to have for their children during this pandemic. It was revealed on the LESF that most of the parent in the school choose the modular distance learning modality using the print modules provided by DepEd. In preparation for the opening of classes in August, Briones that the production of Self-Learning Modules (SLMs) will be integrated with the alternative learning delivery modalities offered for various types of learners across the Philippines currently ongoing. By using the modular distance learning modalities, teachers had common questions, will the pupils learn the lessons stipulated in the modules? Were they being able to understand the concepts conveyed in the module? The researcher, as a classroom teacher is also curious and cautious on the learning that the pupils will have while using the modules.

Before the actual opening of classes, the Kananga II District had innovations to make learning easy and accessible to all learners. Aside from the print modules that teachers provided to the learners, they crafted the self-learning kit (SLK) as supplementary materials to supplement the pupils' learning. The SLK is a tool that enhances learning and develops creativity through manipulative processes and thinking skills. It also relates the lesson to the real world and develops self-confidence in the students' subject (2). As the Department of Education (DepEd) further emphasizes, SLK is an innovative tool meeting the standards of the K-12 Curriculum in providing the teachers and learners relevant and localized content. It is a supplemental learning resource (SLR) made initially, produced, modified, or contextualized by a teacher. It is a simplified and modularized form of learning material consisting of systematically sequenced materials for learning. In short, it is a simplified module aligned to the needs of the learners using it.

Through the use of the SLK, it is expected that learning would be easy to achieve for the material is based on the needs of the learners. Thus, the researcher decided to conduct this study to evaluate the extent of implementation of the Self-Learning Kit and to make possible improvement of the materials.

This study evaluates the implementation of self-learning kit in Math among the Grade III pupils in Don Felipe Elementary School, Kananga II District, Leyte Division. The findings of the study were the bases for the proposed improvement plan. Further, it sought to answer the following sub-problems:

1. What is the profile of Grade III pupils in their learning mode like:
  - 1.1 enrollment; and
  - 1.2 learning delivery option?

2. What is the extent of the implementation of the self-learning kit based on the following:
  - 2.1 training of teachers on process;
  - 2.2 training of teachers on format;
  - 2.3 quality assurance of materials;
  - 2.4 pre-implementation;
  - 2.5 implementation;
  - 2.6 post-implementation;
  - 2.7 evaluation; and
  - 2.8 monitoring?
3. What are the challenges met/encountered during the implementation of self-learning kit for Grade III?
4. What improvement plan can be proposed based on the findings of the study?

## II. Methodology

**Design.** This study employed the descriptive-evaluative research design to evaluate the implementation of self-learning kit (SLK) in Math among the Grade III pupils of Don Felipe Elementary School, Kananga II District, Leyte Division. The thirty-eight (38) pupils enrolled in Grade III for the current school year who adopted the modular distance learning modality and seven (7) teachers teaching in the said locale are the main respondents of the study and get the data on the extent of implementation of self-learning kit, survey questionnaires were utilized. This research is mainly focused to gather data on: The training of teachers on process of making SLKs; The training of teachers on format of creating SLKs; The quality assurance of materials; The pre-implementation of the material; The implementation of the material; The post-implementation of the material; Th evaluation and monitoring.

**Sampling.** 38 Grade III pupils together with 7 teachers from the study locale are included in the study. The seven teachers are handling one grade level each.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies were sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before gathering data. The research instrument was administered personally to

the teachers in Don Felipe ES, Kananga II District. A letter to orient on how to accomplish the survey was appended in the questionnaire. The teachers were given ample time to answer the survey. Retrieval, tabulation and submission for statistical treatment was done. Making of Proposed Improvement Plan.

**Ethical Issues.** The right to conduct the study has strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and School Principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

**Treatment of Data.** The Simple Percentage was used to evaluate the profile of the pupils in terms of enrollment and learning modality chosen by the parents based on Learners Enrollment Survey Form (LESF). The Weighted Mean was employed to evaluate the extent of implementing the self-learning kit (SLK) in Math among the Grade III pupils. Regarding the challenges met or encountered by the teachers in the implementation of a self-learning kit (SLK), Rank was used. The responses were ranked based on the number of respondents identified such challenges.

