

## **School Readiness and Implementation of Self-Learning Modules for the Grade III Pupils**

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*Abstract* — In light of COVID-19, the education system is one of the agencies profoundly affected. This COVID-19 changed the education landscape dramatically (Li, et al., 2020). Many nations attempt to open classes after a month of lockdown, but many failed. Students, teachers, and school stakeholders struggle on how they will finish the school year. When President Duterte announced that “No Vaccine, No Opening of Classes”, Sec. Briones had insisted for education must continue. With these, the Department of Education decided to adopt an alternative new normal approach, the Distance Learning Modality using the Blended Learning Approach (DM-CI-2020-00162). Teachers and other school personnel had to undergo training in order to be equipped with the knowledge needed for its implementation. School, teachers, learners and parents must be ready for the adoption of this new normal education. Thus, this study has been crafted in order to evaluate the extent of school readiness and implementation of self-learning modules for the Grade III pupils. It was revealed in this study that the extent of school readiness and implementation of self-learning modules is very high. Moreover, this study also shows a very strong positive relationship between school readiness and the implementation of self-learning modules for the Grade III pupils. The proposed recommendation plan is recommended to sustain the implementation of self-learning modules.

*Keywords* — *School Readiness, Self-Learning Modules, Grade III Pupils*

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## I. Introduction

The global pandemic has affected almost, if not all, industries all over the world. In the Philippines, Filipinos are badly hit by the ripple effects of the COVID-19 that affected every aspect of their lives; from the jobs, health, well-being, and yes, education. The early ending of the school year (a precautionary to prevent the further spread of the virus) is a clear sign of how the current school system can be affected by a global pandemic. With the threat of COVID-19 still on the rise, with no clear sign of how and when it will end, the Department of Education (DepEd) saw itself faced with a crucial and giant task: to maintain the flow of quality education in the Philippines while protecting its stakeholders' health in the process for education must continue. Though health precautions are, without a doubt, a paramount consideration in these challenging times, Filipinos' education cannot be left behind, even during crisis. Thus, the Department of Education decided to adopt the distance learning modality using blended approach.

Blended learning is not new to the Philippine Education System since many colleges and universities around the country already adopted these concepts a long time ago (Tupas & Linas-Laguda, 2020). But DepEd suggested that during this pandemic, traditional approaches shifted into blended learning. The department also proposed using radio-based intervention—the partnerships with local radio stations as a medium to conduct lessons that can be replied to by phone. To those who have no access to technology and connectivity, door-to-door delivery of worksheets, take-home learning activity sheets, and take-home portfolio completions are also suggested by the expert (Jorge, 2020).

To protect students from COVID19, teachers all over the country accepted the task from traditional teaching to new normal. Many of them find ways or even asked younger generations to help them to navigate the new and unique learning style, equipped to give quality education to their learners (Tupas & Linas-Laguda, 2020). The lack of internet connections does not hinder teachers' enthusiasm for learning the new approach (Cabristante, 2020).

Moreover, the COVID-19 pandemic also led educators to online education readiness. According to Phan & Dang (2017), factors such as training, attitude, technical competence, time constraints, pedagogy, and methodology were among the major distance learning education elements.

Steadfast in its preparation for School Year 2020-2021, the Department of Education (DepEd) has provided Self-Learning Modules (SLMs) with the alternative learning delivery modalities to be offered for various types of learners across the Philippines. This was prepared before the opening of classes. Curriculum planners and writers have undergone training on the crafting of learning resource materials used during this pandemic. The K to 12 Curriculum were revisited and the Most Essential Learning Competencies (MELC) were chosen to be used for this school year.

The integration of SLMs with the alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) will help DepEd ensure that all learners have access to quality basic education for SY 2020-2021 with face-to-face classes still prohibited due to the public health situation.

According to DepEd Secretary Leonor Briones during the press release (July 1, 2020), “the SLMs and other alternative learning delivery modalities are in place to address the needs, situations and resources of each and every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19”. School readiness in the implementation of distance learning was done using the contextualized monitoring tool to ensure that all aspects of the school are ready for the opening of classes. Parents had to undergo capability building training to ensure their roles and responsibilities as learning facilitators while their children are learning at home will be achieved. An orientation on Distance Learning Education were conducted either face-to-face or virtual to prepare all school stakeholders in this new normal modality. With these, the researcher decided to conduct this study in order to evaluate the school readiness and implementation of self-learning modules for the Grade III pupils.

