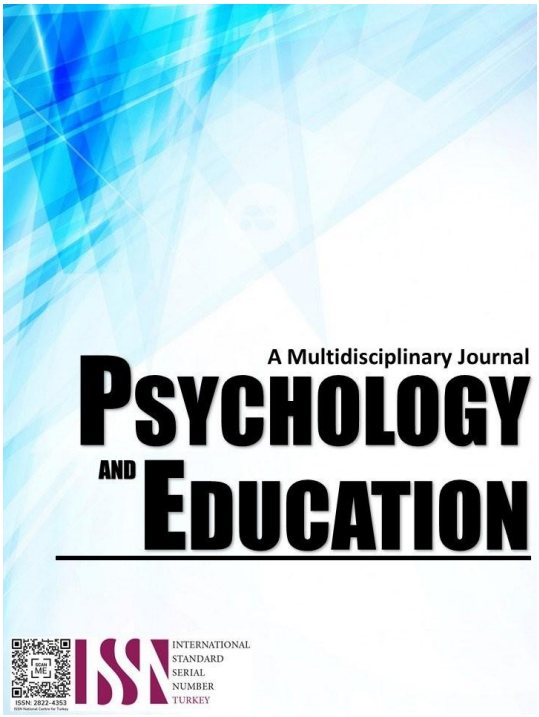
EXTENT OF TEACHERS' READINESS TO USE THE MODULAR APPROACH IN TEACHING DURING THE NEW NORMAL AND ITS IMPACT ON LEARNERS' ACADEMIC ACHIEVEMENT IN ARALING PANLIPUNAN



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 44
Issue 9
Pages: 1170-1182
Document ID: 2025PEMJ4318
DOI: 10.70838/pemj.440902
Manuscript Accepted: 06-12-2025

Psych Educ, 2025, **44**(9): 1170-1182, Document ID:2025PEMJ4318, doi:10.70838/pemj.440902, ISSN 2822-4353

Research Article

Extent of Teachers' Readiness to Use the Modular Approach in Teaching During the New Normal and its Impact on Learners' Academic Achievement in Araling Panlipunan

Liezebelle Ruby L. Aquiatan,* Angelina A. Cacharo
For affiliations and correspondence, see the last page.

Abstract

This study was conducted to find the relationship between the extent of teacher's readiness to use modular approach to teaching in the new normal and learner's academic achievement in Araling Panlipunan, SY 2020-2021. This study used the survey questionnaire which a researcher made. The respondents of this study will be delimited to the teachers at schools located in District II of Valencia City Division. The data was processed and interpreted using descriptive statistics such as frequency count, percentage, mean, standard deviation, t-test of significant difference, and Pearson r Product Moment Correlation Coefficient. The teachers in District II of Valencia City Division were young, females, Teacher were well distributed into different grade levels taught, mostly attended 3 – 4 seminars/webinars on using modules in teaching. In general, the extent of teacher's readiness to use modular approach to teaching in the new normal in terms of Content and Pedagogy, Availability of resources, System of distribution and retrieval, Curriculum Support, Monitoring and Evaluation, and Trainings Attended were described as High Extent. Majority of the pupils' grades were in 75 – 79 only fairly satisfactory and have poor grades. There was no significant difference in the extent of teachers' readiness to use modular approach to teaching in the new normal when they are grouped according to demographic profile. There is a significant relationship between the extent of teacher's readiness to use modular approach to teaching in the new normal and the academic achievement of the pupils in Araling Panlipunan. The teachers must continue to upgrade themselves by attending seminars/webinars that may improve their technical know-how about the new normal way of teaching. Even if they are already professionals, they must not stop learning and must continue to grow professionally. The teachers must withstand their high extent of teacher's readiness to use modular approach to teaching in the new normal in terms of Content and Pedagogy, Availability of resources, System of distribution and retrieval, Curriculum Support, Monitoring and Evaluation, and Trainings Attended. It would make them equipped and capacitated to handle classes without face-to-face. The parents and teachers must work together so that the fairly satisfactory academic achievement of the learners can be improved into better achievement such as very satisfactory or perhaps outstanding. This can be done through more effective strategies and close monitoring of the teachers as well as religious assistance and follow-up of the parents at home. AS always quoted, it takes a village to raise a child. The school heads must do their part as instructional leaders. They must give technical assistance to the teachers so that no matter what the teachers' age is, gender, position, grade level taught, and seminars attended, their high extent of readiness remains the same. The teachers must uphold their extent of the teacher's readiness to use modular approach to teaching in the new normal because it has a significant relationship to the academic achievement of the pupils in Araling Panlipunan.

Keywords: *extent, teacher's readiness, use, modular approach, teaching, new normal, learners, academic, achievement, Araling Panlipunan*

Introduction

The COVID-19 pandemic has profoundly interrupted conventional education. Consequently, the reopening of schools does not inherently signify a reversion to traditional in-person classroom instruction. The possibility of reopening depends on how dangerous a community is, as directed by the Department of Health (DOH), the Inter-Agency Task Force (IATF) for the Management of Emerging Infectious Diseases, and the Office of the President (OP). This is because of the ongoing global health crisis and government restrictions on in-person classes. Schools may adopt one or many learning delivery modes contingent upon COVID-19 constraints and the specific environment of their pupils.

Numerous educational terminologies have arisen when institutions modify their approaches to various learning methodologies. These encompass online learning, blended learning, modular learning, flexible remote learning, and distance learning. A recent webinar afforded school officials the chance to elucidate these topics.

Flexible learning is a holistic, pupil-centric methodology that provides pupils with options concerning the manner, content, timing, and location of their education. It functions as a fundamental philosophy directing other educational delivery modalities. Flexible learning integrates and amplifies classic and contemporary teaching methodologies by fostering pupil autonomy and independence, which are essential abilities for the 21st century. In-person classes, hybrid learning, and remote learning constitute this adaptable educational system. It employs several educational approaches tailored to accommodate pupils' circumstances and requirements.

An enrollment poll done in Central Luzon as of July 2 indicated that 41% of parents favored the modular method for the 2020-2021 academic year. Simultaneously, 27% endorsed online learning, 18% wanted a hybrid approach of in-person and alternative modalities,

10% selected television-based education, 8% advocated for other methods, and 3% picked radio-based instruction. The Department of Education (DepEd) pledged to supply self-learning modules (SLMs) to support various pupils nationwide.

Teaching modules are generally structured as autonomous chunks of content or instruction. They function as versatile templates that teachers can customize to meet the particular requirements of their curricula. Modules frequently consolidate related topics or processes with a common instructional objective; for example, a module on inventory management may encompass pertinent data types and procedures. In an educational framework, modules facilitate the organization of course material by weeks, units, or alternative structures. They direct pupils through a structured, sequential educational framework, incorporating documents, discussions, assignments, assessments, and additional instructional resources.

