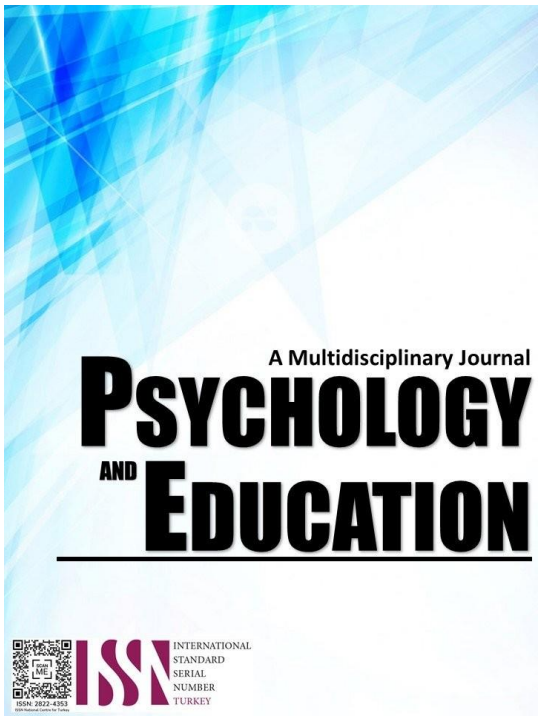
LEARNERS' PERCEPTIONS AND PRACTICES ON MODULAR DISTANCE LEARNING: ITS IMPLICATION TO HOME ECONOMICS PERFORMANCE



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Research Article

Learners' Perceptions and Practices on Modular Distance Learning: Its Implication to Home Economics Performance

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Abstract

Home economics is one of the learning areas in the K-12 curriculum which is performance-based as it develops a wide range of practical skills that enable learners to gain knowledge and understanding on cooking, family financing, nutrition, and other various skills for life. But with this pandemic, how will the mentioned skills will be developed among learners, especially in the modular distance learning modality. This study, aimed to look into the learners' perceptions and practices on modular distance learning: Implications to Home Economics performance at Dalamas Integrated School, South - 1 District, Iligan City, Lanao del Norte in the school year 2022-2023. The study utilized the descriptive-correlational research design. Included in the data were the demographic profile of the respondents in terms of age, gender, and parents' educational attainment; perceptions of the respondents on Modular Distance Learning in terms of students' preparedness, modular content, distribution and retrieval of modules, and support from school; and the academic performance of the students. Findings revealed that the respondents perceived Home Economics as helpful in improving their practical and life skills preparing them for their future. Though difficulties in providing good laboratories for applications of their topic are met especially in this time of the pandemic, still the students have realized the importance of Home Economics in their lives. It can be noted that learners need learning materials suitable to their needs to improve their engagement and participation in their classes. Moreover, providing a supportive school environment improves their motivation to learn the necessary skills expected of them to perform in their Home Economics class. However, data revealed that perceptions of students on modular distance learning do not necessarily affect their academic performance and that their perceptions is not differentiated based on their profile.

Keywords*: perceptions, practices, modular distance learning, home economicsperformance*

Introduction

Home Economics is a subject in which a myriad of skills can be developed, including practical skills such as food preparation, cooking, planning, serving, and more. Also, Home Economics is a skills-oriented course. It provides learners with a marketable skill that enables them to pursue self-employment, self-reliance, and paid employment. It implies that the said subject must be taught by the teachers themselves. However, there have been significant changes to the subject's processes, outcomes, content, skills, and value during this period. Due to the COVID-19 pandemic, private and public schools have been forced to close. Hence, students are left without social interaction that is necessary for better learning.On the other hand, the teacher is responsible for keeping track of the student's progress. They would make house visits whenever possible to monitor each learner's progress and performance. Is it accurate to say that students are learning and coping in their new environment? How can a learner complete practical tasks when he practices without attending face-to-face lessons? How a learner cope with insufficient facilities and equipment, lacks motivation, and has a poor attitude? These are questions that the researcher wanted to address in this research endeavor. She also wanted to keep in perspective that the goal of Home Economics is to develop a variety of skills, especially practical and life skills.The goal of this study was aimed to examine the academic performance of the respondents enrolled in modular distance learning. This study may hopefully fill in the gap in the review of literature since it specifically harps on Home Economics as its focal point.The researcher wanted to determine learners' perceptions and practices on modular distance learning and its implications to Home Economics performance of Dalamas Integrated School in South I District, Iligan City Lanao del Norte in School Year 2022-2023.

Research Objectives

The purpose of this study is to determine the learners' perceptions and practices on modular learning: its implications to Home Economics performance at Dalamas Integrated School, South-1 District of Iligan City during the school year of 2022-2023. The following are the research objectives.

1. To determine the degree of correlation between modular distance learning and the academic performance of the learners.
2. To examine whether their perceptions and practices have significant relationship with their academic

performance in Home Economics

Literature Review

Modular Distance Learning

This is according to the Department of Education's Learner Enrollment Survey Forms, a guide for remote and drop-box enrollment for the upcoming school year, which was released on Thursday. Approximately 8.8 million parents (42.5%) preferred their children to learn via modules (Philippine Daily Inquirer, 2020). With this in mind, they described a "module" as a complete unit of a specific academic discipline that contributed to the creation of students' one or more universal and professional competencies as outlined in the basic education curriculum (Iovleva, 2016). Moreover, modular learning organized knowledge in a way that intelligently addressed points. It can be customized to meet the needs of individual learners. Traditional course structures usually sequentially conveyed knowledge and giving the learner the feeling of monotony. After some prescribed reading or lecturing, typical courses often interspersed quizzes. Tseng et al. (2008) found that modular courses used learning artifacts that were more closely linked to a holistic approach to knowledge, also having a problem-oriented approach. Gahutu (2010) explored modular learning in a physiology course at Rwanda's National University. Students said they learned better when the instruction was less theoretical. They could work through the content in small groups or through presentations. The modular, self-directed approach to learning was found to be more satisfying by Rwandan students than the more conventional style previously used in the classroom. Furthermore, this method of instruction was based on “identifying clearly defined components of occupational skills (operations and actions) that were learned and brushed up element by element” (Erofeeva, 2012). Learners can review the proposed curriculum individually, including goals, objectives, theoretical knowledge, practical exercises, and final assessments, thanks to the modular teaching approach (Bashmakova, 2014). Lopukhova and Yurina (2017) described a module as an interdisciplinary framework that collected topics or units from various academic disciplines that were needed for learning the same specific educational program.

