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## Research Article

### Bridging the Conventions: Effects of Modular Approach in Teaching Elementary Grades

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#### ABSTRACT

The study described and examined the delivery, effectiveness and efficiency of modular approach in teaching among the Pandi Heights Elementary School and Akle Elementary Schools both of which were within the auspices of Schools Division of Bulacan. There were 54 teachers served as the respondents of the study. They were given survey questionnaire which was administered and retrieved through google forms. Results revealed that utilization of modular approach was significant and contributory to achieve meaningful learning in order to achieve efficient delivery of learning competencies and skills were honed independently based from the acquired learning experiences of learners. Thus, the findings showed that the schools were able to provide and assist teachers in module preparation and expenses. Apparently, there were personal expenses made by the teachers to supplement the reproduction of modules, financial support of the school was found significant to prepare and reproduce the modules. Further, proper evaluation to teachers' instructional competence was made in order to monitor the checking and assessment of learners' outputs contained in their modules. . Profile of the respondents in terms of age, highest educational attainment and number of years in teaching were positively correlated with the delivery and effectiveness of modular approach in teaching elementary grades.

**Keywords:** *Modular approach, Modules, Teaching, Schools Division of Bulacan*

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#### Introduction

##### **Background of the Study**

Modular learning is the most popular type of Distance Learning. This learning

modality is currently used by all public schools learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are

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enrolled this academic year. This is also in consideration of the learners in rural areas where internet is not accessible for online learning. Face to face learning engagement of students and teachers within the school has been suspended due to the COVID-19 pandemic. This pandemic has paved the way to the implementation of Modular Distance Learning as an urgent response to ensure continuity of education. The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner.

The education sector was one of the sectors significantly impacted by the pandemic's onset and ongoing surge in the archipelago, resulting in the reconstruction of the current set up under the new normal. Administrators, teachers, students, and parents can all have access to high-quality education. As a result, the Department of Education (DepEd) has introduced multiple learning modalities to ensure uninterrupted education delivery in the face of Covid-19 challenges. One of these modalities is Modular Distance Learning (MDL), which entails the delivery of Instructional Materials (IMs) such as Self-Learning Modules (SLMs) in print or digital format/electronic copy, depending on the learner's background. Other learning tools, such as textbooks, activity sheets, video lessons, and other study materials, are used to continue the learning process even when physical classes are not accessible (Teacher.ph, 2021).

The use of Information and Communications Technology (ICT) tools is one of the key drivers in the delivery of learning materials but there is an issue in equity in terms of learners' access to ICT tools such as smartphones, computers, software programs among others (DepEd, 2020). Thereby, printed SLMs are being given for those who cannot access such tools. However, the printing and delivery poses different issues and challenges too.

DepEd addressed problems with delivering SLMs in interviews and articles published by news outlets such as Rappler and Inquirer,

such as the environmental threat posed by large-scale tree cutting required for its development (Rappler, 2020). It also emphasizes modular learning as a non-sustainable and costly method of learning (CDN Inquirer, 2021). Due to an error discovered by a Filipino singer about a cultural topic written in one of the SLMs, DepEd was forced to take the requisite steps to correct the errors discovered (DepEd, 2020). They provided assessment requirements for Self-Learning Modules in order to ensure the consistency of ongoing learning (DepEd, 2021).

This current situation necessitates the need to identify unique issues in a modular approach in order to provide accessible, affordable, timely, and quality-based education in the middle of pandemic and postpandemic educational situations. This study is expected to aid in the improvement of MDL and to inspire teachers to better assist and direct students most specially during the return of face-to-face classes.

### **Theoretical Framework**

Modular approach of teaching and learning (Jaya sree, 2004) if self-learning modules are available on some topics, they can be given to the students as assignments for self-learning. Scientific attitude refers to an individual's outlook towards life. Attitude is a method condition / a stabilized method set which expresses itself in a tendency to react to any member of the class of stimuli in the same general way. Ebel (2017) Modules are increasingly being used in many countries as a way of organizing a language curriculum. As a consequence, many course books are now structured on the basis of "modules" rather than "units". The concept of "module" is strictly linked to the idea of a flexible language curriculum. Taneja (2018) defined module as a unit of work in a course of instruction that is virtually self-contained and a method of teaching that is based on the concept of building up skills and knowledge in discrete. A module is a set of learning opportunities organized around a well-defined topic which contains the elements of ordinate dictation, categorical objectives, edifying cognition activities, and evaluation utilizing criterion-referenced measures UNESCO (1988).