Further, it sought to answer the following sub-problems:

1. What is the extent of school readiness in the implementation of self-learning modules:
  - 1.1 for the learners
  - 1.2 for the teachers
  - 1.3 for the parents
2. What is the extent of implementation of the self-learning modules?
3. Is there a significant relationship between the school readiness and the implementation of self-learning modules among the Grade III pupils?
4. What recommendation plan can be proposed based on the findings of the study?

## II. Methodology

**Design.** This study employed the descriptive-correlational research design to evaluate the extent of school readiness and implementation of self-learning modules for the Grade III pupils. Manlawaan Elementary School, Tabango North District, Leyte Division is the main locale of the study. The twenty-two (22) pupils enrolled in Grade III with their parents and ten (10) teachers of the said locale are the respondents of the study and survey questionnaire were utilized to gather the data. This research is mainly to gather data on: The extent of school readiness for the learners, teachers, and parents; and The extent of implementation of self-learning modules for the Grade III pupils; The relationship between the dependent and independent variables; Proposed Recommendation Plan based on findings of the study.

**Sampling.** There are 22 pupils and parents and 10 teachers included in the study. The primary means of reach is through face-to-face interaction with approved request from the Local IATF and following the prescribed Health Protocols amidst pandemic. Complete enumeration was employed in choosing the respondents of the study.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval from the Schools Division Superintendent, Public School District Supervisor, and School Principal was sought. Thesis proposal was submitted and approved by the panel of examiners of the school. Upon the approval, the researcher proceeded on data gathering. A permit from the respondents was sought. An orientation was conducted and tools were clearly explained. Answering of the survey was done by batch to ensure that health protocol was strictly followed. Different tools were utilized to gather the data needed. To gather the data on the extent of school readiness, a Readiness Survey for the implementation of Learning Delivery Modality 1 (LDM 1) of the Department of Education was used. Furthermore, the researcher has crafted a survey questionnaire to evaluate the extent of implementation of self-learning modules. This survey was submitted to the District and School head for approval and it was pre-tested to other schools. After accomplishing the tool, retrieval, tallying and treatment of data was done. Analysis and interpretation of data. Making of Proposed Recommendation Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the principal's approval, approval of the Superintendent of the Division and approval of the District office under BERF guidelines. Orientation of the respondents, the parents, teachers and learners were done separately and by batch. A written permission was sought to the respondents' confidentiality and anonymity was discussed requiring them not to write their names on the tools. For Qualitative data.

**Treatment of Data.** The Extent of school readiness for the learners, teachers and parents and implementation of self-learning modules was presented through the Simple Percentage and Weighted Mean. The Pearson Product Moment Correlation Coefficient (Pearson  $r$ ) was used to determine the relationship between the variables.

### III. Results and Discussion

**Table 1**  
**Extent of School Readiness**

STATEMENTS	Weighted Mean	Description	Interpretation
<b>LEARNERS' READINESS</b>			
1. Psychosocial preparedness for the opening of classes?	4.82	Excellent	Very High
2. Health status?	5.00	Excellent	Very High
3. Reading level?	4.78	Excellent	Very High
4. Level of learning independence?	4.55	Excellent	Very High
5. Learning environment in terms of study space, home conditions and immediate environment?	4.43	Very Good	High
6. Learning resources?	4.87	Excellent	Very High
<b>Average</b>	<b>4.74</b>	<b>Excellent</b>	<b>Very High</b>
<b>TEACHERS' READINESS</b>			
7. Psychosocial preparedness for the opening of classes?	5.00	Excellent	Very High
8. Health status?	5.00	Excellent	Very High
9. Teaching resources such as materials, devices, equipment, internet access?	5.00	Excellent	Very High
<b>Average</b>	<b>5.00</b>	<b>Excellent</b>	<b>Very High</b>
<b>PARENTS' READINESS</b>			

