

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 1, 57 – 62

<http://dx.doi.org/10.11594/ijmaber.04.01.07>

---

## Research Article

### School-Based Audio Clip Lessons in Social Studies for Modular Distance Learning

Ailene Delos Santos Amaro

Tagumpay Elementary School, Philippines

---

#### *Article history:*

Submission January 2023

Revised January 2023

Accepted January 2023

#### *\*Corresponding author:*

E-mail:

[AileneAmaro01@gmail.com](mailto:AileneAmaro01@gmail.com)

#### **ABSTRACT**

Modular distance learning (MDL) poses significant challenges to teachers, parents, and students in the delivery of quality education in the country. The study evaluated the effectiveness of School-Based Audio Clip Lessons in Social Studies. It is an intervention program proposed to address the learning issues raised by parents of Grade 1 to Grade 6 MDL students at a public elementary school in Rizal, Philippines for the school year 2020-2021. Mixed methods research was used in the study. Results showed that the Audio Clip Lessons in Social Studies had a positive impact on the MDL learners (average MPS = 1.627), with an emphasis on the intervention being implemented across all learning areas in the school. Furthermore, the parents strongly agree that the use of Audio Clip Lessons is significantly beneficial and necessary for their children's studies. Thus, it is recommended that the use of audio clip lessons be implemented for the next school year across all grade levels in all learning areas. In addition, it is also suggested that funds be allocated to produce high-quality audio clip lesson materials and that marketing materials be used to encourage other schools to sign adopt the program.

**Keywords:** *Audio-clip lessons, modular distance learning, social studies*

---

#### **Introduction**

Modular distance learning (MDL) is a form of distance learning that employs the use of self-learning modules (SLM) to allow students to facilitate their own learning. These self-learning modules are based on the most essential learning competencies (MELCS) provided by DepEd and are distributed to students' homes by local government units and schools. Parents' primary role in modular learning, on

the other hand, is to connect with teachers and guide their children. Based on the results of the online registration, most parents of Tagumpay Elementary School students chose MDL as their learning option.

In the previous years, numerous studies discuss the experiences of teachers, parents, and students in using distance learning modality during the COVID-19 pandemic. Agaton and Cueto surveyed parents from the Philippines

---

#### *How to cite:*

Amaro, A. D. S. (2023). School-Based Audio Clip Lessons in Social Studies for Modular Distance Learning. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(1), 57 – 62. doi: 10.11594/ijmaber.04.01.07

on their experiences on distance learning during COVID-19 pandemic. The findings revealed that parents faced a variety of challenges as a result of the new mode of learning in a virtual setting; delivery of instruction; unsatisfactory learning outcomes; financial difficulties while working for the family during lockdown; struggles with the use and availability of technology; and personal problems on health, stress, and learning style. Capinding (2022) conducted a study to investigate the impact of modular distance learning on students' motivation, interest/attitude, anxiety, and achievement in mathematics. The modular distance learning set-up during the COVID-19 pandemic was found to have an impact on students' motivation, interest/attitude, anxiety, and achievement. It was also revealed in a study conducted by Dargo and Dimas (2021) that the academic performance of learners after the implementation of Modular Distance Learning (MDL) decreased due to limited teacher-learner interaction, learners lack socialization with other children and have no exposure to significant school activities but are rather exposed to many distractions at home.

To address the gaps, several interventions for modular learning were studied, including module simplification accompanied by video lessons and audio recordings, online mediations, neighborhood instruction, and home visits. Javier (2021) investigated the use of vodcasting as a teaching aid in the delivery of English lessons to students enrolled in the modular distance learning program. The study found that students enrolled in modular distance learning find it motivating and enjoyable to use vodcast as a tool for presenting English lessons.

The public elementary school involved in the study conducted an initial Online Kamustahan with the parents as to identify the different problems encountered by the parents whose children were under the MDL class. Some of the identified problems are imposing restrictions to their kids, managing time first to understand what's written on the different modules, preparing for themselves in helping their children learn by studying the modules, balancing the time between work, childcare, household chores, providing time for their child's learn-

ing, teaching life skill such as tying shoes, cooking, or simple household chores to the children, guiding the children in their studies at home using the provided modules, identifying areas where the children can learn in the best possible way, learning on simply adjusting to the new normal, following simple routines, managing emotions, learning self-regulation strategies, setting up any available technology such as Wi-Fi access, email addresses to communicate with teachers to be guided, and learning strategies on how to carry out the instruction to the children most especially in Araling Panlipunan wherein most of the lessons were needing much discussion due to its academic nature.