### Research Questions

This study examined the delivery and effectiveness of modular approach to teaching elementary grades in Pandi Heights Elementary School and Akle Elementary School. Specifically, it thrived to answer the following questions:

1. How may the profile of the respondents be described in terms of age, gender, marital status, highest educational attainment, designation and number of years in teaching?
2. How may utilization of modular approach to teaching be described in terms of delivery and effectiveness?
3. How may challenges encountered by the respondents be described in terms of monetary expenses and financial support from school's administration?
4. How often does administrative evaluation in modular approach be described in terms of objectives and learning outcomes?
5. Is there a significant relationship between profile of the respondents and modular approach utilized in teaching elementary grades?

### Respondents

Subject respondents of the were the fifty-four elementary school teachers from Pandi Heights Elementary School and Akle Elementary School. According to Crossman (2020), purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling.

The respondents were purposively selected based from the selection criteria established by the researchers to undertake the credible sampling of the study.

## Results and Discussion

### Profile of the Respondents

Table 1. Profile

Age	f	%
18-24 years old	9	16.67
25-34 years old	27	50.00
35-44 years old	13	24.07
45 or above	5	9.26

### Methods

The researcher used the descriptive research design in presenting the data on the delivery and effectiveness of modular approach to teaching. Descriptive research design was used by the researcher because this describes the nature of phenomenon under investigation after a survey of current trends, practices and condition that relate to that phenomenon. Descriptive studies involve analysis of an extremely broad range of phenomena. Its result is comprehensive presentation and interpretation of statistical tabulations of data yielded by a survey (Barrientos-Tan, 2006).

A descriptive study may be concerned with the attitude or views (of a person) towards anything such as the attitudes presidential form of government, right to strike, capital punishment, prohibition, college autonomy etc. Thus, the study utilized descriptive correlational research design to describe respondents' utilization on modular approach in teaching elementary grades. Moreso, the study examined if there would be significant relationship between the profile of the respondents and their utilization of modular approach in teaching elementary grades.

Meanwhile, the researchers formulated their survey-questionnaire which was the main instrument of the study. Construction of the questionnaire resided on the experiences and technical knowledge of the researchers as to the utilization of modular approach. Further, pretesting of the survey-questionnaire was administered among non-included respondents within the Schools Division of Bulacan. Pretesting was participated by 17 teachers in the division. Hence, the instrument obtained Cronbach Alpha results of ( $\alpha=.784$ ) which signified that the instrument was "Good."

<b>Gender</b>		
Male	9	16.67
Female	45	83.33
<b>Marital Status</b>		
Single	27	50.00
Married	26	48.15
Widow/Widower	21	1.85
<b>Highest Educational Attainment</b>		
Bachelor's Degree	14	25.93
MA/MS Units	37	68.52
MA/MS Degree	0	0.00
PhD/EdD units	2	3.70
PhD/EdD Degree	1	1.85
<b>Designation</b>		
Teacher I	36	66.67
Teacher II	8	14.81
Teacher III	8	14.81
Master Teacher I	2	3.70
<b>Number of Years in Teaching</b>		
5 years and below	38	70.37
6-10 years	8	14.81
10 years above	8	14.81

**Age.** From fifty-four (54) respondents, twenty-seven (27) of them have an age ranging from 25-34 years old being the dominant age among the respondents. Meanwhile, there were 13 respondents whose ages are ranging from 35-44 years old while 9 respondents whose age ranges from 18-24 years old comprise the youngest range of age in the study. Lastly, there were only 5 respondents whose age are above 45 years old. As shown, dominant age among the respondents belong to middle adulthood.

**Gender.** There were 45 out of 54 respondents consist of female while there were only 9 males. This indicates that from the participating schools as the locale of the study, were dominantly comprised by female teachers.

**Marital Status.** There were 27 respondents who were civilly single and 26 of them were already married. Of the 54 respondents, there was only 1 widow.

**Highest Educational Attainment.** There were 37 respondents obtained their academic units in master's degree relative to their field of specialization. While, there were 14 respondents who finished bachelor's degree. Among

the respondents, only 2 of them obtained units in doctorate degree while only 1 finished a doctorate degree. With the data presented in the table, it is viewed that respondents who were continually thriving at the time when this study was conducted.

**Designation.** There were 36 respondents who held Teacher I position. While, there were 8 respondents currently designated as Teacher II. Also, there were 8 respondents who were designated as Teacher III. Among the respondents, only 2 of them held Master Teacher I position. Visibly, majority of the respondents held Teacher I position. Further, this position was classified as an entry level teaching position in the Department of Education (DepEd).

**Number of Years in Teaching.** There were 38 respondents who were engaged in public school teaching for 5 years below while there were 8 respondents who were teaching 6-10 years already. Also, there were 8 respondents who were engaged in teaching for more than 10 years now. It was observed that majority of the respondents were neophytes thereby still, learning the process and prevailing norms in the department.