According to Barnett et al. (2004), the curriculum was given little consideration in current debates regarding teaching and learning in higher education. Although, this could change in light of quality improvement systems and benchmarking. There were a variety of teaching methods that were used. Assignment method, discovery method, lecture method, discussion method, programmed learning, project method, field trip, case study method, demonstration method, and modularized instruction were a few of them. Modular teaching was a modern technique in the classroom that had gotten a lot of attention. It had also gotten a lot of attention for experience taking in experiences in instruction. The method of taking in modules had developed into a piece of instruction for all stages. Module-based teaching was a self-contained package that managed a single subject or unit. It could be used in any situation that was useful to the learner. It can be done at the learner's speed. A sufficient number of hypotheses and more activities were now required for the realistic requisition of secluded education in our classrooms. As a result, a study was launched to assess the effectiveness of modular instruction. The collected data was investigated, analyzed, and conclusions were drawn. On the other hand, one of the advantages of the modular approach to teaching was that the time spent working on the module was tailored to the individual student. It can take as little as 1-2 months for the most advanced students to complete the module, as opposed to the 4-5 months of the semester in the traditional university system (Bashmakova, 2014).

The most important element of the modular method was the multi-level strategy. The management system that followed the information block was this. There were entry exercises that served as a control for entry assessment of knowledge and aptitude to determine whether or not pupils can function independently. The exercises should be conducted in accordance with the logic used to deliver the theoretical material in the knowledge block, which involved gradually putting theory into practice. Because of this, this unit and the ones that come after it emphasized how crucial it was to combine theory and practice when learning a foreign language (Kandalova, 2016).

The best aspect of distance education was that they can study it from any place and at any time. It made no difference in this case. They can enroll in the course and begin learning regardless of where they live in the country. Even if their course was provided by a for-profit organization. If, they attended an international school, they would have easy access to course materials if they were a resident of another country. They can obtain all the skills and training wherever they were in the world (Nagrale, 2013). If students were following the school's curriculum, they will be expected to stick to a specific learning schedule. Traditional learning methods and different forms of

distance learning, on the other hand, enabled students to set their learning schedules. They can learn whenever they want, without having to adhere to a rigid schedule. And, if they have lost contact with the education method, a distance learning program gave them the freedom to follow their learning path (Brown, 2017). Modular instruction was a teaching method in which students were required to learn everything in a module on their own time and at their own pace. This approach varied from the conventional one, in which an instructor presented the lesson and the students merely listened to understand the concepts. Since it was student-centered, self-paced did not require note-taking. The modular approach can be a good alternative to address the challenges encountered by students in conventional classroom situations (Gonzales, 2015). Standardized textbooks had their types, and the contents, breadth of coverage of topics, and organization of these textbooks may all have an impact on the teaching and learning environment. As a result, using a module allowed teachers and students to provide a more versatile learning atmosphere (Abu Bakar & Cheng, 2017). According to Bijeesh (2017), there was no time wasted getting to and from work, no time wasted waiting for a bus, and no time wasted waiting for a train. Your classroom in a distance learning program was right in your bedroom. The printed research materials on your desk or the electronic study materials on your screen distance education was a choice for students who did not have enough time on their hands. They wanted to learn from the comfort of their own homes. Lastly, it was taken into account the learners' differences. It necessitated the development of a strategy for applying the most successful teaching techniques to assist the pupil. She or he will grow and evolve at her or his rate (Kandarp, 2013). Individual differences were taken into account when using such kits. Students were allowed to work at their speed. According to Loughran and Berry (2000), people learned better at their speed because telling was not edifying. Heedfully aurally perceiving was not learning. However, it was a two-step procedure. To convey an idea or insight. They must first comprehend it. One of the most significant developments in recent years had been the technology. Hence, education facilities with individualized instructional modules were being added (LeBrun, 2001). However, while distance learning allowed more people to pursue higher education, it did not come without drawbacks. According to Bijeesh (2017), without face-to-face contact from teachers and frequent reminders from classmates about pending assignments, students were more likely to get overwhelmed and lose track of deadlines. If an individual wanted to finish his distance learning course successfully, he must stay motivated and focused. A report on distance education readiness found that 90 percent of special education and preschool teachers surveyed were inspired to adopt distance education despite having a diverse student population, a shortage of professionals, being home-schooled, receiving lengthy medical care, and attending a brief stay with a group or family, as well as attending a private school (Fedina et al., 2017). Also, learners will frequently study alone, which will cause them to feel alone and miss out on the social and physical contact that comes with attending a typical classroom. They are unable to learn the lessons orally. According to Brown (2017), studying in a brick-and-mortar institution allowed students to meet and engage with people from all over the world on a personal level. A lack of personal contact between the teacher and students, a lack of contact between students, problems with cheating and student identification, a lack of direct control, and a lack of consideration of students' characteristics. The isolation factor's negative impact can also be attributed to a separate aspect of practical skill development. To enumerate; a low level of practical skill formation and inability to master some special disciplines, and a lack of practical training.

The lack of social interaction and practical preparation, as many teachers point out, harms the educational aspect of education. The direct impact of the teacher on the student was removed in the distance format. The importance of the teacher's example was diminished. The ability to transmit academic ethics and learning traditions was lost. Only positive aspects-variables made up the learning versatility component. They included the ability to combine their professional activities, self-scheduling, and the strength of training loads. The module layout of courses and the probability of parallel learning, the ability to combine their professional activities, self-scheduling, and the intensity of training loads were also considered. It also included individuality in learning, instructor productivity, the ability to mix courses, the likelihood of personal development and knowledge management, widening horizons, and flexible learning scheduling.