### III. Results and Discussion

**Table 1**  
**Profile of Grade III Pupils in Enrollment and Delivery Options (N=38)**

Enrollment			Modular Distance Learning Modality	%
M	16	42%	16	42
F	22	58%	22	58
<b>T</b>	<b>38</b>	<b>100%</b>	<b>38</b>	<b>100</b>

Table 1 presents the profile of the Grade III pupils in enrollment and delivery options. It was revealed on the table that the total enrolment for Grade III during this School Year 2020-2021 was 38. Among this enrollment, 16 or 42% are male while 22 or 58% are female. This means that there are more female enrollees than male.

Moreover, this table also presents the profile of Grade III pupils per modality. It was revealed on the table that among the 38 pupils enrolled in Grade III, 38 or 100% choose modular distance learning modality. This implies that pupils in Don Felipe Elementary School adopted

modular distance learning modality due to the absence of learning gadgets to be used in learning. The barangay had no internet connectivity. The parents cannot afford to supply their children with gadgets. They only wanted to use the self-learning modules.

**Table 2**  
**Extent of Implementation of Self-Learning Kit (SLK) in terms of Teacher Training on Process and Format (N=7)**

<b>INDICATORS OF IMPLEMENTATION</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
<b>I. TEACHER TRAINING ON SLK PROCESS</b>			
1. Attends training on how to craft the SLK.	4.82	Outstanding	Almost Always
2. Follows the DepEd prescribed process on crafting the SLK.	4.67	Outstanding	Almost Always
3. Makes the front cover attractive to the learners with complete entries based on DepEd standards.	4.71	Outstanding	Almost Always
4. Makes sure that the SLK is achievable within the time allotted for the subject.	4.68	Outstanding	Almost Always
5. Examines that the SLK is done creatively, localized and illustrations must be original.	4.76	Outstanding	Almost Always
<b>AVERAGE</b>	<b>4.73</b>	<b>Outstanding</b>	<b>Almost Always</b>
<b>II. TEACHER TRAINING ON SLK FORMAT</b>			
1. Child-friendly	4.82	Outstanding	Almost Always

2. Easy to follow	4.44	Very Satisfactory	Always
3.Contextualized	4.86	Outstanding	Almost Always
4.Based on needs of the learners	4.71	Outstanding	Almost Always
5.Used to enhance learning	4.59	Outstanding	Almost Always
<b>AVERAGE</b>	<b>4.68</b>	<b>Outstanding</b>	<b>Almost Always</b>

Table 2 presents the extent of implementation of self-learning kit (SLK) in Math in terms of training of teachers on process and format. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Math in terms of training of teachers on process has an average mean of 4.73 which is interpreted as almost always. This means that teachers had outstanding performance during the training on the process of crafting the SLK. This implies that the crafted SLK follow the process prescribed by DepEd.

Moreover, this table also shows the extent of implementing self-learning kit (SLK) in Math in terms of teachers' training on format. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Math in terms of training of teachers on format has an average mean of 4.68, which is interpreted as almost always. This means that the teachers almost always follow the format in crafting the SLK. This implies that the format prescribed by DepEd for SLK formulation are followed religiously.

**Table 3**  
**Extent of Implementation of Self-Learning Kit (SLK) in terms of Quality Assurance**  
 (N=7)

<b>INDICATORS OF IMPLEMENTATION</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
<b>III. QUALITY ASSURANCE</b>			
1.Submits the SLK for checking of the immediate head.	4.93	Outstanding	Almost Always
2.Sees to it that the SLK is MELC based.	5.00	Outstanding	Almost Always
3.Checks that the SLK does not contain offensive and derogatory terms.	5.00	Outstanding	Almost Always
4.Checks if the crafted SLK meet the standards of the K to 12 Curriculum in providing relevant and localized content.	5.00	Outstanding	Almost Always
5.Validates the SLK.	5.00	Outstanding	Almost Always
<b>AVERAGE</b>	<b>4.99</b>	<b>Outstanding</b>	<b>Almost Always</b>

Table 3 presents the extent of implementation of self-learning kit (SLK) in Math in terms of quality assurance of SLK. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Math in terms of quality assurance of SLK has an average mean of 4.99 which is interpreted as almost always. This means that the SLK has an outstanding rating in quality assurance. This implies that this material is applicable to be used by the pupils as supplementary learning materials while the pupils are learning at home adopting the modular distance learning modality.