Historically, in the pre-colonial period, parents and elders served as the principal teachers of children. This historical viewpoint emphasizes that parents serve as a child's initial teachers. In the context of the ongoing global health crisis, linking historical traditions with contemporary concerns fosters a more resilient future. Parents are now required to assume the role of learning facilitators at home, assisting their children irrespective of the selected learning approach. In this "new normal," parents serve as the primary instructors within their homes.

The status of formal education is ambiguous, particularly as safeguarding pupils' well-being is paramount amid the COVID-19 pandemic. Notwithstanding prevalent difficulties, particularly economic adversities, the Department of Education remains resolute in its commitment to facilitating ongoing learning. Education Secretary Leonor Briones underscored that safeguarding the health of all education stakeholders is the agency's paramount responsibility, prompting the decision to postpone the commencement of the school year to September, especially given the virus's continued proliferation.

Where there exists a resolute determination, myriad solutions arise. The quest for knowledge must persist, with teachers, parents, and pupils collaborating to address the existing situation. Alternative educational modalities, bolstered by collaborative initiatives between families and governmental entities, are essential instruments in guaranteeing that each child attains the education they merit. Notwithstanding the ambiguity around school reopening, remote learning can commence immediately enabling pupils to adjust and excel in this evolving educational environment.

The researcher was highly interested in determining the extent of teachers' readiness in District II of Valencia City Division to implement the modular approach to teaching in the new normal and its impact on pupils' academic achievement in Araling Panlipunan during School Year 2020-2021.

Research Questions

This study aimed to examine the relationship between the teachers' level of readiness to implement the modular approach to teaching in the new normal and pupils' academic achievement in Araling Panlipunan during School Year 2020-2021. Specifically, this study sought to answer the following sub-problems:

1. What is demographic profile of respondents in terms of age, gender, position, grade level taught, seminars/webinars attended on using modules in teaching?
2. What is the extent of teacher’s readiness to use modular approach to teaching in the new normal in terms of Content and Pedagogy, Availability of resources, System of distribution and retrieval, Curriculum Support, Monitoring and Evaluation, and Trainings Attended?
3. What is the academic achievement of the elementary pupils in Araling Panlipunan?
4. Is there a significant difference between the extent of teacher’s readiness to use modular approach to teaching in the new normal when they are grouped according to demographic profile?
5. Is there a significant relationship between the extent of teacher’s readiness to use modular approach to teaching in the new normal and the academic achievement of the pupils in Araling Panlipunan?

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the relationship between the extent of teachers' readiness to implement the modular teaching approach in the new normal and pupils' academic achievement in Araling Panlipunan during the school year 2020-2021.

The necessary data were gathered through a researcher-made questionnaire, while pupils' academic achievement was determined based on their average grade in the first quarter of the Araling Panlipunan subject for the same school year.

Respondents

The respondents of this study were all public-school teachers from District II of the Valencia City Division, comprising six schools. Bagontaas Central Elementary School had the highest number of teachers, totaling 46, while Laligan Elementary School had the fewest, with only 5 teachers. In total, 113 teachers were invited to participate in this study.

Table 1 presents the distribution of respondents by school.

Table 1. *Distribution of Respondents by School*

School	*Population*	*Sample size*
Bagontaas CES	46	46
Lurugan ES	35	35
San Carlos ES	13	13
Laligan ES	5	5
Kilangi ES	6	6
New Visayas ES	8	8
Total	113	113

Instrument

The research instrument used in this study was a researcher-made survey questionnaire, carefully designed by the researcher. It consisted of three main parts:

Part I focused on the demographic profile of the respondents, including age, gender, position, grade level taught, and seminars/webinars attended related to the use of modular teaching.

Part II assessed the extent of teachers' readiness to implement the modular teaching approach in the new normal. This section contained five items per area, with responses measured using a Five-Point Likert Scale.

Part III gathered data on the pupils' average grades in Araling Panlipunan for the first quarter of the school year 2020-2021. This information was obtained from the teacher handling the subject.

Procedure

This research adhered to the standard operational procedures for conducting studies at Valencia Colleges Incorporated (VCI). First, an approval and endorsement letter from the Dean of Graduate Studies was obtained. This was then submitted to the Schools Division Superintendent of the Division of Bukidnon for further approval. Once approval was secured, the researcher sought permission from the Public Schools District Supervisor of District II, Valencia City Division. After receiving consent, the researcher proceeded to request approval from the School Principals or School Heads of the selected schools. Upon obtaining all necessary permissions, the distribution of questionnaires to the identified respondents was conducted.

Data Analysis

The following statistical treatments were utilized in this study:

Frequency count and percentage were used to describe the demographic profile of the respondents in terms of age, gender, position, grade level taught, and seminars/webinars attended on using modules in teaching.

Mean and standard deviation were applied to assess the extent of teachers' readiness to implement the modular approach to teaching in the new normal.

Frequency count and percentage were also employed to describe the academic achievement of elementary pupils in Araling Panlipunan.

T-test for significant difference was conducted to determine whether teachers' readiness to use the modular approach varied when grouped according to their demographic profiles.

Pearson's Product-Moment Correlation Coefficient (Pearson r) was applied to determine the relationship between teachers' readiness to implement the modular approach and the academic achievement of pupils in Araling Panlipunan.

Results and Discussion

This section offers the presentation of findings, the analysis of the problems posed, and interpretation in the light of descriptive research.

Demographic Profile of Respondents in terms of Age, Gender, Position, Grade Level Taught, Seminars/Webinars Attended on using Modules in Teaching

Table 2 presents the demographic profile of respondents in terms of Age.

Table 2 presents the age distribution of the respondents: 21–30 years old (16 respondents or 16.0%), 31–40 years old (28 respondents or 28.0%), 41–50 years old (26 respondents or 26.0%), and 51–60 years old (30 respondents or 30.0%). This indicates that the majority of teachers in District II of Valencia City Division are relatively young.

Modular instruction represents a modern advancement in the educational system. It comprises a series of actions, each initiated with instructional assistance for the pupils, succeeded by explanations, exercises, and generalizations. A module is characterized as a self-sufficient, autonomous component within an organized sequence of educational activities aimed at facilitating pupils in attaining

certain, clearly delineated goals. This method enables pupils to advance at their own speed and review material as needed.

Table 2. *Demographic Profile of Respondents in terms of Age*

Age	*Frequency*	*Percent*
21 – 30 Years Old	16	16.0
31 – 40 Years Old	28	28.0
41 – 50 Years Old	26	26.0
51 – 60 Years Old	30	30.0
Total	100	100.0

Table 3 is the demographic profile of respondents in terms of gender. The frequency and percent of males and females are presented in the table.