Learners' Practices and Preparedness

Since educators, parents, and students were all having similar experiences at the same time, there were unprecedented opportunities for collaboration, innovative ideas, and willingness to learn from others and try new tools (Netolicky et al., 2020). Distance education had often been associated with 'one-dimensional learning and high student attrition (Garrett, 2016), and attempted to increase student

engagement and responsive participation at scale necessarily change the cost structure (Hülsmann, 2016).Recent research and various studies had provided evidence that a certain educational intervention or initiative works best when students' readiness and preparedness were noted with the related-strategies prepared by the teachers. These should be embedded within instruction to enhance the capacities and skills of students, including those with learning difficulties. In this manner, students were able to actively and effectively control and monitor their motivation, cognition, and behaviors. They should successfully complete the target academic tasks (Aguilar & Kim, 2019; Bozkurt & Arslan, 2018; Hsieh & Hsieh, 2019; Kartal & Balcikanh, 2019).Additionally, according to Copple, Deich, Brush, and Hofferth, as cited by Chorrojprasert (2020), for young learners to benefit from educational interventions at school, they must be constantly and always ready and at their fullest potential to learn. Furthermore, according to Falik and Feuerstein as cited by Chorrojprasert (2020) there were those proponents of desirable characteristics of effective learners which overlapped with the notions of learning readiness. They claimed that there were four characteristics that a learner should possess in order to learn effectively-particularly in classroom setting. These were disposition for learning, adequate cognitive functioning, adequate knowledge base for the content being presented, and adequate study skills and strategies.However, according to Chorrojprasert (2020) that there was no guarantee that learning would take place -even when these four characteristics were reachable. Meaningful learning was not likely to take place unless the circumstances in which the individual found himself/herself to make it possible for the individual to apply them. All these extraneous factors included in these "circumstances" could be personal situations –the learner's emotional or physical state, geographic location, curriculum offerings, quality of instruction – just to name a few.

Perceptions on Modular Content

To ensure the consistency of learning materials, the Department of Education (DepEd) had issued guidelines for evaluating self-learning modules (SLMs) that would be used by students in the coming grading periods (Bernardo, 2020). Creating modules necessitated dedication, time, and effort. It was a methodical approach that provided a reason for the decision module, as well as appropriate design and development. To achieve success in their execution, they must go through an assessment process. Academic staff should begin the process not by concentrating on the content of the module and even how they planned to teach it. They should focused on the level of learning that could be accomplished by their students (Donnelly et al., 2005).

Distribution and Retrieval of the Module Practices

Every week, the Department of Education would provide and distribute self-learning modules to all students through their respective schools. They would have plenty of time to review and evaluate the modules before the weekly class would begin. At the end of the week, students were supposed to complete the assignment and submit their grades. Open contact between the teacher and the students, as well as the teacher and the parents/guardians, was the rule. This was to ensure and monitor the students' progress at home.

Support from the School Perceptions

It was important to maintain contact with the school in every way possible. This was also an opportunity for all students to improve their socio-emotional skills and learn more about how to contribute to society as a person. In that mission, the position of parents and family, which had always been crucial, was crucial (Public Health Update, 2020).As per Deped order no. 32 s.2020, a school shall analyze the educational landscape by reviewing the availability of resources such as learning materials, facilities, equipment, supplies, workforce, connectivity and accessibility of school and resources for teachers and learners. This ensured continued delivery of basic education services amidst the COVID 19 pandemic. Also, by reviewing the information as to enrollment at first hand as this would be the basis for teachers' plans and initiatives in delivering instructions to students amid pandemic. By using the Learner Enrolment and Survey Form (LESF) and other tools, the school creates a profile of the students and their homes. This profile includes information about potential future needs for additional human resource support from the school as well as information about the learners' households and other potential circumstances. The following facts and information are required: information about the parent or guardian, including their greatest level of education, employment status, and working arrangements; their household size and ability to access distance learning. Guidelines for Using Learning Support Assistants to Strengthen the Basic Education Learning Continuity Plan in the Event of the COVID 19 Pandemic, 2021.

Academic Performance

In Malaysia, Ali et al. (2009) discovered a positive relationship between student success and demographics, active learning, participation, and involvement in extracurricular activities. Farooq (2011) researched the factors that influenced students' academic success and academic achievement. The findings of a case study of secondary schools in Tanzania revealed that parents' education and socioeconomic status had a big impact on the overall academic performance of students.Also, many of these studies concentrated on unique distance problems. None of the studies had focused on how these challenges influenced learners' 5 results. Bitegeko and Swai (2012), for example, concluded the challenges that OUT students faced during their studies. On the other hand, they were uninterested in deciding how these obstacles impacted students' success. Also, factors that influenced the learning environment of students were classified as follows: Levels of education, family, and society (Hannum & Buchmann, 2001).

Home Economics

Home economics is one of the Nigerian education system's compulsory pre-vocational subjects taught at the junior secondary level. Home economics, according to Uko-Aviomoh (2005), was a skill-oriented field of study that was intended to provide learners with survival occupational skills. These were best described as a collection of resourceful skills that allowed a person to be self-sufficient, independent, and efficient in the face of life's challenges. Home economics was a wide area of education and resources that dealt with all facets of family life. It was also a course that sought to encourage a safe home and community skills that would allow them to be self-sufficient, gain jobs, and earn a living. Two aspects were crucial in improving occupational skills in Home Economics. They were the ability to manufacture and the ability to distribute (Pendargast, 2004). Acquiring productive-occupational skills was a requirement for being able to produce. The ability to manufacture goods and services was a function of productive-occupational skills. The ability to distribute, on the other hand, entailed acquiring entrepreneurial-occupational skills that enabled one to market and distribute the goods produced.Furthermore, these skills, according to Olibie (2001), were work-related, career-related, or occupational-related competencies that aimed to enhance the efficiency and productivity of the recipient's attitude as craftsmen, businessmen, or technicians at a professional or sub-professional level. Without teaching occupational skills, the Home Economics educational curriculum would fall short of its goal of equipping students to deal with day-to-day needs. They overcame the economic difficulties that seemed to impact every career and walk of life.Most secondary school graduates of Home Economics were unable to effectively apply occupational skills to ensure efficient living, according to studies by Ajala (2002) and Uko-Aviomoh (2005), concerning the teaching and learning of home economics in secondary schools. As a result of their lack of knowledge, students began to lose interest in their studies. They were unable to succeed in their future careers. Many home economics graduates were currently undecided on where they would work. Several secondary school graduates were unemployed and unable to start a business after graduation (Oloidi, 2000). As a result, many people were underemployed and unable to improve their living standards through the application of occupational skills, so they remain poor.Managing resources entailed optimizing both human and nonhuman resources, as well as putting them to good use to meet the needs of families. This was where entrepreneurship in the field of Home Economics came into play. Entrepreneurship provided a stable source of income for the family, allowing them to meet their basic needs and raise their standard of living (Chua, 2018).

