

# Implementation of Self- Learning Kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) Among Grade VI Pupils

**SHEILA L. ACOL**

Teacher II

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

sheila.acol@deped.gov.ph

*Abstract* — One of the most effective tools improvised by teachers in addressing the needs of the learners in mastering concepts in various subjects during distance learning is the Self-Learning Kit (SLK). The SLK is a tool that enhances understanding and develops creativity through manipulative processes and thinking skills. It also relates the lesson to the real world and creates self-confidence in the students (2). The researcher adopted the SLK in EPP lessons. With this, she assessed the extent of implementation of the said learning material.

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. A supplemental learning resource (SLR) was initially made, 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. It was revealed in this study that among the Grade V pupils enrolled in the current school year, most of them are girls. 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 Edukasyong Pantahanan at Pangkabuhayan (EPP) had a very satisfactory 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. Based on the result, SLK is suited to use supplementary learning materials to have an easy understanding of 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, Edukasyong Pantahanan at Pangkabuhayan, Grade VI Pupils*

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## Introduction

The Department of Education (DepEd) is bracing for an “extraordinarily challenging school year” due to the outbreak of the coronavirus disease 2019 (COVID-19) pandemic. On May 5, Education Secretary Leonor Briones announced that classes in public elementary and high schools would begin on August 24, almost months late from the original schedule on June 1 (4). According to DepEd, the pushback in the school opening is intended to afford the agency enough time to undertake the necessary preparations for the upcoming school year (4).

With this, the education agency released the updated school calendar to consider the measures that would be put in place in light of the public health emergency. With this announcement of the Secretary of Education, the DepEd Regional Offices immediately mandated the Schools Division Offices to craft the Basic Education Learning Continuity Plan to address the opening of classes. As part of the BE-LCP, the Region had come up with the plan to adopt distance learning modalities to provide education to school children.

There are different modalities of learning. As the needs of learners differ from time to time, teachers must be adaptive and responsive to such needs. One of the modalities that parents choose to be implemented in this new normal way of learning is the modular distance learning modality.

Today’s teachers faced realities that are challenging than ever before. Teachers need to design learning experiences that carry over seamlessly between home and school (3) and be trained to facilitate transversal competencies and access to transversal competencies-enriched learning materials (5). The effective use of learning materials assures the delivery of quality education, enriching the competencies needed to develop among learners and breaking the conventional modality of learning experiences.

One of the most effective tools improvised by teachers in addressing the needs of the learners in mastering concepts in various subjects 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 creates self-confidence in the students (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. A supplemental learning resource (SLR) was initially made, 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.

This study evaluates the implementation of a self-learning kit in Edukasyong Pantahanan at Pangkabuhayan (EPP) among the Grade V pupils in Bagong Buhay Elementary School, District X Ormoc City Division. Through the use of the SLK, it is expected that learning would be easy to achieve for the material based on the learners' needs. Thus, the researcher decided to conduct this study to evaluate the extent of implementation of the Self-Learning Kit and improve the materials. The findings of the study were the basis for the proposed intervention plan.

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

1. What is the profile of Grade V 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 the self-learning kit for Grade V?
4. What improvement plan can be proposed based on the findings of the study?

## Methodology

**Design.** This study employed the descriptive-evaluative research design to evaluate the implementation of a self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) among the Grade V pupils Bagong Buhay Elementary School, Ormoc District X, Ormoc City Division, Ormoc City. The thirty-seven (37) pupils enrolled in Grade V for the current school year that adopted the modular distance learning modality are the main respondents of the study. The data was based on the students' performance ratings; portfolio and feedback forms were utilized. This research is mainly focused on gathering data on: The extent of implementation of the self-learning kit in terms of training of teachers on process; The training of teachers on format; The pre-implementation, implementation, post-implementation, evaluation, and monitoring of SLK; The challenges met/encountered by the teachers during the performance of the self-learning kit (SLK) in Grade V.

**Sampling.** The respondents of this study are the thirty-seven (37) pupils enrolled in Grade V for the current school year, which adopted the modular distance learning modality. Complete enumeration in choosing the respondents was used.