**Table 4**  
**Extent of Implementation of Self-Learning Kit (SLK) in terms of Pre-Implementation, Implementation and Post-Implementation (N=7)**

<b>INDICATORS OF IMPLEMENTATION</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
<b>IV. PRE-IMPLEMENTATION</b>			
1.Has prepared the SLK ahead of time.	5.00	Outstanding	Almost Always
2.Conducts capacity building to parents/guardians on how to accomplish the SLK.	4.98	Outstanding	Almost Always
3.Discusses the SLK parts and content to parents/guardians.	4.98	Outstanding	Almost Always
4.Properly packed and sorted the SLK.	4.93	Outstanding	Almost Always
5.Submits for quality assurance	4.97	Outstanding	Almost Always
<b>AVERAGE</b>	<b>4.97</b>	<b>Outstanding</b>	<b>Almost Always</b>
<b>V. IMPLEMENTATION</b>			
1.Distributes the SLK on time.	5.00	Outstanding	Almost Always
2.Collects the SLK.	5.00	Outstanding	Almost Always
3.Follows the basic health protocols in the distribution and retrieval of SLK.	5.00	Outstanding	Almost Always
4.Seeks consent from parents/guardians, administrators and stakeholders.	5.00	Outstanding	Almost Always
5.Sees to it that the SLK is accomplished by the learners.	4.99	Outstanding	Almost Always
<b>AVERAGE</b>	<b>5.00</b>	<b>Outstanding</b>	<b>Almost Always</b>



<b>VI. POST-IMPLEMENTATION</b>			
1.Checks the SLK of my child.	4.99	Outstanding	Almost Always
2.Conducts monitoring on lacking areas of child's learning.	3.78	Very Satisfactory	Always
3.Considers different factors (emotional, physical, etc.) which affects the response of learners on the SLK.	4.84	Outstanding	Almost Always
4.Provides appropriate intervention for problems met by the learners.	4.91	Outstanding	Almost Always
5.Give feedback on the result of the SLK.	4.99	Outstanding	Almost Always
<b>AVERAGE</b>	<b>4.70</b>	<b>Outstanding</b>	<b>Almost Always</b>

Table 4 presents the extent of implementation of self-learning kit (SLK) in Math in terms of pre-implementation, implementation and post-implementation. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Math in terms of pre-implementation has an average mean of 4.97 which is interpreted as almost always. This means that the pre-implementation of the SLK has an outstanding rating. This implies that all the needed activities before the implementation of the SLK is done very satisfactorily.

Moreover, table 4 also presents the extent of implementation of self-learning kit (SLK) in Math. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Math in terms of implementation has an average mean of 5.0, which is interpreted as almost always. This means that during the implementation of SLK, the teacher rated it outstanding. This implies that SLK has been effective learning tool to supplement the self-learning modules given to the pupils.

Finally, table 4 also presents the extent of implementation of self-learning kit (SLK) in Math in terms of post-implementation. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Math in terms of post-implementation has an average mean of 4.70 which is interpreted as almost always. This means that the teachers rated the post-implementation of the SLK outstanding. This implies that pupils were able to accomplish the SLK with outstanding rating as stipulated on the indicators provided by the researcher in the crafting of this material.