Table 3. *Demographic Profile of Respondents in terms of Gender*

Gender	*Frequency*	*Percent*
Male	9	9.0
Female	91	91.0
Total	100	100

Table 3 shows that the majority of the respondents were female, comprising 91 individuals or 91.0% of the total. In contrast, only 9 respondents, or 9.0%, were male. This indicates that the teaching workforce in District II of Valencia City Division is predominantly female.

Table 4 is the demographic profile of respondents in terms of position.

Table 4. *Demographic Profile of Respondents in terms of Position*

Position	*Frequency*	*Percent*
Teacher I	62	62.0
Teacher II	6	6.0
Teacher III	26	26.0
Master Teacher I	3	3.0
Master Teacher II	3	3.0
Total	100	100.0

As presented in Table 4, the majority of the respondents held the position of Teacher I, with 62 individuals, accounting for 62.0% of the total. This was followed by Teacher III, with 26 respondents or 26.0%.

Additionally, 3 respondents (3.0%) held the position of Master Teacher I, while another 3 (3.0%) were Master Teacher II. This suggests that most teachers in District II of Valencia City Division have yet to be promoted to higher-ranking positions.

Table 5 is the demographic profile of respondents in terms of grade level taught.

Table 5. *Demographic Profile of Respondents in terms of Grade Level Taught*

Grade Level	*Frequency*	*Percent*
Kinder	17	17.0
Grade 1	8	8.0
Grade 2	15	15.0
Grade 3	16	16.0
Grade 4	16	16.0
Grade 5	16	16.0
Grade 6	12	12.0
Total	100	100.0

Table 5 shows that the respondents were evenly distributed across different grade levels: Kindergarten (17 respondents or 17.0%), Grade 1 (8 respondents or 8.0%), Grade 2 (15 respondents or 15.0%), Grade 3 (16 respondents or 16.0%), Grade 4 (16 respondents or 16.0%), Grade 5 (16 respondents or 16.0%), and Grade 6 (12 respondents or 12.0%).

This indicates that teachers in District II of Valencia City Division were assigned across various grade levels, ensuring balanced representation.

Table 6 is the demographic profile of respondents in terms of seminars/webinars attended on using modules in teaching.

Table 6 reveals that most respondents attended 3 to 4 seminars or webinars on using modules in teaching (52 respondents or 52.0%). Meanwhile, 14 respondents (14.0%) participated in 1 to 2 seminars/webinars, and 27 respondents (27.0%) attended 5 to 6. This indicates that the majority of teachers have undergone training through seminars and webinars to equip themselves for modular teaching in the new normal.

Table 6. *Demographic Profile of Respondents in terms of Seminars/Webinars Attended on using Modules in Teaching*

Seminars/Webinars	*Frequency*	*Percent*
1 - 2	14	14.0
3 - 4	52	52.0
5 - 6	27	27.0
7 and above	7	7.0
Total	100	100.0

Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New normal in terms of Content and Pedagogy, Availability of resources, System of distribution and retrieval, Curriculum Support, Monitoring and Evaluation, and Trainings Attended

Table 7 is the extent of teacher's readiness to use modular approach to teaching in the new normal in terms of content and pedagogy.

Table 7. *Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New Normal in terms of Content and Pedagogy*

Indicator	*Mean*	*Standard Deviation*	*Qualitative Interpretation*
As a teacher, I am ready to use modular approach to teaching in the new normal in terms of Content and Pedagogy through…			
1. I have reviewed the modules and compared it with the MELC provided by DepEd.	4.21	.624	Very High Extent
2. I can develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills among the pupils through collaborating with their parents/guardians.	4.01	.772	High Extent
3. I can model effective applications of content knowledge within and	3.95	.657	High Extent
4. across curriculum teaching areas to guide the pupils and their parents/guardians.			
5. I am well-versed with the lessons in the modules and can very well-transcend it to pupils and their parents/guardians.	3.76	.668	High Extent
6. I can collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy in implementing modular approach to teaching.	3.75	.787	High Extent
Overall	3.93	.534	High Extent

Legend: 5 (4.20–5.00) – Very High Extent: Implementation is done 9–10 times out of ten situations; 4 (3.40–4.19) – High Extent: Implementation is done 7–8 times out of ten situations; 3 (2.60–3.39) – Moderate Extent: Implementation is done 5–6 times out of ten situations; 2 (1.80–2.59) – Low Extent: Implementation is done 3–4 times out of ten situations; 1 (1.00–1.79) – Very Low Extent: Implementation is done 0–2 times out of ten situations

Table 7 shows that the indicator "I have reviewed the modules and compared them with the MELC provided by DepEd" received the highest mean score (mean = 4.21, sd = 0.624), indicating that teachers demonstrated a very high extent of readiness. This suggests that teachers thoroughly examined the module content, ensuring alignment with the Most Essential Learning Competencies (MELC). By doing so, they equipped themselves to effectively manage remote classes.

Other signs, like "I can work with the pupils' parents or guardians to come up with and use effective teaching strategies to encourage critical and creative thinking, as well as other higher-order thinking skills" (mean = 4.01, sd = 0.772) and "I can show the pupils and their parents or guardians how to use content knowledge effectively within and across curriculum teaching areas" (mean = 3.95, sd = 0.657), showed that teachers were very ready. This indicates that teachers exerted considerable effort to foster critical thinking and advanced cognitive skills by collaborating with parents and guardians. Additionally, they displayed expertise in several disciplines to assist both pupils and their families.

The data further indicates that teachers were highly prepared to deliver modular instruction, ensuring that lessons were effectively conveyed to pupils and their parents/guardians (mean = 3.76, sd = 0.668). Additionally, teachers showed readiness to collaborate with colleagues in conducting and applying research to enhance content knowledge and pedagogy in the context of modular teaching (mean = 3.75, sd = 0.787). This underscores the teachers' resolve to modify and enhance their instructional techniques to align with the modular framework.

Modules were crafted to highlight the investigation and application of conceptswhile fostering active pupil engagement. They offered chances for personalized learning, enabling pupils to advance at their own speed, select their preferred learning modalities, recognize strengths and weaknesses, and review topics as needed. Modules should ideally encompass a pre-test, learning objectives, success criteria, instructional activities, a post-test, and remedial training or reinforcement.

The modular approach adheres to the "learning by doing" idea, wherein pupils independently interact with the content and validate their responses through prompt feedback. This method facilitates effective mass instruction while fostering personalized learning—an essential strategy for handling large groups of pupils concurrently. Deterline (as referenced by Guido, 2014) asserts that modular training enables pupils to cultivate skills and understanding through self-directed, structured learning.