**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 the actual gathering of data. The research instrument was administered personally to Bagong Buhay ES, District X, Ormoc City Division. 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 were made.

**Ethical Issues.** The right to conduct the study has been 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 a face-to-face modality. In this direction, issues and concerns were addressed, and consent to be 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 the 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 the self-learning kit (SLK), Rank was used. The responses were ranked based on the number of respondents who identified such challenges.

## Results and Discussion

**Table 1**  
**Profile of Grade V Pupils in Enrollment and Delivery Options (N=37)**

Enrollment			PROFILE OF GRADE V PUPILS PER MODALITY			
			No. of Pupils per Modality			
			Modular Distance Learning Modality	%	Blended learning	%
M	17	46%	12	46	5	45
F	20	54%	14	54	6	65
<b>T</b>	<b>37</b>	<b>100%</b>	<b>26</b>	<b>100</b>	<b>11</b>	<b>100</b>

Table 1 presents the profile of the Grade V pupils in enrollment and delivery options. It was revealed on the table that the total enrolment for Grade VI during this School Year 2020-2021 was 37. Among this enrollment, 17 or 46% are male, while 20 or 54% are female. This means that there are more female enrollees than males.

Moreover, this table also presents the profile of Grade V pupils per modality. It was revealed on the table that among the 37 pupils enrolled in Grade VI, 26 or 70% choose modular distance learning modality while 11 or 30% selected blended learning. This means that more pupils choose modular distance learning modality than blended learning. This implies that pupils in Bagong Buhay Elementary School adopted modular distance learning modality due to the absence

of learning gadgets to be used in learning. The parents cannot afford to supply their children with devices. They only wanted to use the self-learning modules.

**Table 2**  
**The extent of Implementation of Self-Learning Kit (SLK) in terms of**  
**Teacher Training on Process and Format**

<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.	3.98	Very Satisfactory	Always
2.Follows the DepEd prescribed process on crafting the SLK.	3.92	Very Satisfactory	Always
3.Makes the front cover attractive to the learners with complete entries based on DepEd standards.	4.11	Very Satisfactory	Always
4.Makes sure that the SLK is achievable within the time allotted for the subject.	4.03	Very Satisfactory	Always
5.Examines that the SLK is done creatively, localized and illustrations must be original.	3.95	Very Satisfactory	Always
<b>AVERAGE</b>	<b>4.00</b>	<b>Very Satisfactory</b>	<b>Always</b>
<b>II. TEACHER TRAINING ON SLK FORMAT</b>			
1.Child-friendly	4.02	Very Satisfactory	Always
2. Easy to follow	4.08	Very Satisfactory	Always
3.Contextualized	3.86	Very Satisfactory	Always
4.Based on the needs of the learners	3.91	Very Satisfactory	Always

5.Used to enhance learning	3.99	Very Satisfactory	Always
<b>AVERAGE</b>	<b>3.97</b>	Very Satisfactory	Always

Table 2 presents the extent of implementing the self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of training teachers on process and format. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of training of teachers on process has an average mean of 4.00 which is interpreted as always. This means that teachers had very satisfactory performance during the training on the process of crafting the SLK. This implies that the crafted SLK follows the process prescribed by DepEd.

Moreover, this table also shows the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) regarding training teachers on format. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of training of teachers on format has an average mean of 3.97, which is interpreted as always. This means that the teachers always follow the format in crafting the SLK. This implies that the format prescribed by DepEd for SLK formulation is followed religiously.

**Table 3**

**The extent of Implementation of Self-Learning Kit (SLK) in terms of Quality Assurance**

<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.	3.92	Very Satisfactory	Always
2.Sees to it that the SLK is MELC based.	4.05	Very Satisfactory	Always
3.Checks that the SLK does not contain offensive and derogatory terms.	4.06	Very Satisfactory	Always
4.Checks if the crafted SLK meet the standards of the K to 12 Curriculum in providing relevant and localized content.	3.93	Very Satisfactory	Always

5.Validates the SLK.	4.05	Very Satisfactory	Always
<b>AVERAGE</b>	<b>4.00</b>	<b>Very Satisfactory</b>	<b>Always</b>