The transition of teaching-learning delivery in schools to Modular Distance Learning (MDL) has undoubtedly made the delivery of basic quality education more challenging for school personnel, parents, and students. Thus, this study aimed to determine the effectiveness of school-based audio recording lessons in Social Studies in delivering education to modular distance learners.

### **Purpose of the Study**

The study investigated the effectiveness of the school-based audio clip lessons in social studies at a public elementary school in Rizal, Philippines for the school year 2020-2021. Specifically, it sought to answer the following questions:

1. What are the perceptions of the respondents regarding the School-Based Audio Recording of Lessons in Social Studies?
2. What is the level of performance of the learners?
3. How effective is the school-based audio recording?
4. What are the recommendations based on the findings of the study?

### **Methods**

The study utilized quantitative and qualitative approach to determine the effectiveness of school-based audio clip lessons as an intervention in addressing the challenges encountered in modular distance learning. A digital survey questionnaire was used to collect data from re-

spondents. The survey questions were presented in a variety of formats, including (1) close-ended questions in the case of multiple choice and dichotomous scale (yes/no), (2) checkboxes, and (3) rating scale format (Star Rating). Paragraph texts were also provided to elicit responses to open-ended questions as well as explanations or impressions from respondents. The respondents of the study were parents of modular distance learners in the Social Studies from Grade 1 to Grade 6 during the academic year 2020-2021. The profile of the respondents such as sex, age, educational attainment, and work or job title are correlated to the effects of school-based audio clip lessons in Social Studies.

Different statistical methods are used in the interpretation of data. Frequency and Percentage Distribution was used to determine the profile of the respondents. Mean Percentage Score was used to determine the performance of the students.

## Results and Discussion

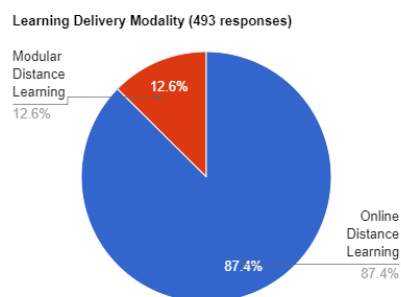


Figure 1. Learning Modality Offered at Tagumpay Elementary School for School Year 2020-2021

Results showed that the majority of students at the school involved in the study are enrolled in the modular learning delivery modality. Out of the 492 responses, 87.4% of parents preferred Modular Distance Learning (MDL), while 12.6% preferred Online Distance Learning.

Table 1. Summary of Results Based on Learning Outcome Assessment for School Year 2020-2021

Subjects	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Average MPS	Rank
ENGLISH		1.65	0.5	0.62	0.923	7.5
MATH		1.68	0.29	0.99	0.987	5
SCIENCE		1.97	0.52	0.51	1	4
FILIPINO		1.27	0.86	0.5	0.877	9
ARALING PANLIPUNAN		1.63	0.88	0.53	1.013	3
ESP		3.21	1	0.67	1.627	1
EPP		2.52	0.71	0.26	1.163	2
MAPEH		1.5	0.68	0.59	0.923	7.5
MTB		1.41	0.84	0.71	0.983	6

Results showed that the use of audio clip lessons improved the academic performance of students at the public elementary school. Data shows that the used of the the Audio clip made an effect on ESP with an average MPS of 1.627 rank 1, EPP with an average 1.163 rank 2, Social Studies with an average 1.013 rank 3, Science with an average of 1.0 rank 4, Mathematics with an average of 0.987 rank 5, MTB with an average of 0.983 rank 6, English and MAPEH

with an average of 0.923 both at rank 7.5, and Filipino with an average of 0.877 rank 9. It is therefore suggested that the use of Audio Clip lessons shall be continued across all learning areas in the school and much more emphasis will be given to English, MAPEH, and Filipino. The lowest in rank shall use the said intervention to better uplift the academic performance of the learners in the said subjects.