Overall, the study revealed a high extent of teachers' readiness to use the modular approach in the new normal, with an average mean

of 3.93 and a standard deviation of 0.534. The findings align with prior research on modular instruction's benefits, highlighting its ability to meet the evolving needs of modern pupils. According to Reiser (2003, as cited by Guido, 2014), instructional materials not only serve as primary content sources but also influence how teachers deliver lessons—shaping both pupil learning experiences and teaching practices.

Additionally, a study by Samonte (2004, as cited by Guido, 2014) evaluated an environmental outdoor education module used by St. Scholastica College pupils. The results showed positive feedback, with most pupils expressing satisfaction with the module's content, instructional characteristics, and overall effectiveness. The positive reception supports the conclusion that well-designed modules can effectively meet educational criteria and learning objectives.

Table 8 is the extent of teacher's readiness to use modular approach to teaching in the new normal in terms of availability of resources.

Table 8. *Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New normal in terms of Availability of Resources*

Indicator	*Mean*	*Standard Deviation*	*Qualitative Interpretation*
As a teacher, I am ready to use modular approach to teaching in the new normal in terms of Availability of Resources through…			
1. There's an allotted budget in the reproduction of modules by our school.	4.54	.702	Very High Extent
2. We are provided with enough materials for the pupil learning materials and other activity/answer sheets by the MOOE.	4.44	.770	Very High Extent
3. Our resources needed are well-financed and did not require my personal money to be spent.	3.89	.723	High Extent
4. We are funded by LGU and other supportive organizations.	3.34	.655	Moderate Extent
5. Our availability of resources is insufficient and needed me to personally provide the materials in reproduction and packaging.	3.05	1.218	Moderate Extent
Overall	3.85	.415	High Extent

Legend: 5 (4.20–5.00) – Very High Extent: Implementation is done 9–10 times out of ten situations; 4 (3.40–4.19) – High Extent: Implementation is done 7–8 times out of ten situations; 3 (2.60–3.39) – Moderate Extent: Implementation is done 5–6 times out of ten situations; 2 (1.80–2.59) – Low Extent: Implementation is done 3–4 times out of ten situations; 1 (1.00–1.79) – Very Low Extent: Implementation is done 0–2 times out of ten situations

Table 8 presents data on teachers' readiness to implement the modular approach in the new normal, focusing on the availability of resources. Two indicators showed a very high extent of readiness: "There's an allotted budget in the reproduction of modules by our school" (mean = 4.54, sd = 0.702) and "We are provided with enough materials for pupil learning materials and other activity/answer sheets by the MOOE" (mean = 4.44, sd = 0.770). This signifies that numerous schools received adequate financial resources for module reproduction and have sufficient instructional materials through the Maintenance and Other Operating Expenses (MOOE) budget. Additionally, the indicator "Teachers' resources needed were well-financed and did not require their personal money to be spent" (mean = 3.89, sd = 0.723) reflected a high extent of readiness, suggesting that most teachers were provided with resources without needing to spend their own money.

However, other indicators showed only a moderate extent of readiness. These included "Funding from the LGU and other supportive organizations" (mean = 3.34, sd = 0.655) and "Availability of resources is insufficient, and teachers needed to personally provide materials for reproduction and packaging" (mean = 3.05, sd = 1.218). This indicates that resource availability differed among schools, with certain instructors receiving comprehensive support from MOOE and local government units (LGUs), but others had to bear the expense of absent supplies independently.

Self-instructional tools, such as modules, are particularly efficacious in imparting fundamental information to a complete class; hence, they liberate class time for more interactive discussions instead of protracted lectures. Macarandang (2009) asserts that they are advantageous for enrichment activities targeting advanced pupils, facilitating the review of missed lectures, and offering remedial assistance for underperforming pupils. Moreover, Salandanan (2001, as referenced by Guido, 2014) elucidates that instructional materials facilitate pupils' everyday pursuit of comprehension and learning validation, rendering them indispensable resources for both teachers and pupils.

The utilization of modules in higher education is not a novel concept. Macarandang (2009) characterizes self-instructional modules as incremental, sequential, and skill-focused, intended to accomplish particular learning objectives. These courses are autonomous, offering guidance on how pupils should navigate the content.

Textbooks are essential for the proper implementation of curricula, particularly in developing nations. Mahmood (2010) asserts that textbooks frequently function as the principal resource for instruction and education. Nonetheless, he warns that evaluators may lack the requisite competence to ascertain that the content fosters cognitive development, and merely addressing the curriculum's primary elements does not ensure thorough learning.

The study concluded that teachers demonstrated a high extent of readiness to use the modular approach in terms of resource availability, with an overall mean of 3.85 and a standard deviation of 0.415. This indicates that, despite resource constraints in certain areas, teachers have shown resilience and ingenuity in obtaining supplementary materials—frequently soliciting assistance from external sponsors to

facilitate effective lesson execution. Modules developed in accordance with educational ideas and methodologies target essential learning objectives and material. Although the modules incorporate evaluation activities corresponding to the lessons, Macarandang (2009) observes that they predominantly lack pre-tests and post-tests for additional assessment. Macarandang (2009) identified a notable disparity between the evaluations of the modules by pupils and teachers, with teachers providing more favorable judgments than pupils. This may indicate teachers' profound comprehension of the module's framework and objectives.

The creation of self-instructional modules necessitates a thorough examination of the course plan or syllabus, succeeded by the preparation of preliminaries and the design of learning activities. Macarandang (2009) asserts that effective module design encompasses learning objectives, pupil instructions, pre-tests with answer keys, essential learning activities, self-evaluation exercises, and post-tests. The objective is to develop an interactive experience that facilitates active pupil engagement with the information. Hughes (1992, as referenced by Guido, 2014) characterizes modular instruction as a framework in which the pupil dictates the tempo, engages with activities, and obtains prompt feedback, thereby promoting an intimate engagement between the pupil and the content.

Additionally, modular learning provides numerous benefits to teachers. Greager and Murray (1991, as cited by Guido, 2014) emphasize that it facilitates the organization of sequences according to the interests of both teachers and pupils, enables instructors to concentrate on pupils' deficiencies, and obviates the necessity to address subjects that pupils have already mastered. Moreover, modules facilitate more effective assessment of pupil progress, minimizing regular instruction and allowing teachers increased opportunities for personal engagement with pupils. This guarantees that education is pupil-focused, fostering autonomy and individualized advancement.

Table 9 is the extent of teacher's readiness to use modular approach to teaching in the new normal in terms of system of distribution and retrieval.