Table 2. Utilization and Delivery of Modular Approach in Teaching Elementary Grades

Items	WM	VI
<i>Understand the topics and activities contained in the modules easily</i>	3.61	Agree
<i>Activities are provided in timely manner</i>	3.56	Agree
<i>Independent compliance and submission of outputs</i>	3.44	Agree
<i>Affirmation as to the content of the modules</i>	3.78	Agree
<i>One mode of delivering quality-based education</i>	3.93	Agree
<b>Overall Mean</b>	<b>3.66</b>	<b>Agree</b>

Legend: 4.00-3.26- Strong Agree, 3.25-2.51-Agree, 2.50-1.76-Disagree, 1.75-1.00- Strongly Disagree

**Utilization and Delivery of Modular Approach.** As shown in Table 2, an overall weighted mean of 3.66 signifies that the teachers as the main implementer of modular approach among the respondents have positive experiences pertaining to the delivery of modules and its effectiveness. As seen in the table, the statement "Learners are satisfied with the content of the modules." got the highest weighted mean of 3.78 which is verbally interpreted as "Agree".

Meanwhile, the statement "Learners easily understand the topics and activities in the module." got the second highest with the weighted mean of 3.61 which is verbally interpreted as "Agree". Further, the statement, "Learners answer all provided activities on time." obtained the third highest weighted mean of 3.56 which has a described as "Agree". The statement,

"Modular approach is the best way to deliver quality education in the new normal." got the second lowest with the weighted mean of 3.48, verbally interpreted as "Agree". Among the items, the statement, "Learners' outputs are done by the learners with no or only minimal help from the parents." got the lowest weighted mean of 3.44 which is verbally interpreted as "Agree".

The result shows that teacher-respondents' experiences in utilizing modular approach were significant and contributory to achieve meaningful learning. In terms of delivery, modules are delivered on time to be served among the students as well as learners' understanding to content are clear which may sufficiently lead to effective teaching and learning under the Distance Learning Modality and in the resurfacing new normal in educational spaces.

### Challenges Encountered in the Utilization and Delivery of Modular Approach in Teaching Elementary Grades

Table 3. Challenges Encountered

Items	WM	VI
<i>School gives assistance regarding school supplies (bond paper, ink, etc.).</i>	3.19	Agree
<i>School manages properly the production of modules.</i>	3.11	Agree
<i>School needs additional help from stakeholders through donation of printing supplies.</i>	3.37	Strongly Agree
<i>Teacher finds it okay to spend her income in buying supplies for the reproduction of modules.</i>	2.33	Disagree
<i>Teacher finds it difficult to manage her expenses for the modules of her class.</i>	2.87	Agree
<b>Overall Mean</b>	<b>2.97</b>	<b>Agree</b>

Legend: 4.00-3.26- Strong Agree, 3.25-2.51-Agree, 2.50-1.76-Disagree, 1.75-1.00- Strongly Disagree

### Challenges Encountered in the utilization and delivery of Modular Approach in Teaching Elementary Grades.

As shown in table 3, the statement, "School needs additional help from stakeholders through donation of printing supplies." obtained the highest weighted mean of 3.37

which was verbally interpreted as “Strongly Agree”. Meanwhile, the statement, “School gives assistance regarding school supplies (bond paper, ink, etc.)” got the second highest with the weighted mean of 3.19 which is verbally described as “Agree”. Further, “School manages properly the production of modules.” got the third highest with weighted mean of 3.11 which was verbally interpreted as “Agree”. On one hand, the statement, “Teacher finds it difficult to manage her expenses for the modules of her class.” obtained weighted mean of 2.87 described verbally as “Agree”. Among the items in table 9, the statement, “Teacher finds it okay to spend her income in buying supplies for the reproduction of modules.” got the lowest mean of 2.33 which was verbally interpreted as “Disagree”.

An overall weighted mean of 2.97 which was verbally interpreted as “Agree” signifies that there were economic problems encountered in terms of monetary expenses whereas schools were able to provide and assist teachers in module preparation and expenses including thereof. However, based on the results shown, there were still insufficiencies found by the researchers apparently the personal expenses of teachers are given as well as provision of other resources came from personal expense. Findings showed that despite of school financial allocation, teachers experienced economic problems in their monetary means in module preparation, design, distribution and collection.