Methodology

Design, Sampling, and Data

In this the researcher collected data from Grade 10 learners to examine the perceptions and practices on modular distance learning: its implication to Home Economics performance. The research instrument was researcher-made survey questionnaire which was validated by a Home Economics expert teacher. Specifically it is a four-point Likert Scale with 4 indicators and a total of 40 items. Then survey questionnaire was subjected to pilot testing of about 30 Grade 10 students at Francisco Laya Memorial Integrated School. The respondents of the study consisted of 49 Grade 10 learners of Dalamas Integrated School, South-1, District, Division of Iligan City for the shool year. 2022-2023. Purposive sampling was used due to scarcity of the respondents. Hence, all of them were selected to participate in the study because they possess characteristics that could satisfy the research aims in the study.

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Results

Age of the Respondents

Table 1. *Population and Study Sample*

Age (in years)	*Frequency*	*Percentage (%)*
below-15	16	32.7
16-18	29	59.2
19-25	4	8.2
Total	49	100.0

Table 1 presents the age of the respondents. Result showed that 29 or 59% of the total respondents were 16-18 years old; 16 or 33% were classified to at most 15 years old, and 4 or 8 % of them were between 19-25 years old. This meant that majority of the respondents were 16 to 18 years old implying that some students enrolled in Grade 10 were late for their age. As cited by Macha *et al*. (2018) of the World Education News and Reviews (WENR), the expected ages for junior high school students were from 12 to 16 years old.

Sex of the Respondents

Table 2. *Frequency and percentage distribution of the respondents' sex*

Sex	*Frequency*	*Percentage (%)*
Male	27	55.1
Female	22	44.9
Total	49	100.0

Table 2 shows the frequency and percentage distribution of the respondents' sex. It showed that 27 (55%) were males, 22 (45%) were females. The result described that majority of the respondents were males. The result was in contrast to most studies wherein women were more likely to enroll than males. This implied that the male students tended to gain more confidence and motivation in schooling.

Mother's Educational Attainment of the Respondents

Table 3. *Frequency and percentage distribution of the respondents' mother's educational attainment.*

Mother's Educational Attainment	*Frequency*	*Percentage (%)*
No Grade Completed	3	6.1
Elementary Level/Graduate	31	63.3
High School Level/Graduate	14	28.6
College Level/Graduate	1	2.0
Total	49	100.0

Table 3 shows the frequency and percentage distribution of the respondents' mother's educational attainment. Result revealed that 3 (6%) had no grade completed, 31 (63%) were elementary level/graduate, 14 (29%) were high school level/graduate, 1 (2%) was college level/graduate. The result entailed that the majority of the mothers were elementary level/graduate. In line with earlier studies, the analysis revealed that a bad parental environment predicted a child's educational outcomes. Young-(2014) Clark's study found a favorable association between parents' academic achievement and emerging adults' perceptions of their parents' socioeconomic standing in the United States, using linear regression and Pearson chi-square analysis. A substantial relationship was found between parents' educational attainment and adult children's educational outcomes, with a greater magnitude for the father's academic accomplishment. The result was consistent with the family investment model used (Young-Clark, 2014). Furthermore, a low-income family may be unable to meet even the most basic needs, and hence cannot provide extra resources for their children's education (Donkor, 2010).

According to Kohl et al. (2000), lower levels of parent education were linked to lower levels of active parental involvement. They found a link between parent education and parent involvement at school, parent-teacher contact, teacher opinion of parents' educational value, and parent involvement at home. Mothers with less education and a lower socioeconomic level were more likely to have a detrimental impact on their children's future literacy, economic, and health outcomes (Mendive, Lissi, Bakeman, & Reyes, 2017; Kuter & Uzel, 2020). An increase in mothers' education, on the other hand, benefits children's health. It had also been discovered that educated women were more worried about their children's vaccinations and diet (Jones-Smith, Dieckmann, Gottlieb, Chow, & Fernald, 2014; Prickett & Augustine, 2016; Schochet et al., 2020).

Father's Educational Attainment of the Respondents

Table 4. *The frequency and percentage distribution of father's educational attainment.*

Father's Educational Attainment	*Frequency*	*Percentage (%)*
No Grade Completed	6	12.2
Elementary Level/Graduate	22	44.9
High School Level/Graduate	21	42.9
College Level/Graduate	0	0.0
Total	49	100.0

Table 4 displays the frequency and percentage distribution of father's educational attainment. It showed that 6 (12%) had no grade completed, 22 (45%) were elementary level/graduates, 21 (43%) were high school level/graduates, 0 (0%) was college level/graduate. Results revealed that majority of the fathers were elementary level/graduate. Although low-income fathers were included in most studies of non-resident fathers, they were typically under-represented because they were less strongly attached to households than higher-income men. Also, they were more likely to be in the military or incarcerated (Garfinkel, McLanahan, & Hanson 1998; Nelson, 2004). A modest but rising body of research had focused on low-income non-resident fathers in attempt to better understand whether their increased involvement was good to their children's development. Finally, increased non-resident fathers' contact and parental responsibility resulted in lower delinquency among young adolescents (ages 10-14) in low-income communities (Coley & Medeiros 2007**).**

Perspectives of the Respondents on Modular Distance Learning in Terms of Learners' Practices and Preparedness