**Table 5**
**Extent of Implementation of Self-Learning Kit (SLK) in terms of Evaluation and Monitoring (N=7)**

<b>INDICATORS OF IMPLEMENTATION</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
<b>VII. EVALUATION</b>			
1. Content is suitable to the learner's level of development.	<b>4.89</b>	Outstanding	Almost Always
2. Material contributes to the achievement of specific objectives of the subject area and grad/year level for which it is intended.	<b>4.77</b>	Outstanding	Almost Always
3. Materials provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	<b>4.91</b>	Outstanding	Almost Always
4. Material is free of ideological, cultural, religious, racial and gender biases and prejudices.	<b>4.81</b>	Outstanding	Almost Always
5. Material enhances the development of desirable values and traits.	<b>4.93</b>	Outstanding	Almost Always
<b>AVERAGE</b>	<b>4.86</b>	<b>Outstanding</b>	<b>Almost Always</b>
<b>VIII. MONITORING</b>			
1. Conducts home visitation.	3.00	Satisfactory	Sometimes
2. Conducts interview to parents/guardian regarding the behavior of my child at home.	4.84	Very Satisfactory	Always
3. Accomplishes the contextualized monitoring tool while conducting monitoring to my child.	3.45	Satisfactory	Sometimes

4.Distributes the individual learning monitoring template to each of the learners.	3.87	Very Satisfactory	Always
5.Analyzes and discusses monitoring results to proper authorities like district and school heads.	5.00	Outstanding	Almost Always
<b>AVERAGE</b>	<b>4.03</b>	<b>Very Satisfactory</b>	<b>Always</b>

Table 5 presents the extent of implementation of self-learning kit (SLK) in Math in terms of evaluation and monitoring. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Math in terms of evaluation has an average mean of 4.86 which is interpreted as almost always. This means that the result of the evaluation on the SLK has an outstanding rating. This implies that the SLK is suited to use as supplementary learning resource materials to improve pupils' performance in the modular distance learning modality.

Moreover, this table also presents the extent of implementation of self-learning kit (SLK) in Math in terms of monitoring. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Math in terms of monitoring has an average mean of 4.03, which is interpreted as always. This means that the rating for the monitoring on the implementation of SLK by the teachers based on the given indicators in the survey is very satisfactory. This implies that while the pupils are using the SLK simultaneously, teachers conducted assessment and other activities to ensure that pupils are the ones accomplishing the activities stipulated in the SLK.

**Table 6**  
**Summary of the Extent of Implementation of Self-Learning Kit (SLK) (N=7)**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
I. Teacher Training on SLK Process	4.73	Outstanding	Almost Always
II. Teacher Training on SLK Format	4.68	Outstanding	Almost Always
III. Quality Assurance of SLK	4.99	Outstanding	Almost Always

IV. Pre-Implementation of SLK	4.97	Outstanding	Almost Always
III. Implementation of SLK	5.00	Outstanding	Almost Always
IV. Post- Implementation of SLK	4.70	Outstanding	Almost Always
VII. Evaluation of SLK	4.86	Outstanding	Almost Always
VIII. Monitoring of SLK	4.03	Very Satisfactory	Always
<b>AVERAGE</b>	<b>4.75</b>	<b>Outstanding</b>	<b>Almost Always</b>

Table 6 presents the summary of the extent of implementation of self-learning kit (SLK) in Math. It was revealed on the table that the summary of the extent of implementation of self-learning kit (SLK) in Math has an average mean of 4.75 which is interpreted as always. This means that the indicators present in the implementation of SLK has a very satisfactory rating. This implies that the SLK is suited to use as supplementary learning materials to supplement the modular distance learning modality in order to have easy and accessible learning and attain the objective set for this new mode of learning.

**Table 7**

**Challenges Met/Encountered in the implementation of Self-Learning Kit (SLK)**

No.	Challenges Encountered by Teachers	Rank
1	Lack of education among parents.	1
2	Copying of the attached answer key.	2
3	Ask for LF to write the answer	2
4	Minimal contact with teachers and pupils.	2
5	Some SLK are not returned on time.	3
6	Delayed checking of answers	3
7	Some pupils drop-out due to absence of LF	3

8	Lack of focus on learning "mind wondering"	3
9	Not complete for the 1st Quarter	3
10	Getting & retrieval of SLK not on time.	3
11	Answering the SLK for completion only	3
12	Delayed of arrival of SLK for printing	3
13	Contextualization takes time.	3
14	Lack of time to assist their children	3
15	Lack of supply or materials for reproduction like printers, ink and bond papers.	3
16	Availability of soft copies of SLK	3
17	Lack of support to family	3
18	Empowerment of parents	3
19	Boredom of pupils and teachers on modular distance learning modality	3