Table 9. *Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New normal in terms of System of Distribution and Retrieval*

Indicator	*Mean*	*Standard Deviation*	*Qualitative Interpretation*
As a teacher, I am ready to use modular approach to teaching in the new normal in terms of System of Distribution and Retrieval through…			
1. Distribute and retrieve modules following COVID protocols.	4.87	.338	Very High Extent
2. Conducting orientation to parents/guardians on their crucial role in implementing the modular distance learning.	4.75	.435	Very High Extent
3. Conducting orientation to parents/guardians on their crucial role in implementing the modular distance learning.	4.58	.496	Very High Extent
4. Doing follow-up to pupils thru their parents/guardians.	4.46	.642	Very High Extent
5. Creating a group chat and maintaining open communication for parents/guardians needing help.	4.39	.777	Very High Extent
Overall	4.61	.404	Very High Extent

Legend: 5 (4.20–5.00) – Very High Extent: Implementation is done 9–10 times out of ten situations; 4 (3.40–4.19) – High Extent: Implementation is done 7–8 times out of ten situations; 3 (2.60–3.39) – Moderate Extent: Implementation is done 5–6 times out of ten situations; 2 (1.80–2.59) – Low Extent: Implementation is done 3–4 times out of ten situations; 1 (1.00–1.79) – Very Low Extent: Implementation is done 0–2 times out of ten situations

Table 9 highlights that all indicators reflected a very high extent of teachers' readiness to implement the modular approach to teaching, particularly regarding the system of module distribution and retrieval. The indicator "Distribute and retrieve modules following COVID protocols" (mean = 4.87, sd = 0.338) received the highest mean, while "Creating a group chat and maintaining open communication for parents/guardians needing help" (mean = 4.39, sd = 0.777) had the lowest—though it still remained within the very high extent category. This signifies that teachers were exceptionally diligent in complying with COVID-19 safety measures throughout module management. Additionally, they implemented communication technologies, including group chats, to sustain contact with parents and guardians, thereby ensuring that pupils could obtain support when necessary. Notwithstanding the logistical difficulties presented by the epidemic, teachers effectively oversaw the delivery and collection of educational resources.

Research substantiates the efficacy of instructional materials in enhancing pupil performance. Garillos (2012) saw a notable enhancement in pupils' pre-test and post-test scores following the introduction of instructional materials, highlighting the efficacy of modules as an innovative teaching technique. Acelejado (2006) characterized instructional modules as a remedy for conventional teaching difficulties, providing more effective mass education while facilitating personalized training.

Furthermore, May-as (2006) demonstrated that interactive teaching tools improve pupils' communication abilities. These products, designed for various learning styles and preferences, enhance cooperative learning benefits acknowledged by both expert teachers and pupils who evaluated the materials. Furthermore, Galanida (2006) found that teaching materials with hands-on activities greatly improve the teaching of basic math concepts. This highlights how important it is for teachers to be skilled in managing the classroom and using teaching materials effectively to achieve good learning outcomes.

The Department of Education (DepEd) included self-learning modules (SLMs) with diverse alternative learning delivery modalities—such as modular, television-based, radio-based, blended, and online instruction—to guarantee sustained access to excellent education during the COVID-19 epidemic. DepEd Secretary Leonor Briones underscored that SLMs and alternative delivery modalities were formulated to address the varied requirements, circumstances, and resources of pupils nationwide. In rural and underserved regions,

printed modules were distributed, whereas homes with digital access could obtain them online or offline. This technique guaranteed that education remained accessible, even in regions lacking internet connectivity or electricity.

Overall, the data demonstrated a very high extent of teacher readiness in managing the distribution and retrieval of modules, with a general mean of 4.61 and a standard deviation of 0.404. This reflects the teachers' resilience, adaptability, and commitment to ensuring that education remained accessible through careful planning, communication, and collaboration with parents and the community.

Table 10 is the extent of teacher's readiness to use modular approach to teaching in the new normal in terms of curriculum support.

Table 10. *Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New normal in terms of Curriculum Support*

Indicator	*Mean*	*Standard Deviation*	*Qualitative Interpretation*
As a teacher, I am ready to use modular approach to teaching in the new normal in terms of Curriculum Support through…			
1. As a primary frontliner, I am already aware of myduties and functions in implementing the modular approach to teaching in the new normal	4.63	.485	Very High Extent
2. Our school head properly facilitated the information dissemination and orientation on parents/guardians crucial role.	4.57	.649	Very High Extent
3. The parents/guardians are supportive to their children by being the home tutors/teachers.	4.33	.604	Very High Extent
4. Our LGU donated funds to cater the need for materials and reproduction of the modules.	3.94	.633	High Extent
5. The parents/guardians have prepared a corner of their home to serve as learning space of the pupil/s.	3.91	.830	High Extent
Overall	4.28	.433	Very High Extent

Legend: 5 (4.20–5.00) – Very High Extent: Implementation is done 9–10 times out of ten situations; 4 (3.40–4.19) – High Extent: Implementation is done 7–8 times out of ten situations; 3 (2.60–3.39) – Moderate Extent: Implementation is done 5–6 times out of ten situations; 2 (1.80–2.59) – Low Extent: Implementation is done 3–4 times out of ten situations; 1 (1.00–1.79) – Very Low Extent: Implementation is done 0–2 times out of ten situations

Table 10 demonstrates that several indicators reflected a very high extent of teachers' readiness to implement the modular approach to teaching in the new normal. Among these were "As a primary frontliner, I am already aware of my duties and functions in implementing the modular approach to teaching in the new normal" (mean = 4.63, sd = 0.485), "Our school head properly facilitated the information dissemination and orientation on parents'/guardians' crucial role" (mean = 4.57, sd = 0.649), and "The parents/guardians are supportive of their children by being home tutors/teachers" (mean = 4.33, sd = 0.604). Three other indicators of teachers' readiness received high ratings.

The modular learning approach promotes personalized instruction by allowing pupils to engage independently with self-learning modules (SLMs), available in either printed or digital formats, tailored to the pupil's need. Pupils also employ additional resources, including textbooks, activity sheets, study guides, and extra materials. Individuals with technological access can obtain modules using devices such as computers, tablets, or cellphones, and they may also be disseminated via CDs, DVDs, USB drives, and other offline mediums. Teachers are tasked with overseeing pupil advancement and offering academic assistance via many communication mediums, such as email, text messaging, and instant messaging. Teachers may undertake home visits for pupils who need remediation or supplementary support when deemed essential. Additionally, family members or community stakeholders are urged to serve as para-teachers to facilitate the learning process.

Overall, the data indicated a very high extent of teachers' readiness to implement the modular approach in the new normal, particularly in terms of curriculum support (mean = 4.28, sd = 0.433). This indicates that, under the direction of their school leaders, instructors effectively conducted parent orientation sessions—ensuring that parents comprehended their vital role as collaborators in their children's education. This encapsulates the perspective expressed by DepEd Secretary Leonor M. Briones: "Education must persist even during crises, including calamities, disasters, emergencies, quarantines, or warfare." This declaration highlights the increasing necessity for a more robust collaboration between parents and teachers during this extraordinary period.