Table 5. S*ummary of the perspectives of the respondents on modular distance learning in terms of students' readiness.*

Learners' practices and preparedness	*Mean ± SD*
S1. Students prepare household tasks in which he or she will participate.	2.67±0.83
S2. Students consider home economics as a low status subject.	2.96±0.79
S3. Students believe that home economics is a challenging course.	2.90±0.85
S4. Students willingness and ability to participate in family activities, both work and social activities within the family.	2.69±0.80
S5. Students value plans and budgets as the foundation for a strong business organization.	2.45±0.77
S6. Students believe that a balanced diet is essential for good health.	3.16±0.80
S7. Students have a practical understanding of food and textiles.	2.84±0.72
S8. Students have the ability to use the appearance of fabric to determine the overall design method.	2.47±0.79
S9. Students have the ability to use simple patterns in garments.	2.51±0.98
S10. Students have the ability to operate sewing machine.	2.37±0.86
Average	*2.70±0.34*

Table 5 shows the summary of the perspectives of the respondents on modular distance learning in terms of students' readiness. Results showed that most of the students agreed on the statements indicated under students. It could be noted that the respondents agreed on Home Economics as a low status course however challenging. Hence, most of the students perceived Home Economics as a tedious and difficult course. It could be depicted on their disagreement on the importance of planning and budgeting as a basis of a

strong business. Also, the student respondents found it hard to distinguish a fabric towards the overall design method. This meant that the modular distance learning had slightly sparked the interest of the learners on business management and clothing. On the other hand, students were able to perform household tasks as this was a basic responsibility in their daily lives and that they were able to participate in family and social gatherings. This implied that students were able to relate Home Economics in their daily routine at home. A study of Uwameiye (2015) suggested that Home Economics teachers may have failed to ignite the interests of the learners towards the subject area. This was due to the fact that most teachers were unable to encourage and support the various needs of a different set of learners. Thus, facilitators of learning should provide a classroom environment that was conducive for learning. They should also engage students in a fun and meaningful learning experience.

Table 6 shows the summary of the perspectives of the respondents on modular distance learning in terms of students' readiness. Results showed that most of the students agreed on the statements indicated under students. It could be noted that the respondents agreed on Home Economics as a low status course however challenging. Hence, most of the students perceived Home Economics as a tedious and difficult course. It could be depicted on their disagreement on the importance of planning and budgeting as a basis of a strong business. Also, the student respondents found it hard to distinguish a fabric towards the overall design method. This meant that the modular distance learning had slightly sparked the interest of the learners on business management and clothing. On the other hand, students were able to perform household tasks as this was a basic responsibility in their daily lives and that they were able to participate in family and social gatherings. This implied that students were able to relate Home Economics in their daily routine at home. A study of Uwameiye (2015) suggested that Home Economics teachers may have failed to ignite the interests of the learners towards the subject area. This was due to the fact that most teachers were unable to encourage and support the various needs of a different set of learners. Thus, facilitators of learning should provide a classroom environment that was conducive for learning. They should also engage students in a fun and meaningful learning experience.

Table 6. *Perspectives of the Respondents on Modular Distance Learning in Terms of Modular Content*

Learners' practices and preparedness	*Mean ± SD*
S1. Students prepare household tasks in which he or she will participate.	2.67±0.83
S2. Students consider home economics as a low status subject.	2.96±0.79
S3. Students believe that home economics is a challenging course.	2.90±0.85
S4. Students willingness and ability to participate in family activities, both work and social activities within the family.	2.69±0.80
S5. Students value plans and budgets as the foundation for a strong business organization.	2.45±0.77
S6. Students believe that a balanced diet is essential for good health.	3.16±0.80
S7. Students have a practical understanding of food and textiles.	2.84±0.72
S8. Students have the ability to use the appearance of fabric to determine the overall design method.	2.47±0.79
S9. Students have the ability to use simple patterns in garments.	2.51±0.98
S10. Students have the ability to operate sewing machine.	2.37±0.86
Average	*2.70±0.34*

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Perspectives of the Respondents on Modular Distance Learning in Terms of Modular Content

Table 7. *Summary of the perspectives of the respondents on modular distance learning in terms of modular content.*

Modular Content Practices	*Mean ± SD*
M1. Students know how to spend time and money on personal development.	2.86±0.71
M2. Students have knowledge of foods suitable for dinner at different times of the year.	2.59±0.84
M3. Students' inability to purchase necessary resources and equipment for learning activities.	2.92±0.73
M4. The content was to provide students with skills for living.	2.61±0.93
M5. Difficulty access to laboratory and materials to do practical work.	2.63±1.15
M6. . Students are not driven to keep their practical skills up to date.	2.61±0.89
M7. The content allows you to improve practical works.	2.67±0.90
M8. Modules are to be improved in a qualified way to prepare students for their lives of future business.	2.65±0.80
M9. Students' ability to perform key home economics skills.	2.59±0.93
M10. It is necessary to repeat skill practice until the skills are mastered.	2.33±0.77
Average	*2.65±0.39*

Table 7 shows the summary of the perspectives of the respondents on modular distance learning in terms of modular content. Results showed that majority of the respondents agreed on the indicators under modular content. It could be said that most of the students agreed that Home economics trained them necessary skills for living and that the focused of the subject matter was to improve their practical work. This implied that the students had understood the importance of Home Economics as a course that would hone their practical skills which they could use in their lives. As a result, students were able to display necessary abilities pertaining to key home economic skills. This could be reflected on the ability of students to maximize money and time for personal advancement. However, due to the lack of access to a laboratory that would serve the students better learners, they found it hard to keep themselves motivated in updating their practical skills. With the shift to modular distance learning, teachers handling Home Economics needed to refine and improve learning materials that would better prepare students for their future.

A study of Ofoha (2013) revealed that distance learning effected low level of competency in basic skills expected of students to perform. This meant that with the lack of supervision from a facilitator of learning, it was difficult to impart and train skills to the learners. That is why Ambayon (2020) suggested that modules be developed and presented in the context of excellent content and relevance aligned to students' different needs.