Table 3 presents the extent of implementation of the self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of quality assurance of SLK. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of quality assurance of SLK has an average mean of 4.00, which is interpreted as always. This means that the SLK has a very satisfactory 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**  
**The extent of Implementation of Self-Learning Kit (SLK) in terms of Pre-Implementation, Implementation and Post-Implementation**

<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.	4.03	Very Satisfactory	Always
2.Conducts capacity building to parents/guardians on how to accomplish the SLK.	4.06	Very Satisfactory	Always
3.Discusses the SLK parts and content with parents/guardians.	4.07	Very Satisfactory	Always
4.Properly packed and sorted the SLK.	3.97	Very Satisfactory	Always
5.Submits for quality assurance	3.89	Very Satisfactory	Always
<b>AVERAGE</b>	<b>4.00</b>	<b>Very Satisfactory</b>	<b>Always</b>
<b>V. IMPLEMENTATION</b>			
1.Distributes the SLK	3.93	Very	Always

on time.		Satisfactory	
2.Collects the SLK.	3.95	Very Satisfactory	Always
3.Follows the basic health protocols in the distribution and retrieval of SLK.	3.97	Very Satisfactory	Always
4.Seeks consent from parents/guardians, administrators, and stakeholders.	3.91	Very Satisfactory	Always
5.Sees to it that the learners accomplish the SLK.	3.99	Very Satisfactory	Always
<b>AVERAGE</b>	<b>3.95</b>	<b>Very Satisfactory</b>	<b>Always</b>
<b>VI. POST-IMPLEMENTATION</b>			
1.Checks the SLK of my child.	3.91	Very Satisfactory	Always
2.Conducts monitoring on lacking areas of child's learning.	3.96	Very Satisfactory	Always
3.Considers different factors (emotional, physical, etc.) that affect learners' response on the SLK.	4.01	Very Satisfactory	Always
4.Provides appropriate intervention for problems met by the learners.	4.00	Very Satisfactory	Always
5.Give feedback on the result of the SLK.	3.90	Very Satisfactory	Always
<b>AVERAGE</b>	<b>3.96</b>	<b>Very Satisfactory</b>	<b>Always</b>

Table 4 presents the extent of self-learning kit (SLK) implementation in Edukasyong Pantahanan at Pangkabuhayan (EPP) 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 Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of pre-implementation has an average mean of 4.00 which is interpreted as always. This means that the pre-implementation of



the SLK has a very satisfactory rating. This implies that all the needed activities before the implementation of the SLK is done very satisfactory.

Moreover, table 4 also presents the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of implementation. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of implementation has an average mean of 3.95 which is interpreted as always. This means that during the implementation of SLK, the teacher-rated very satisfactory. This implies that SLK has been an 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 Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of post-implementation. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of post-implementation has an average mean of 3.96 which is interpreted as always. This means that the teachers rated the post-implementation of the SLK very satisfactory. This implies that pupils were able to accomplish the SLK with a very satisfactory 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**

<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.	3.89	Very Satisfactory	Always
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	3.85	Very Satisfactory	Always
3. Materials provide for developing higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem-solving, etc.	3.91	Very Satisfactory	Always

4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	3.81	Very Satisfactory	Always
5. Material enhances the development of desirable values and traits.	3.87	Very Satisfactory	Always
<b>AVERAGE</b>	<b>3.87</b>	<b>Very Satisfactory</b>	<b>Always</b>
<b>VIII. MONITORING</b>			
1. Conducts home visitation.	3.81	Very Satisfactory	Always
2. Interviews parents/guardians regarding the behavior of my child at home.	3.86	Very Satisfactory	Always
3. Accomplishes the contextualized monitoring tool while conducting monitoring to my child.	3.88	Very Satisfactory	Always
4. Distributes the individual learning monitoring template to each of the learners.	3.80	Very Satisfactory	Always
5. Analyzes and discusses monitoring results with proper authorities like district and school heads.	3.91	Very Satisfactory	Always
<b>AVERAGE</b>	<b>3.85</b>	<b>Very Satisfactory</b>	<b>Always</b>

Table 5 presents the extent of self-learning kit (SLK) implementation in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of evaluation and monitoring. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of evaluation has an average mean of 3.87 which is interpreted as always. This means that the result of the evaluation on the SLK has a very satisfactory rating. This implies that the SLK is suited to use as supplementary learning resource materials to improve the performance of the pupils in the modular distance learning modality.