### Administrative Evaluation in Modular Approach

Table 4. Administrative Evaluation

Items	WM	VI
<i>School principal monitors the teacher's checking and assessment of learners' outputs on a weekly basis.</i>	3.11	Agree
<i>School principal monitors the teacher's checking and assessment of learners' outputs on a biweekly basis.</i>	2.89	Agree
<i>School principal monitors the teacher's checking and assessment of learners' outputs on a monthly basis.</i>	3.06	Strongly Agree
<i>School principal monitors the teacher's checking and assessment of learners' outputs on a quarterly basis.</i>	3.13	Disagree
<b>Overall Mean</b>	<b>3.04</b>	<b>Agree</b>

Legend: 4.00-3.26- Strong Agree, 3.25-2.51-Agree, 2.50-1.76-Disagree, 1.75-1.00- Strongly Disagree

**Administrative Evaluation.** It may be gleaned from the table that the statement, “School principal monitors the teacher’s checking and assessment of learners outputs on a quarterly basis.” got the highest weighted mean of 3.13 which is verbally interpreted as “Agree”. This signifies that there were quarterly monitoring of school principal to teachers checking and assessment of learners’ outputs. Meanwhile, “School principal monitors the teacher’s checking and assessment of learners outputs on a weekly basis.” as a statement, obtained weighted mean of 3.11 which is verbally interpreted as “Agree”. Further, the statement,

“School principal monitors the teacher’s checking and assessment of learners outputs on a monthly basis.” got the weighted mean of 3.06 which is interpreted as “Agree”. On one hand, the statement, “School principal monitors the teacher’s checking and assessment of learners outputs on a biweekly basis.” being the lowest, got the weighted mean score of 2.89 which is verbally interpreted as “Agree”.

The results showed that there were proper evaluation made by the school principal to teachers pertaining to the regular monitor and checking of learners’ outputs as indicated in their self-learning modules.

**Significant Relationship Between Profile Of The Respondents And Modular Approach Utilized In Teaching Elementary Grades****Table 5. Significant Relationship of Profile and Utilization of Modular Approach in Teaching Elementary Grades**

		<b>Delivery</b>	<b>Effectiveness</b>
<b>Age</b>	Correlation Coefficient	.305*	.338**
	Sig. (2-tailed)	0.012	0.005
	N	54	54
<b>Gender</b>	Correlation Coefficient	0.143	0.107
	Sig. (2-tailed)	0.243	0.386
	N	54	54
<b>Civil Status</b>	Correlation Coefficient		
	N	54	54
<b>Highest Educational Attainment</b>			
	Sig. (2-tailed)	.313**	.378*
	N	0.009	0.001
<b>Designation</b>		54	54
	Correlation Coefficient	0.143	0.107
	Sig. (2-tailed)	0.243	0.386
<b>Number of Years in Teaching</b>		54	54
	Correlation Coefficient	.312*	0.107
	Sig. (2-tailed)	0.243	0.386
	N	54	54

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level

**Age.** The results showed that age is positively correlated with delivery and effectiveness of modular approach in teaching elementary grades by the respondents ( $r=.305$ ,  $r=.338$ ). The result showed that the higher the age of the respondents the more likely they can deliver with utmost efficiency the modular design in teaching elementary grades. This implies that the respondents' age can significantly influenced the proper delivery of modular instruction thereby instituting success in the teaching and learning process.

**Highest Educational Attainment.** The results showed that the respondents extent of educational attainment was positively correlated with the delivery and effectiveness of using modular approach or instruction in teaching elementary grades ( $r=.313$ ,  $r=.378$ ). The result implied that the higher the educational attainment that a teacher obtained, the more likely he/she can deliver the modular teaching design to their pupils effectively. Thus, the teachers opted to utilize modular instruction was found being delivered effectively which elevate the

standards of education while ensuring that the learning objectives were met.

**Number of Years in Teaching.** The results showed that the respondents' number of years in teaching was positively correlated with the delivery of modular approach as they teach their learners ( $r=.312$ ). This meant that the higher the number of years that a teacher served the school, the more likely he/she can deliver the modular instructional design effectively.

Meanwhile, gender, civil status and design were found to be insignificant to the delivery and effectiveness of modular approach in teaching elementary grades.

## Conclusion

Utilization of modular approach was significant and contributory to achieve meaningful learning in order to achieve efficient instructional experiences among learners. Schools were able to provide and assist teachers in module preparation and expenses. Apparently, there were personal expenses made by the

teachers to supplement the reproduction of modules. Further, financial support of the school was found significant to prepare and reproduce the modules. Proper evaluations to teachers are made in order to monitor the checking and assessment of learners' outputs contained in their modules. Profile of the respondents in terms of age, highest educational attainment and number of years in teaching were positively correlated with the delivery and effectiveness of modular approach in teaching elementary grades.

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