Perspectives of the Respondents on Modular Distance Learning in Terms of Distribution and Retrieval of Module Practices

Table 8. *Summary of the perspectives of the respondents on modular distance learning in terms of distribution and retrieval of module.*

Distribution and Retrieval of Module Practices	*Mean ± SD*
D1. I submit my module ahead of time.	2.67±0.83
D2. I was not able to submit my module on the deadline given.	2.51±0.89
D3. I completed 100% answer of my module.	2.63±0.97
D4. I completed 75% answer of my module.	2.82±0.75
D5. I completed about half of my module.	2.55±0.77
D6. The assessment requirements and marking criteria were clear.	2.94±0.77
D7. The balance between teaching and independent learning was appropriate.	3.00±0.82
D8. I have enough time in the study planner to prepare for the end of module assessment.	2.51±0.71
D9. I received enough information about my study	2.84±0.94
D10. The amount of time available was sufficient to attain the desired results.	2.80±0.87
Average	*2.73±0.36*

Table 8 shows the summary of the perspectives of the respondents on modular distance learning in terms of distribution and retrieval of module. Data showed that there was an agreement among students on the overall perceived indicators under retrieval of modules. It could be highlighted that students were given ample information necessary for them to understand their study. Hence, there was a balance between teaching and independent learning. Moreover, students were provided with timetables to prepare them on the course of the subject giving clear and concise imposition of requirements coupled with a rubric. Because students had the timetable, they were able to manage their time in making requirements and submit the modules ahead of time. This implied that the retrieval of modules was carried out effectively and efficiently. This allowed learners to perform necessary tasks with enough time to understand and comprehend. A study of Miller and Schmidt (2020) exposed that timetables as a means for students to track their development provided a positive impact on their performance. Moreover, it was revealed that consistently encouraging students to engage on their learning materials increases their retention.

Perspectives of the Respondents on Modular Distance Learning in Terms of Support from School

Table 9. *Summary of the perspectives of the respondents on modular distance learning in terms of support from the school.*

Perceptions of Support from the School	*Mean ± SD*
SS1. I was able to obtain guidance from my teachers to my studies when needed.	3.18±0.78
SS2. I was provided timely and helpful information and guidance on the assessment requirements and criteria.	3.00±0.74
SS3. I was encouraged to pursue my studies.	3.29±0.71
SS4. I received timely and helpful feedback on my learning in the module.	2.96±0.74
SS5. I was satisfied with the support provided by the school.	2.78±0.90
SS6. The sessions on facilitating are well-organized.	3.06±0.83
SS7. The school has a program called BECC bringing Education Closer to the Community to help low-performing learners.	3.04±0.79
SS8. The teacher was able to maintain predictable routines.	2.90±0.87
SS9. There are sufficient study facilities to assist me in completing my assignments.	2.63±0.81
SS10. I have been able to contact the teacher in module teaching when I needed to.	2.78±0.71
Average	*2.96±0.36*

Table 9 presents the summary of the perspectives of the respondents on modular distance learning in terms of support from the school. Data revealed that the student – respondents agreed on the support of the school on their learning. It could be noted that the students agreed on the adamant pursuit of the school to encourage students to continue their studies. This could be reflected on the fruition of Bringing Education Closer to the Community (BECC) which aimed at helping low – performing students. They got proper guidance and facilitation of learning from their teachers. With this, students were greatly satisfied with how the school provided support on their learning during these times. Moreover, the school mandated the teachers to provide more activities that would provide students more activities to practice so that their understanding on certain subject areas would improve. Also, when students had things they did not understand, they could easily contact and reach out to their teachers for clarifications on their doubts and questions. A study of Moreira *et al*. (2018) revealed the vital role of supportive school environment on improving academic performance of students and in promoting educational equity. This meant that when schools provided an environment that was student – friendly and supportive, there could be an increase in students' engagement and participation in the educative process.

Consolidated Findings of the Perspectives and Practices of the Respondents on Modular Distance Learning

Table 10. *Summary of the consolidated findings of the perspectives of the respondents on modular distance learning*

Components	*Mean ± SD*
Student Readiness	2.70±0.34
Modular Content	2.65±0.39
Distribution and Retrieval of Module	2.73±0.36
Support from School	2.96±0.36
Average	*2.76±0.27*

Table 10 presents the summary of the consolidated findings of the perspectives of the respondents on modular distance learning. According to the respondents, they agreed in terms of support from the school with a mean of 2.96 and a standard deviation of 0.36. They also agreed in distribution and retrieval of the module with a mean of 2.73 and standard deviation of 0.36. The respondents agreed in terms of students' readiness with a mean of 2.70 and a standard deviation of 0.34. They also agreed in modular content with a mean of 2.65 and a standard deviation of 0.39. The overall results of the consolidated findings of the perspectives of the respondents on modular distance learning with a mean of 2.76 and standard deviation of 0.27 were emphasized. Based on the study conducted by Ambayon (2020), modular instruction was more operative in the teaching-learning method as equated to usual teaching approaches because in this modular approach the students learned in their own stride. It was unrestricted self-learning panache in which instantaneous reinforcement comment was provided to practice exercise. This stimulated the students and built curiosity in them. Hence, this kind of learning modality increased the student-centered approach in learning. However, the implementation of modular instruction fostered various challenges to teachers, students, and parents. The study of Dangle and Sumaoang (2020) showed that the main challenges that emerged were lack of school funding in the production and delivery of modules. Also, students struggled with self-studying and parents' lack of knowledge to academically guide their child/children. Hence, it was evident that there were struggles associated with the use of modular distance learning yet both teachers and learners were able to cope with these challenges as evidently presented in the table.