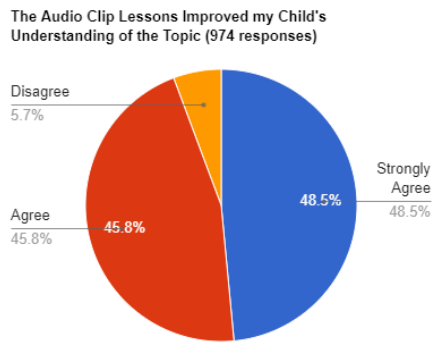


Figure 2. Responses on the Perceived Effects of Listening to Audio Clip Lessons: "The Audio Clip Lessons Improved My Child's Understanding of the Topic"

Figure 2 shows the responses of the parents on the perceived effects of listening to Audio Clip lessons in the statement "The Audio Clip Lesson Improved My Child's Understanding of the Topic". Data shows that out of 974 responses 48.5% strongly agree, 45.8 agree, and 5.7% disagree. It implies that the majority of parents strongly agree that the Audio Clip lessons sent by teachers help their children understand the lessons better.

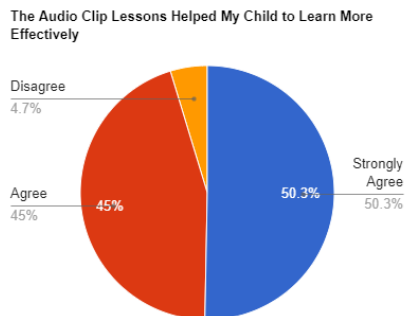


Figure 3. Responses on the Perceived Effects of Listening to Audio Clip Lessons: "The Audio Clip Lessons Helped My Child to Learn More Effectively"

*Audio Clip Lessons Helped My Child to Learn More Effectively"*

Figure 3 presents the responses of the parents on the perceived effects of listening to Audio Clip lessons in the statement "The Audio Clip Lessons Helped My Child to Learn More Effectively". 50.3% of parents strongly agree, 45% agree, and 4.7% disagree, implying that the use of Audio Clip lessons assists students in learning their Modular Distance Learning lessons at home.

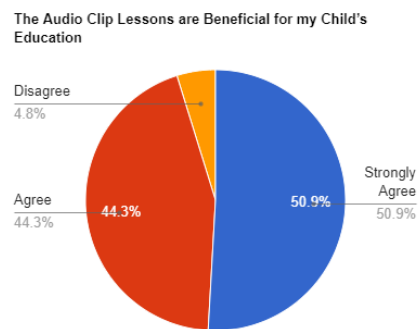


Figure 4. Responses on the Perceived Effects of Listening to Audio Clip Lesson: "The Audio Clip Lessons are Beneficial for my Child's Education"

Figure 4 depicts the responses on the responses of the parents on the perceived effects of listening to Audio Clip lessons in the statement "The Audio Clip Lessons are Beneficial for my Child's Education". Based on the responses, 50.9% of the parents strongly agree, 44.3% agree, and 4.8 disagree. This implies that the majority of parents strongly agree that the use of Audio Clip Lessons is extremely beneficial and necessary for their children's studies.

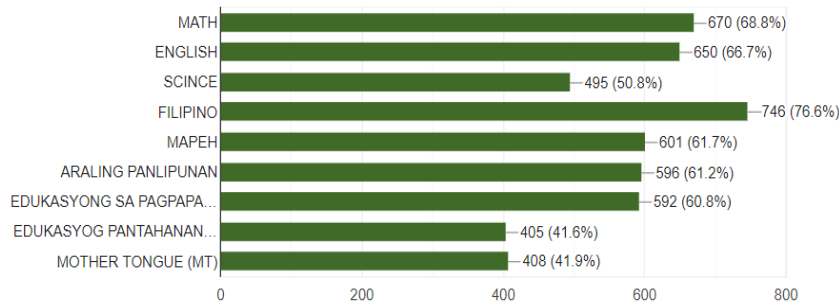


Figure 5. Responses on the Perceived Effects of Listening to Audio Clip Lesson: "What learning areas have audio clip lessons available?"

Figure 5 shows the responses of the parents on the perceived effects of listening to Audio Clip lessons in the statement “What learning areas have audio clip lessons available?”. Based on the data, after the first trial for Social Studies for Second Quarter, all of the subjects

like Filipino (76.6%), Math (68.8%), English (66.7%), MAPEH (61.7%), AP (61.2%), ESP (60.8%), Science (50.8%), Mother Tongue (41.9%), and TLE (41.6%) also implemented the use of Audio Clip Lessons in all of the lessons in their subjects.

Table 2 shows some of the parent feedback on the use of audio clip lessons.