It is clear that numerous recommended options for maintaining education throughout the epidemic, such as online learning, are not universally beneficial. Obstacles such as restricted internet access, unreliable connectivity, and financial limitations hinder numerous pupils from fully capitalizing on online education. Hybrid learning, which permits only half of the pupil body to attend school simultaneously, also poses health risks by heightening pupils' exposure to the virus.

The ongoing education of pupils now predominantly depends on a crucial set of stakeholders: the parents. While teachers dedicate themselves to facilitating ongoing learning, parents also play a crucial role in this evolving educational environment. The efficacy of modular instruction relies not alone on the commitment of teachers but also on the steadfast support and engagement of parents, who serve as the pupils' primary instructors at home.

Table 11 is the extent of teacher's readiness to use modular approach to teaching in the new normal in terms of monitoring and evaluation.

Table 11. *Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New normal in terms of Monitoring and Evaluation*

Indicator	*Mean*	*Standard Deviation*	*Qualitative Interpretation*
As a teacher, I am ready to use modular approach to teaching in the new normal in terms of Monitoring and Evaluation through…			
1. I have a system of retrieving the modules, activity sheets, and scoring/recording them to track pupils' learning and improvement.	4.44	.701	Very High Extent
2. I encourage parents/guardians to come to me personally at school or even at home if they really need to consult me about their children.	4.36	.718	Very High Extent
3. I have oriented the parents/guardians so that they may guide their children properly in answering the evaluations after every lesson/competency.	4.22	.894	Very High Extent
4. I have established a group chat (GC) and group message (GM) for avenues of Q& A between and among me and the parents/guardians.	3.96	.777	High Extent
5. I am oriented and trained on how to conduct assessment of learning and assessment to learning.	3.87	.825	High Extent
Overall	4.17	.622	High Extent

Legend: 5 (4.20–5.00) – Very High Extent: Implementation is done 9–10 times out of ten situations; 4 (3.40–4.19) – High Extent: Implementation is done 7–8 times out of ten situations; 3 (2.60–3.39) – Moderate Extent: Implementation is done 5–6 times out of ten situations; 2 (1.80–2.59) – Low Extent: Implementation is done 3–4 times out of ten situations; 1 (1.00–1.79) – Very Low Extent: Implementation is done 0–2 times out of ten situations

Table 11 highlights that several indicators reflected a very high extent of teachers' readiness in implementing the modular approach. These include "I have a system of retrieving the modules and activity sheets and scoring/recording them to track pupils' learning and improvement" (mean = 4.44, sd = 0.701), "I encourage parents/guardians to come to me personally at school or even at home if they really need to consult me about their children" (mean = 4.36, sd = 0.718), and "I have oriented the parents/guardians so that they may guide their children properly in answering the evaluations after every lesson/competency" (mean = 4.22, sd = 0.894). Additionally, two other indicators reflected a high extent of teachers' readiness. Overall, there was a high extent of teachers' readiness to implement the modular approach in the new normal, particularly in terms of monitoring and evaluation (mean = 4.17, sd = 0.622). This signifies that teachers shown resilience and adaptation, effectively devising and executing their own monitoring systems.

Guido's (2014) research corroborates these findings, demonstrating that instructional modules in materials science and engineering significantly enhance knowledge acquisition in pupils. The study indicated that the modules were suitable for the pupils' proficiency level and were positively evaluated by faculty assessors, who acknowledged the module's efficacy in improving pupils' educational experiences. The results confirmed that the modules facilitated pupils' cognitive growth, enhancing their understanding and proficiency.

Furthermore, the survey revealed no substantial disparities in judgments between pupil respondents or between faculty and pupil respondents concerning the module's efficacy. A strong positive correlation was seen between staff and pupil assessments, underscoring the module's effectiveness in promoting learning and fostering critical thinking.

Guido additionally suggested the integration of self-assessment activities at the conclusion of each chapter and the inclusion of mastery tests within the instructional modules to more accurately evaluate pupils' academic success. He proposed the incorporation of supplementary topics pertinent to the course to match with advancements in materials science and engineering technology. He also suggested that the module be validated by a wider set of assessors to confirm its usefulness across bigger pupil populations, thereby enhancing the legitimacy of the evaluation process.

Furthermore, subsequent study may investigate the modules' influence on pupils' academic performance, especially in relation to preparation for engineering licensure examinations. It was also advised that the modules undergo further refinement and improvement to align with elevated educational requirements and attain a more sophisticated, pupil-centered instructional approach.

Table 12 is the extent of teacher's readiness to use modular approach to teaching in the new normal in terms of trainings attended.

Table 12 indicates that all the listed indicators reflected a high extent of teachers' readiness in adopting the modular approach to teaching in the new normal, particularly in terms of training attended. The statement "I crave more trainings to always update myself to keep abreast of what is in demand for the new normal" received the highest mean (mean = 4.16, sd = 0.589), while "I have attended trainings on conducting a modular approach to teaching before" garnered the lowest mean (mean = 3.65, sd = 0.783). This suggests that teachers demonstrated a strong desire for more training opportunities, particularly through webinars, to enhance their capacity to handle classes under the new normal. Just as pupils experienced a form of culture shock due to the sudden shift in the learning setup, teachers faced similar challenges. In response, they took the initiative to familiarize themselves with the modular approach, recognizing it as a crucial method for delivering education in the current landscape.

The education sector is among those most severely impacted by the pandemic, largely due to the lockdowns it triggered. Consequently, online learning emerged as the most viable means of continuing education. This shift has become a widely discussed topic among teachers, parents, and key government agencies such as the Department of Education (DepEd) and the Commission on Higher Education (CHED). The media also frequently highlights the country's lack of preparedness for this so-called "new normal."

Table 12. *Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New normal in terms of Trainings Attended*

Indicator	*Mean*	*Standard Deviation*	*Qualitative Interpretation*
As a teacher, I am ready to use modular approach to teaching in the new normal in terms of Trainings Attended through…			
1. I crave for more trainings to always update myself to keep abreast of what is in demand for the new normal.	4.16	.589	High Extent
2. I am humble enough to consult my school head for technical assistance that is related to my facilitation of the modular approach to teaching.	3.95	.672	High Extent
3. I have already devoted self-study on implementing modular approach to teaching.	3.93	.742	High Extent
4. I have already joined a variety of webinars on implementing modular approach to teaching.	3.71	.891	High Extent
5. I have attained trainings on conducting modular approach to teaching before.	3.65	.783	High Extent
Overall	3.88	.567	High Extent

Legend: 5 (4.20–5.00) – Very High Extent: Implementation is done 9–10 times out of ten situations; 4 (3.40–4.19) – High Extent: Implementation is done 7–8 times out of ten situations; 3 (2.60–3.39) – Moderate Extent: Implementation is done 5–6 times out of ten situations; 2 (1.80–2.59) – Low Extent: Implementation is done 3–4 times out of ten situations; 1 (1.00–1.79) – Very Low Extent: Implementation is done 0–2 times out of ten situations

In today's digital age, blended learning—which combines online learning with traditional classroom setupsoffers numerous benefits by providing pupils with more personalized learning experiences. This approach allows pupils to engage with content online while still receiving guided, face-to-face instruction in a physical classroom setting. However, the success of blended learning depends heavily on how it is designed and implemented to meet the specific demands of each subject.