Academic Performance of the Respondents in Home Economics

Table 11. *The respondents' academic performance of the respondents in Home Economics*

Academic Grade	*Frequency*	*Percentage (%)*	*Mean ± SD (Description)*
90-100	0	0.0	
85-89	4	8.2	
80-84	45	91.8	81.67±1.74
75-79	0	0.0	(*Satisfactory*)
60-74	0	0.0	
Total	49	100.0	

Table 11 above displays the respondents' academic performance of the respondents in Home Economics. It showed that 0(0.0%) had a grading scale of 90-100 which corresponded to a performance level description *outstanding. Four (8.2%)* had a grading scale of 85-89 which corresponded to a performance level description of very good with a mean of 81.67 and a standard deviation of 1.74. *Forty-five (91.8%)* had a grading scale of 80-84 which corresponded to a performance level description of satisfactory. Therefore, the result described that *92%* (n=45) of the total respondents had satisfactory performance level in Home Economics, 8% of them had at least very good performance level in Home Economics. This implied that even there was no face-to-face interaction with their teachers and only the modules and other learning materials were with them with the assistance and guidance of their teachers, still they were able to attain a passing or a satisfactory grade. This could be supported with the study conducted by Anzaldo (2021) that one of the advantages of modular distance learning was that learning continued when the learners adapted to change. There were more learners who were learning even in this type of academic set-up. They were learning at home with the guidance and supervision of their parents in their SLM or their self-learning modules. These learners were open-minded learners and flexible with changes in their environment. Also, parents realized their important role in their children's education. Due to the covid-19 crisis going on in the country, parents now realized their role in their children's learning and education. They were now aware that teaching was not easy. There were parents who were also adaptive to the present situation and did not blame teachers if these days, they were their children's teachers at home.

Relationship between the Modular Distance Learning and the Academic Performance of the Respondents

Table 11. The perspective of the modular distance learning and the academic performance of the respondents using the Pearson Product Moment Correlation analysis.

Academic Grade	*Frequency*	*Percentage (%)*	*Mean ± SD (Description)*
90-100	0	0.0	
85-89	4	8.2	
80-84	45	91.8	81.67±1.74
75-79	0	0.0	(*Satisfactory*)
60-74	0	0.0	
Total	49	100.0	

Table 11 presents the relationship between the perspective of the modular distance learning and the academic performance of the respondents using the Pearson Product Moment Correlation analysis. Results revealed that the perspective of the respondents in modular distance learning relative to student readiness (*r=-0.052, p=0.721*), modular content (*r=0.045, p=0.761*), distribution and retrieval of modules (*r=-0.150, p=0.305*), and support from school (*r=-0.193, p=0.183*) were not significantly correlated to their academic performance in Home Economics. Thus, the null hypothesis was not rejected. This meant that the respondents' perspective in modular distance learning did not necessarily influence their academic performance in Home Economics. This result entailed that how students behave and perform in class was negative on how they perceived their class was moving. This result implied the difficulty of the teachers in crafting an authentic assessment that would accurately measure students' development and progress (Abdul Azis *et al*., 2020). This could be supported with the study of Anzaldo (2021) that teachers could only monitor their learners' academic progress through text messaging and phone calls, unlike, the usual face to face classes that they could supervise and facilitate their learning.

Differences on the Respondents' Perspectives on Modular Distance Learning When Grouped According to Their Age

Table 12. *Modular distance learning when grouped according to their age using the Independent T-test analysis*

Modular Distance Learning Components	*Academic Performance r-value*	*p-value*
Student Readiness	-0.052 ^{ns}	0.721
Modular Content	0.045 ^{ns}	0.761
Distribution and Retrieval of Modules	-0.150 ^{ns}	0.305
Support from School	-0.193 ^{ns}	0.183
Total Measure	-0.113 ^{ns}	0.441

Table 12 presents the differences on the respondents' perspectives on modular distance learning when grouped according to their age using the Independent T-test analysis. Results displayed that the perspective of modular distance learning did not significantly differ by their age (*t=-0.518, p=0.607*). In addition, the respondents having an age of 16-25 years old and those having at most 15 years old were having comparable perspectives on modular distance learning relative to student readiness (*t=-1.986, p=0.053*), modular content (*t=1.877, p=0.067*), distribution and retrieval of modules (*t=-0.611, p=0.544*), and support from school (*t=-1.165, p=0.250*). With p – values greater than the significance level, there was not enough evidence to show that age and perception on Modular Distance Learning were statistically significant. This meant that how they perceived the new normal education did not depend on their age and maturity.

Difference on the Respondents' Perspectives on Modular Distance Learning When Grouped According to Their Sex

Table 13. *Modular distance learning when grouped according to their gender using the Independent T-test analysis.*

Modular Distance Learning	*Age Group*		*t-value (47)*	*P-value*
	≤ 15 (n=16)	*16-25 (n=33)*		
Learners' Practices and Preparedness	2.57±0.41	2.77±0.28	-1.986^{ns}	0.053
Modular Content Perceptions	2.79±0.46	2.58±0.34	1.877 ^{ns}	0.067
Distribution and Retrieval of Module Practices	2.68±0.36	2.75±0.36	-0.611 ^{ns}	0.544
Support from School Perceptions	2.88±0.43	3.00±0.32	-1.165 ^{ns}	0.250
Total Measure	2.73±0.35	2.77±0.23	-0.518 ^{ns}	0.607

Table 13 presents the differences on the respondents' perspectives on modular distance learning when grouped according to their gender using the Independent T-test analysis. Results showed that the perspective of modular distance learning did not significantly differ by their gender (*t=1.292, p=0.203*). Further, the male and female respondents were having comparable perspective on modular distance learning relative to student readiness (*t=1.327, p=0.191*), modular content (*t=1.513, p=0.137*), distribution and retrieval of modules (*t=0.225, p=0.823*), and support from school (*t=0.824, p=0.414*). This result entailed that gender had no significant effect on the perspective of the learners on modular distance learning. Thus, perceptions on Modular Distance Learning did not necessarily depend on gender. Thus, how males perceived the current educational set may have been similar to how females perceived it. This claimed can be best supported by a study of Fischer (2018) identified that both males and females had similar emotional perceptions and emotional intelligence.