Table 7 presents the challenges encountered by the teachers in the implementation of the self-learning kit (SLK). It was revealed on the table that the most challenging indicator while implementing the self-learning kit (SLK) is lack of education among parents. This means that most of the respondents had the same problems encountered. This implies that most of the parents of the pupils were not able to finish their education. They lack knowledge to assist and guide their children doing their modules ta home. This implies that teachers need to conduct home visitation to help the pupils.

The second most challenging indicator is copying of the attach answer key. Since there are plenty of activities given to the pupils, tendency of the pupils is to copy the answer key in order to accomplish the modules and kit. This implies that teachers should lessen the number of activities to be written in the SLM and SLK. Another indicator ranked second in the survey is that the pupils would ask the learning facilitators to answer the SLK. This means that pupils are not the one who accomplish the modules. This implies that teachers had to revisit the SLK it might contain difficult instructions. Finally, the problem on minimal contact with teachers and pupils also rank 2 in the survey. This means that teachers are frequently conducting home visitation. This implies further monitoring of teachers during home visitation.

The following indicators ranked as the third most challenging are some SLK are not returned on time, delayed checking of answer, some pupils dropped out due to absence of learning facilitators, lack of focus on learning “mind wondering” only, not complete for the 1<sup>st</sup> Quarter, getting and retrieval of SLK not on time, answering the SLK for completion only, delayed of arrival of SLK for printing, contextualization takes time, lack of time to assist their children, lack of supply or materials for reproduction like printers, ink and bond papers, availability of soft copies of SLK, lack of support to family, empowerment of parents and boredom of pupils and teachers on modular distance learning modality. These identified problems had to be addressed to attain the objectives set by DepEd on modular distance learning modality.

#### **IV. Conclusion**

The data revealed that the extent of the implementation of the Self-Learning Kit (SLK) in Math among the Grade III pupils is outstanding. This means that SLK is an effective tool to be used by pupils as supplementary learning materials while adopting the distance learning modality.

#### **V. Recommendations**

The researcher offered the following recommendations to improve the implementation of the Self-Learning Kit (SLK) in the school:

8. The improvement plan formulated should be utilized;
9. School Heads should provide technical assistance to the teachers in crafting of the Self-Learning Kit (SLK);
10. School Heads should conduct LAC session on how to construct and use the Self-Learning Kit (SLK);
11. Teachers should try to learn to construct Self-Learning Kit (SLK) as supplementary learning materials for the pupils;
12. Teachers should encourage parents to support their children through guidance;
13. School Heads should encourage teachers for further learning ICT integration in the crafting of the Self-Learning Kit (SLK); and
14. Future researchers should replicate this study to include different locale, and include different variables aside from what is mentioned in this study.

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## AUTHOR'S PROFILE



### **MISS MARIA ROSARIO C. ROSAURO**

The author is born on January 4, 1996 at Kananga, Leyte Philippines. She is presently residing at Brgy. San Isidro, Kananga, Leyte. She finished her elementary education at Don Felipe Elementary School, Brgy. San Isidro, Kananga, Leyte in the year 2008 and continue her quest for education and able to finish her secondary education at Primona Holy Infant Academy, Kananga, Leyte in the year 2012. She enrolled and finished her Bachelor of Elementary Education major in General Education at Visayas State University, Villaba Campus, Villaba, Leyte in the year 2016. She finished her Master of Arts in Education major in School Administration and Supervision at Western Leyte College, Inc. Ormoc City.

She is currently the Teacher I in the Department of Education, Philippines. She is the Grade III adviser in Don Felipe ES, Brgy. San Isidro, Kananga, Leyte.

With the present learning delivery modality, she was able to attend series of seminars to enhance her knowledge and skills in managing the pupils under the new normal. She is one of the proponents and writers of the District Innovation “Project MATT” which aims to formulate other learning materials in the implementation of modular distance learning modality.