Moreover, this table also presents the extent of implementation of the self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of monitoring. It was revealed on the table that the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of monitoring has an average mean of 3.85 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 at the same time, teachers conducted the assessment and other activities to ensure that pupils are the once accomplishing the activities stipulated in the SLK.

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

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
I. Teacher Training on SLK Process	4.00	Very Satisfactory	Always
II. Teacher Training on SLK Format	3.97	Very Satisfactory	Always
III. Quality Assurance of SLK	4.00	Very Satisfactory	Always
IV. Pre-Implementation of SLK	4.00	Very Satisfactory	Always
III. Implementation of SLK	3.95	Very Satisfactory	Always
IV. Post-Implementation of SLK	3.96	Very Satisfactory	Always
VII. Evaluation of SLK	3.87	Very Satisfactory	Always
VIII. Monitoring of SLK	3.85	Very Satisfactory	Always
<b>AVERAGE</b>	<b>3.92</b>	<b>Very Satisfactory</b>	<b>Always</b>

Table 6 summarizes the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP). It was revealed on the table that the summary of the extent of implementation of self-learning kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) has an average mean of 3.92 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 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	Contextualization takes time.	1
2	Copying of the attached answer key.	2
3	Some SLK are not returned on time.	3
4	Delayed checking of answers	3
5	Some pupils drop-out due to absence of LF	3
6	Lack of focus on learning "mind wondering"	3
7	Not complete for the 1st Quarter	3
8	Getting & retrieval of SLK not on time.	3
9	Answering the SLK for completion only	3
10	Delayed of arrival of SLK for printing	3
11	Ask for LF to write the answer	3
12	Lack of education among parents.	3
13	Minimal contact with teachers and pupils.	3
14	Lack of time to assist their children	3
15	Lack of supply of 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 on the contextualization of materials take time. This means that most of the respondents had the same problems encountered. This implies that contextualizing the SLK takes more time since not all teachers are aware of the interpretation of a particular word in a Mother-Tongue. The second most challenging indicator is copying of the attached answer key. Since there are plenty of activities given to the pupils, the 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. The following indicators ranked as the third most challenging are some SLK are not returned on time, delayed checking of the 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, ask for LF to write the answer, lack of education among parents, minimal contact with teachers and pupils, lack of time to assist their children, lack of supply of 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.

### **Conclusion**

The data revealed that the extent of implementing the Self-Learning Kit (SLK) in Edukasyong Pantahanan at Pangkabuhayan (EPP) among the Grade VI pupils is very satisfactory. This means that SLK is an effective tool to be used by pupils as supplementary learning materials while adopting the distance learning modality.

### **Recommendations**

1. The improvement plan formulated should be utilized;
2. School Heads should provide technical assistance to the teachers in crafting of the Self-Learning Kit (SLK);
3. School Heads should conduct LAC session on how to construct and use the Self-Learning Kit (SLK);
4. Teachers should try to learn to construct Self-Learning Kit (SLK) as supplementary learning materials for the pupils;
5. Teachers should encourage parents to support their children through guidance;
6. School Heads should encourage teachers for further learning ICT integration in the crafting of the Self-Learning Kit (SLK); and
7. 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**



**MRS. SHEILA L. ACOL**

The author is born on July 29, 1979 at Ormoc City, Philippines. She is presently residing at Brgy. Bagong Buhay, Ormoc City. She finished her elementary education at St. Peter's College, Ormoc City in the year 1993 and continue her quest for education and able to finish her secondary education at St. Peter's College, Ormoc City in the year 1997. She enrolled and finished her Bachelor of Science in Elementary Education at St. Peter's College, Ormoc City in the year 2003. 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 II in the Department of Education, Philippines. She is a Special Subject Teacher handling Edukasyon Pantahanan at Pangkabuhayan in Bagong Buhay ES, Brgy. Bagong Buhay, Ormoc City.

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 was bale to craft supplementary learning materials to help improve the performance of the pupils.