Difference on the Respondents' Perspectives on Modular Distance Learning When Grouped According to Their Mothers' Educational Attainment

Table 14. *Modular distance learning when grouped according to their mother's educational attainment using the One-way ANOVA test.*

Modular Distance Learning	*Sex Group*		*t-value (47)*	*P-value*
	Male (n=27)	*Female (n=22)*		
Learners' Practices and Preparedness	2.76±0.34	2.63±0.32	1.327^{ns}	0.191
Modular Content Perceptions	2.72±0.44	2.55±0.30	1.513^{ns}	0.137
Distribution and Retrieval of Module Practices	2.74±0.35	2.71±0.38	0.225^{ns}	0.823
Support from School Perceptions	2.99±0.36	2.91±0.37	0.824^{ns}	0.414
Total Measure	2.80±0.31	2.70±0.22	1.292^{ns}	0.203

Table 14 presents the differences on the respondents' perspectives on modular distance learning when grouped according to their mother's educational attainment using the One-way ANOVA test. Results displayed that the perspective of modular distance learning did not significantly differ by their mother's educational attainment (*F=0.104, p=0.901*). Moreover, the respondents whose mother was an elementary level and those having mother with high school level were having similar perspectives on modular distance learning relative to student readiness (*F=0.118, p=0.889*), modular content (*F=1.421, p=0.252*), distribution and retrieval of modules (*F=1.105, p=0.340*), and support from school (*F=0.558, p=0.576*). This result suggested that mother's educational attainment had no significant effect on the perspective of the learners on modular distance learning. With the new set – up of education in the time of pandemic, students relied only on their understanding because these students had higher educational attainment than their mothers. This claimed can be best supported by a study of Dangle and Sumaoang (2020) that one of the main challenges that emerged in the modular distance learning was parents' lack of knowledge to academically guide their child/children.Additionally, according to the research of Anzaldo (2021), one of the drawbacks of modular distance learning was that parents found it challenging to teach their children using modules. There were some parents who found it difficult to educate their kids at home, especially the older ones. Secondary students whose lectures were more difficult and for whom the teacher was the only qualified instructor. It was more challenging for parents to teach their children the lessons in their subject areas when they themselves could not read or write.

Difference on the Respondents' Perspectives on Modular Distance Learning When Grouped According to Their Fathers' Educational Attainment

Table 15. *Modular distance learning when grouped according to their father's educational attainment using the One-way ANOVA test*

Modular Distance Learning	*Mothers' Educational Attainment Group*			*F-value*	*P-value*
	No Grade (n=3)	*Elementary (n=31)*	*High School (n=15)*		
Learners' Practices and Preparedness	2.73±0.15	2.68±0.34	2.73±0.36	0.118^{ns}	0.889
Modular Content Perceptions	3.00±0.20	2.61±0.38	2.66±0.43	1.421^{ns}	0.252
Distribution and Retrieval of Module Practices	2.73±0.40	2.78±0.36	2.61±0.34	1.105^{ns}	0.340
Support from School Perceptions	2.77±0.25	2.99±0.32	2.94±0.46	0.558^{ns}	0.576
Total Measure	*2.81±0.09*	*2.77±0.26*	*2.74±0.34*	*0.104*^{ns}	*0.901*

Table 15 presents the differences on the respondents'

perspectives on modular distance learning when grouped according to their father's educational attainment using the One-way ANOVA test. Results disclosed that the perspective of modular distance learning did not significantly differ by their father's educational attainment (*F=0.379, p=0.687*). The respondents whose father was an elementary level and those having father with high school level were having comparable perspective on modular distance learning relative to student readiness (*F=0.331, p=0.720*), modular content (*F=0.827, p=0.444*), distribution and retrieval of modules (*F=0.560, p=0.575*), and support from school (*F=0.574, p=0.567*). This result entailed that father's educational attainment had no significant effect on the perspective of the learners on modular distance learning. Similar with the discussion on Table 15, students tended to rely on themselves as they may have higher educational attainment than their fathers. This could support as well with the study of Anzaldo (2021) and Dangle and Sumaoang (2020) that parents were having a hard time teaching and guiding their children academically.

Discussion

This study is on perspectives and practices toward Technology and Livelihood Education learning area and its impact on the performance of learners of grade 10 at Dalamas Integrated School. A survey was given after the researcher got permission of head of the said school. This study sought to determine learners' perceptions and practices on modular distance and its implications to Home Economics performance at Dalamas Integrated School in South - I District, Iligan City, Lanao del Norte in the School Year 2022- 2023. The outcomes of the study would be used as a basis for School Learning Action Cell (SLAC). Included in the data were the demographic profile of the respondents in terms of age, sex, and parents' educational attainment. Also, it assessed the perceptions and practices of the respondents on Modular Distance Learning in terms of learners' preparedness, modular content, distribution and retrieval of modules and support from school. The academic performance of the students was also determined. This study employed a descriptive–correlational research design aimed at determining learners' perception and practices on modular distance learning and its implications to Home Economics performance on the academic performance of students in Home Economics. In obtaining the required sample, the researcher used purposive sampling. In view of the analysis of the data, the following findings were drawn: There were 27 male respondents and 22 female respondents. Majority belonged to 16-18 years old age group. Most of the mothers' respondents were either elementary level or elementary graduates. Similarly, majority of fathers' respondents were identified as either elementary level or elementary graduates. Results revealed that, generally, students were interested in learning life and practical skills through Home Economics. In terms of modular content, students agreed that Home Economics prepared them for their future. Generally, students agreed that they were given enough time to comply with the requirements and tasks expected of them to perform. Majority of the students agreed that the school had supported and guided them in their learning in the time of pandemic and performed satisfactorily on their Home Economics course. There was no significant relationship between modular distance learning and academic performance of the learners. Lastly, there was no significant difference on the perception of the students on modular distance learning when grouped according to their profile.

Conclusion

In the light of the findings of the study, the following were the conclusions drawn. The respondents perceived that Home Economics helped them improve their practical and life skills preparing them for their future. Though difficulties in providing good laboratories for applications of their topic were met, still the students had realized the importance of Home Economics on their lives. It could be noted that learners needed learning materials suitable to their needs to improve their engagement and participation in their classes. Moreover, providing a supportive school environment improved their motivation to learn the necessary skills expected of them to perform in their Home Economics class. However, data revealed that perceptions of students on modular distance learning did not necessarily affect their academic performance and that their perceptions were not differentiated based on their profile.

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