*Table 2. Comments of the Parents Regarding the Use of Audio Clip Lessons*

My feedback on the video or audio clip is that it is a great help to my child because the lessons and how they will answer in the module is explained properly. There are instances that other students don't really understand the tasks to be done if it is not explained to them in detail. Thank you so much!
As a parent, I am grateful that teachers have audio chips and video clips available so that students can be guided in their learning even when we parents are busy. Thank you for the teachers' hard work!
Thank you for sending the audio clips. Learning is easier for my son because he understands the lessons better.
The audio clip is extremely helpful to the students. The teacher can use this to better explain the lessons to the students. Thank you, a lot!
Good Day! I believe having an audio clip is very effective in ensuring that the child fully understands the lessons; it acts as a guide that the actual teacher is in front of them. Thank you so much
The audio clip is a great help to the students. The teacher can use this to explain the lessons so that the students understand what they are learning. Thank you very much!
The audio clip is beneficial to our children because their teachers can guide them even if they only hear voices, and they can go back and repeat listening so that the children understand better.
The explanations and instructions provided in audio clips are clear and can be replayed.

Table 3 shows some of the suggestions made by parents regarding the use of audio clip lessons

*Table 3. Suggestions of the Parents on the Use of the Audio Clip Lesson*

Aside from digital/printed modules, I hope that every learning area provide audio clip lessons
I recommend that you continue making audio clips so that the children can feel as if they are still learning with teachers and catching up on their lessons.
Better audio quality
Thank you so much to the teachers for providing us with audio clips so we can easily understand the lessons.
I hope you keep making audio clip lessons.
Please keep sending audio clips to the students.
I hope the audio clips will continue to be sent until the end of the school year.
If the lessons are too complicated, I hope teachers will provide students with audio/video clip lessons. Sometimes students cannot understand the lesson by simply browsing the module, especially if their parents are unable to teach or guide them.
Extend the availability of audio lessons for all subjects.

## Conclusion and Recommendations

The study revealed that most of the enrolled learners at the public elementary school involved in the study are under the Modular Distance Learning that the Audio clip made an effect with an average MPS of 1.627 with an emphasis that the intervention should be across all learning areas in the school. As to effectivity of the intervention, the parents strongly agree that their children understand more the lessons because of the Audio Clip lessons sent by teachers, the use of Audio Clip lessons help the pupils in learning their lessons in MDL at home, the parents strongly agree that the use of Audio Clip Lessons is very useful and essential to the studies of their children.

For further researches, it is recommended: (1) the use of audio clip lesson shall be implemented for the next school year across all grade level in all learning areas; (2) a committee shall be established to plan, implement, and evaluate the program; (3) a fund allocation for the production of high-quality audio clip lesson materials; (4) school program organizers that they should use of marketing materials are designed to encourage other schools to sign up for the program.

## References

Agaton, C. B., & Cueto, L. J. (2021). Learning at home: Parents' lived experiences on distance learning during COVID-19 pandemic in the Philippines. In *International Journal of Evaluation and Research in Education (IJERE)* (Vol. 10, Issue 3, p. 901). Institute of

Advanced Engineering and Science.  
<https://doi.org/10.11591/ijere.v10i3.21136>

Capinding, A.T. (2022). Impact of modular distance learning on high school students mathematics motivation, interest/attitude, anxiety and achievement during the covid-19 pandemic. *European J Ed Res.* 2022;11(2):917-934. doi: 10.12973/euler.11.2.917

Casanova, V. S., & Pagua, W. M. (2022). Expectations, Experiences, and Satisfaction of the Graduate Students with Distance Online Learning Environment in OMSC Graduate School during the Covid-19 Pandemic. *Journal of Practical Studies in Education*, 3(1), 14-22 DOI: <https://doi.org/10.46809/jpse.v3i1.39>

Dargo, J. & Dimas, M. (2021). Modular Distance Learning: Its Effect in the Academic Performance of Learners in the New Normal. *JETL (Journal of Education, Teaching and Learning)*. 6. 204. 10.26737/jetl.v6i2.2672.

Department of Education (2020) DM-CI-2020-00162\_Suggested-Strategies-on-DLDM-FY-2020-2021

Hernandez, L. R. (2021). Strengths and Challenges of Distance Learning Modalities in the New Normal: Basis for Intervention Program. *Journal of Humanities and Social Sciences*, vol. 3, no. 2, pp. 80-87, August 2021. DOI: 10.36079/lamintang.jhass-0302.241

Javier, R. B. (2021). Vodcasting: A Tool to Aid Modular Learning in English. *Suba National High School Galat Annex. EPRA International Journal of Research and Development (IJRD)*.