The abrupt transition to fully online learning, however, posed significant challenges. Effective online education requires thoughtful planning, thorough preparation, dedication, and a certain level of technological expertise—not only from teachers but also from the systems that support them. A critical question arises: How many educational institutions are equipped to invest in the necessary technological infrastructure to support both teachers and pupils? Additionally, are the resources readily accessible, and is there sufficient training to prepare teachers for this sudden shift?

Since many teachers were forced to transition quickly to online learning, the natural tendency was to simply transfer traditional, face-to-face teaching methods into the online setting. However, this approach often falls short. Online learning demands a transformational mindset—what works effectively in a physical classroom may not translate well to a virtual environment. This presents a significant challenge for teachers navigating online instruction for the first time. Teachers must adapt thoughtfully and remain sensitive to the nuances of the online format. The key challenge lies in designing engaging, interactive activities that sustain pupils' interest and foster meaningful learning experiences.

Academic Achievement of the Pupils in Araling Panlipunan

Table 13 is the Academic achievement of the elementary pupils in Araling Panlipunan.

Table 13. *Academic Achievement of the Pupils in Araling Panlipunan*

Grades	*Frequency*	*Percent*	*Description*
90 and above	0	0	Outstanding
85 - 89	0	0	Very Satisfactory
80 - 84	30	30.0	Satisfactory
75 - 79	68	68.0	Fairly Satisfactory
74 and below	2	2.0	Did not Meet Expectations
Total	100	100.0	

As presented in Table 13, the majority of pupils' grades fell within the range of 75–79 (frequency = 68 or 68.0%), categorized as "fairly satisfactory." This was followed by grades between 80–84 (frequency = 30 or 30.0%), reflecting "satisfactory" academic performance. Only a small number of pupils (frequency = 2 or 2.0%) received grades of 74 and below, indicating they "did not meet expectations."

The results indicate that pupils in District II of Valencia City Division were experiencing academic difficulties. Although teachers exhibited considerable preparedness in executing the modular approach in the new normal, numerous pupils nonetheless attained low grades—a troubling result. This may suggest that pupils encountered challenges in adapting to the modular learning framework. The transition from conventional in-person classes to remote learning undoubtedly presented considerable problems, resulting in diminished performance. The novel format of self-paced learning via modules may have appeared significantly unlike to the traditional classroom environment they were familiar with prior to the COVID-19 pandemic.

Test of Significant Difference between the Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New Normal when They are grouped according to Demographic Profile

Table 14 is the test of significant difference between the extent of teacher's readiness to use modular approach to teaching in the new normal when they are grouped according to demographic profile.

Table 14. *Test of Significant Difference between the Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New Normal when They are grouped according to Demographic Profile*

Demographic Profile	*SS between*	*SS within*	*MS between*	*MS within*	*F/t*	*p-value*
Age	.500	13.274	.167	.138	1.205	.312
Gender					1.668	.099
Position	.590	13.183	.148	.139	1.063	.379
Grade Level Taught	.390	13.383	.065	.144	.452	.842
Seminars/Webinars Attended	.194	13.580	.065	.141	.457	.713

Table 14 presents the results of testing teachers' readiness to implement the modular approach to teaching in the new normal, based on their demographic profiles. The analysis revealed no significant differences in their readiness across various demographic factors: age ($F = 1.205$, $p = .312$), gender ($t = 1.668$, $p = .099$), position ($F = 1.063$, $p = .379$), grade level taught ($F = .452$, $p = .842$), and seminars/webinars attended ($F = .457$, $p = .713$). This indicates that teachers' demographic characteristics did not influence their level of readiness. Regardless of their age, gender, position, grade level, or training attended, their readiness to adopt the modular approach remained consistent.

As a result, the null hypothesis—stating that there is no significant difference in teachers' readiness to use the modular approach based on their demographic profile—was not rejected.

Guido's (2014) study showed that instructional modules in materials science and engineering significantly facilitated pupils' knowledge acquisition. The modules were deemed suitable for pupils' academic levels and favorably received by faculty evaluators. The reviewers acknowledged the modules' significance in improving the learning experience, promoting cognitive development, and facilitating enhanced conceptual understanding among pupils.

The study revealed no substantial disparity between pupil and teacher assessments of the module's efficacy. A notable positive correlation was identified between staff and pupil evaluations, indicating that the instructional modules significantly enhanced pupils' critical thinking and understanding, thereby enriching academic experience.

Test of Significant Relationship between the Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New Normal and the Academic Achievement of the Pupils in Araling Panlipunan

Table 15 is the test of significant relationship between the extent of teacher's readiness to use modular approach to teaching in the new normal and the academic achievement of the pupils in Araling Panlipunan.

Table 15. *Test of Significant Relationship between the Extent of Teacher's Readiness to Use Modular Approach to Teaching in the New Normal and the Academic Achievement of the Pupils in Araling Panlipunan*

Variable	*r*	*p - value*
Content and Pedagogy	-.113	.263
Availability of resources	-.259	.009
System of distribution and retrieval	-.267	.007
Curriculum Support	-.403	.000
Monitoring and Evaluation	-.498	.000
Trainings Attended	-.461	.000

Table 15 reveals that several factors showed a significant relationship with pupils' academic achievement: The study found significant relationships with the availability of resources ($r = -.259$, $p = .009$), the system of distribution and retrieval ($r = -.267$, $p = .007$), curriculum support ($r = -.403$, $p = .000$), monitoring and evaluation ($r = -.498$, $p = .000$), and the number of trainings attended ($r = -.461$, $p = .000$). This shows that, other than content and pedagogy, how ready teachers are to use the modular approach to teaching in the new normal is strongly linked to how well their pupils do in school in Araling Panlipunan. Moreover, this indicates that teachers' preparedness—especially regarding resource availability, distribution, retrieval systems, curriculum support, monitoring, assessment, and training—is essential for pupils' academic achievement.

The null hypothesis, which asserts that there is no significant association between instructors' readiness to employ the modular method and pupils' academic performance in Araling Panlipunan, is rejected.