10. Psychosocial preparedness for the opening of classes?	4.85	Excellent	Very High
11. Health status?	5.00	Excellent	Very High
12. Confidence level to guide/support the learning of their children?	4.56	Excellent	Very High
13. Time available to guide/support the learning of their child?	4.75	Excellent	Very High
14. Reading level?	4.54	Excellent	Very High
15. Learning support resources such as materials, devices, internet access?	4.55	Excellent	Very High
16. Home condition and immediate environment?	4.34	Very Good	High
<b>Average</b>	<b>4.66</b>	<b>Excellent</b>	<b>Very High</b>
<b>Grand Mean</b>	<b>4.80</b>	<b>Excellent</b>	<b>Very High</b>

Table 1 presents the extent of school readiness in the implementation of self-learning modules. It was revealed on the table that the extent of school readiness has a grand mean of 4.80 which is interpreted as very high. This means that learners, teachers and parents are excellently ready for the implementation of self-learning modules. This implies that all school stakeholders had done and helped one another. This new learning modality will be successfully implemented to continually educate the school children despite this pandemic.

Moreover, this table also presents the extent of readiness among learners in the implementation of self-learning modules. It was revealed on the table that learner's readiness has an average mean of 4.74 which is interpreted as very high. This means that learners are excellently ready for the implementation of self-learning modules. This implies that despite of no face-to-face interaction, learner's education must continue using different learning modality. Learning environment in terms of study space, home conditions and immediate environment got the lowest mean of 4.43 which is interpreted as high. This means that the learners' learning space at home is somewhat needs to be improvised in order for the learners to feel that they are learning in school. This implies that parents should provide the necessary materials for the learners though they are learning at home. On the other hand, the indicator with the highest mean of 5.00 is the health status. This means that parents are doing their best to make their children healthy and free from any

diseases or virus. This implies that the learners are practicing the prescribed health protocols even at home.

Furthermore, table 1 also presents the extent of readiness in the implementation of self-learning modules among the teachers. It was revealed on the table that teacher's readiness has an average mean of 5.00 which is interpreted as very high. This means that teachers are excellently ready to implement the distance learning modality using self-learning modules. This implies that teachers could attend training, seminars, and webinars in the implementation of distance learning modality. They are fully equipped with the knowledge on distance learning education. They are aware of their roles and functions.

Lastly, this table also presents the readiness of the implementation of self-learning modules among the parents. It was revealed on the table that parent's readiness has an average mean of 4.66 which is interpreted as very high. This means that parents are excellently ready for the implementation of self-learning modules. This implies that with the capability building conducted to the parents and the information given to them regarding the new normal learning modality, they learn to embrace and adopt it. Their awareness of being the learning facilitators for their own children had motivated them to do their roles and responsibilities as parents. Home condition and immediate environment has the lowest mean of 4.34 which is interpreted as high. This means that their learning environment at home is very good. This implies that there is a need to improve their area of learning at home. Same as that of the learners where this indicator has the lowest mean. Teachers and school head should assist the parents on how to improve the learning environment of the learners to make it more conducive though they are learning at home.

**Table 2**

**Extent of Implementation of Self-Learning Modules for the Grade III Pupils**

<b>STATEMENTS</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Does the teacher attend the training on the use of SLM?	5.00	Excellent	Very High
2. Does the SLM have complete details needed by my child to learn the lesson?	4.75	Excellent	Very High

3. Does the SLM crafted is done creatively, localized and illustrations are original?	4.74	Excellent	Very High
4. Does the activities in the SLM suited for the needs of my child in learning the lesson?	4.00	Very Good	High
5. Does the SLM child-friendly?	3.94	Very Good	High
6. Does direction and activities in the SLM easy to follow?	3.90	Very Good	High
7. Does the SLM used to enhance learning?	4.53	Excellent	Very High
8. Does the SLM in mother-tongue dialect?	5.00	Excellent	Very High
9. Does the SLM complete for the week?	5.00	Excellent	Very High
10. Does the teacher conducted monitoring to my child on how far the child was able to accomplish the SLM?	4.82	Excellent	Very High
11. Does the teacher answer the calls and queries of parents immediately?	4.72	Excellent	Very High
12. Does the teacher conducted home visitation to monitor the progress of my child?	4.12	Very Good	High
13. Does the teacher inform you on the result of assessment of your child?	4.92	Excellent	Very High
14. Does the school provide other supplementary learning materials for my child?	4.68	Excellent	Very High