The modular teaching method facilitates personalized learning, enabling pupils to utilize self-learning modules (SLMs) in both print and digital media, based on their accessibility preferences. This collection comprises educational materials, textbooks, activity sheets, study guides, and additional learning aids. Pupils can access digital versions via computers, tablets, or smartphones, and materials may also be supplied through CDs, DVDs, USB drives, or other computer-based programs, including offline e-books.

Teachers are accountable for overseeing pupils' advancement. Pupils may request support by email, telephone, text messaging, or instant messaging applications. When possible, teachers may perform home visits to assist pupils needing remediation or further

support. Moreover, family members or other community stakeholders may assume the role of para-teachers to enhance the pupils' education.

Conclusions

The teachers in District II of Valencia City Division were predominantly young, female, and held the position of Teacher I. The teachers, evenly distributed across different grade levels, had mostly attended three to four seminars or webinars focused on using modules in teaching.

Overall, the teachers' readiness to implement the modular approach in the new normal was rated as high across various aspects, including content and pedagogy, availability of resources, system of distribution and retrieval, curriculum support, monitoring and evaluation, and training attendance.

However, the majority of the pupils' academic performance fell within the 75 to 79 range, classified as only fairly satisfactory, indicating poor academic achievement.

The analysis showed no significant difference in teachers' readiness when grouped according to their demographic profiles.

Furthermore, a significant relationship was found between teachers' readiness to implement modular teaching and pupils' academic achievement in Araling Panlipunan, highlighting the importance of teacher preparedness in supporting pupil learning outcomes.

Based on the study's findings and conclusions, the following recommendations are proposed to enhance the effectiveness of the modular approach to teaching in the new normal.

Teachers are encouraged to continuously enhance their skills by participating in seminars and webinars that expand their technical knowledge of the new normal in education. Regardless of their professional status, lifelong learning and ongoing professional development remain essential.

It is recommended that teachers maintain their high level of readiness in implementing the modular approach, particularly in terms of content and pedagogy, availability of resources, distribution and retrieval systems, curriculum support, monitoring and evaluation, and training participation. Strengthening these areas will help them effectively manage classes, even without face-to-face interactions.

A strong partnership between parents and teachers is advised to improve pupils' academic performance — transforming "fairly satisfactory" results into "very satisfactory" or even "outstanding" achievements. This can be achieved through more effective teaching strategies, consistent monitoring by teachers, and dedicated support and follow-up from parents at home. As the saying goes, "It takes a village to raise a child."

School heads are encouraged to fulfill their roles as instructional leaders by providing ongoing technical support to teachers. This support can help ensure that regardless of teachers' age, gender, position, grade level, or the number of seminars they have attended, their high level of readiness remains consistent.

Lastly, teachers are advised to uphold their readiness to implement the modular approach, as this has been shown to significantly influence pupils' academic achievement in Araling Panlipunan.

References

Acelejado, M. The Modular Teaching Approach in College Algebra: An Alternative to Improving the Learner's Achievement, Persistence, and Confidence in Mathematics. 2006. DLSU,Philippines.

Alavi, H., &Hoseini, A. The Effects of Educational Factors on the Academic Performance of the University Students in Chemistry. Chemical Education Journal. 2009 (13) 2, 13-14

Aquino-Danganan, A. Development and Validation of a Module in Developing Computational Skills in College Algebra. Tarlac State University. 2001.

CABERTO, S.G. (2020). Creating and coping with new norms. https://www.manilatimes.net/2020/04/30/campus-press/creating-and-coping-with-new-norms/720820/

DepEd prepares Self-Learning Modules for education's new normal

Deterline, W. An Introduction to Programmed Instruction. New Jersey: Prentice Hall Inc. 1982.

Emmer, E. & Stough L. Classroom Management: A Critical Part of Educational Psychology, with Implications for Teacher Education. Educational Psychologist. 2003.

Galanida, C. Development and Validation of Instructional Materials for Basic Mathematics. Philippine Normal University. 2006

Garillos, M. N. T. Development and Validation of Instructional Module in Biology for Second Year High School. TVC-Sta. Teresa National High School. 2012.

Greager, J. And Murray, D. The Use of Modules in College Teaching. Washington, D.C: Nichols Publishing Co., Inc. 1991.

Guido, Ryan Manuel. (2014). Evaluation of a Modular Teaching Approach in Materials Science and Engineering. American Journal of Educational Research. 2. 1126-1130. 10.12691/education-2-11-20.

Hughes, J. L. Programmed Instruction for Schools and Industry. Chicago: Research Association, Inc. 1992.

Johnson, D. W., & Johnson, R. T. Meaningful Assessment: A Manageable and Cooperative Process. Boston: Allyn and Bacon. 2002.

July 3, 2020. https://iorbitnews.com/deped-prepares-self-learning-modules-for-educations-new-normal/

Macarandang, M. A. Evaluation of a Proposed Set of Modules in Principles and Method of Teaching. E-International Scientific Research Journal, 1, 1-24. 2009.

Mahmood, K. Textbook Evaluation in Pakistan: Issue of Conformity to the National Curriculum Guidelines. Bulletin of Education and Research, 32, 15-36. 2010.

May-as, A. D. Development of Instructional Materials for Interactive Learning. 2006.

Prof. George E. Hein. (1991). Constructivist Learning Theory. The Museum and the Needs of People. CECA (International Committee of Museum Educators) Conference. Jerusalem Israel, 15-22 October 1991. Lesley College. Massachusetts USA. Retrieved: https://www.exploratorium.edu/education/ifi/constructivist-learning

Published: June 27, 2020. Retrieved: https://businessmirror.com.ph/2020/06/27/will-blended-distance-learning-or-goal-be-the-new-normal-in-education/

Receno, C. N. Development of Instructional Materials for the Enhancement of the Listening Skills among Freshmen College Students of SMCL. PNU. 2001.

Reiser, B. J., et al. Design Strategies for Developing Science Instructional Materials. National Association for Research in Science Teaching. 2003.

Rickey, D., & Stacy, A. The Role of Metacognition in Learning Chemistry. Journal of Chemical Education. 77 (7), 915. 2002.

Salandanan, G. Teacher Education Journal. Quezon City: Katha Publishing Co., Inc. 2001.

Samonte, M. C. L. Development, Evaluation and Try-out of an Environmental Outdoor Education Module. PNU. 2004.

Uy, E. (2020). Will blended/distance learning or 'GOAL' be the new normal in education?

Valencia,Bukidnon.https://en.wikipedia.org/wiki/Valencia,_Bukidnon#:~:text=Valencia%20attained%20its%20city%20status,inland%2Flandlocked%20city%20in%20Mindanao.

Affiliations and Corresponding Information

Liezebelle Ruby L. Aquiatan
Bagontaas Central Elementary School
Department of Education – Philippines

Angelina A. Cacharo, PhD
Valencia Colleges (Bukidnon), Inc. – Philippines