15. Does the teacher follow strictly the health protocols in the distribution, retrieval and home visitation?	5.00	Excellent	Very High
<b>GRAND MEAN</b>	<b>4.61</b>	<b>Excellent</b>	<b>Very High</b>

Table 2 presents the extent of implementation of self-learning modules in distance learning modality. It was revealed on the table that the extent of implementation of self-learning modules has an average mean of 4.61 which is interpreted as very high. This means that the implementation of self-learning modules for the Grade III pupils is excellent. This implies that the crafted self-learning modules are suited to the needs of the learners, user friendly, updated and intelligently produced to enhanced learning to the pupils. Moreover, “Does direction and activities in the SLM easy to follow” is the question in the survey which is rated lowest and has a mean of 4.90 which is interpreted as high. This means that the direction and activities in the SLM is very good. This implies that some students and learning facilitators have difficulty understanding the direction and activities in the SLM.

**Table 3**

**Test of Relationship Between the Extent of School Readiness and Implementation of Self-Learning Modules for the Grade III Pupils**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>SCHOOL READINESS AND IMPLEMENTATION OF SELF-LEARNING MODULES</b>	0.84	3.383	0.443	Reject Ho	Significant Relationship <i>(Very Strong Positive Relationship)</i>

Table 3 presents the test of relationship between the extent of school readiness and implementation of self-learning modules. It was revealed on the table that the computed t value of 3.383 is greater than the tabular value of 0.443 at .05 level of significance so null hypothesis is

rejected. This means that the extent of school readiness and implementation of self-learning modules has very strong positive relationship. The r-value of 0.84 revealed that the very high extent of school readiness will result to a very high implementation of self-learning modules for the Grade III pupils. This implies that with the school personnel's preparations in adopting the distance learning modality, implementation of self-learning modules will be successful.

#### **IV. Conclusion**

Effective implementation of distance learning modality using the self-learning modules depends on the school's readiness, including that of the personnel, the learners, teachers, and parents. With the result of the study, extent of school readiness and implementation of self-learning modules shows a very strong positive relationship.

#### **V. Recommendations**

1. The proposed recommendation plan formulated should be utilized;
2. Teachers should see to it that parents are directly involved in the education of their children at home;
3. Teachers and School Heads should see to it that all learners have adequate self-learning modules and other supplementary learning materials for the week;
4. Teachers and School heads should conduct monitoring activities to the pupils and learning facilitators;
5. Teachers should encourage parents to support their children through their guidance and assistance;
6. Teachers and School Heads should conduct home visitation for feedback giving;
7. Related study correlated with performance of the pupils on SLM should be conducted; and
8. 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



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The author is born on August 7, 1992 at Naval, Biliran, Philippines. She finished her Bachelor in Elementary Education with General Education at Naval State University, Naval, Biliran. She earned 18 units in Pre-school Education in the same University. She is currently enrolled at Western Leyte College of Ormoc, Ormoc City taking up Master of Arts in Education major in School Administration and Supervision.

She passed the Licensure Examination for Teachers last September 2013 and the Civil Service Professional Examination on year 2014.

She is a teacher 1 in the Department of Education and currently teaching at Manlawaan Elementary School, Tabango North District, Leyte Division handling Grade III pupils and at the same time the School Monitoring, Evaluation and Adjustment (SMEA) coordinator. Her previous work background was a grade 1 teacher at Limpiado Memorial Foundation Inc. (LMFI) Lightbringer Learning Center (LLC) Naval, Biliran for 2 years.

She was recognized as Tabango North District Best Teacher in Grade 3 during the district-based monitoring for Key Stage 1 Teachers on K-12 Implementation last February 2019 at Tabango North District, Tabango, Leyte, Philippines.