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Modular Instruction in Araling Panlipunan of Selected Grade 9 Students: Basis for Improved Learning Proficiency

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Abstract
This study aimed to determine the learning proficiency of Grade 9 Students in Araling Panlipunan using Modular Instruction in Doña Hortencia Salas Benedicto National High School, Division of La Carlota City School Year 2015-2016.

In this study, the descriptive research methodology was applied. There were 114 respondents Grade 9 students on this study from Doña Hortencia Salas Benedicto National High School, Division of La Carlota City.

On the proficiency level of selected grade 9 students in Araling Panlipunan as a whole before and after the implementation of the modular instruction. Result showed a positive effect of the modular instruction on the subjects of the study. On the proficiency level of selected Grade 9 students in Araling Panlipunan when grouped according to sections after the implementation of the Modular Instruction, and the proficiency level of selected grade 9 students in Araling Panlipunan as a whole before and after the implementation of the modular instruction results show that there is a significant difference.

Based on the findings of the study and the recommendations forwarded and researcher aimed to meet the improved learning proficiency by introducing the instructional material entitled: "The Use of Simple Grade 9 (Strategic Intervention Material for Progress and Learning Enhancement in Grade 9 – Araling Panlipunan)" which will help the students who are low performing the learning area of Araling Panlipunan.

Keywords: Learning Proficiency, Modular Instruction, Strategic Intervention Material

1. Introduction

Education today is facing great challenges. One of these challenges is on how to help students pass in each learning area. There are many instances that students were enrolled in school by June and attended in their classes in the first quarter but they started not to appear inside the classroom come September until March due to various reasons such as family, health, financial, and social problems not to mention early pregnancy, illness, distance from home to school, working students, physically challenged, suspended due to school violations, and other related cases. More often than not, these resulted to students' retention in their grade level or most likely they will become unequipped graduates if they will be promoted. One of the questions that educators face today is how teachers can provide the necessary instructions to help these absentees learn and to make them quality graduates and valuable citizens later on.

Along with the Philippine EFA (Education for All) Plan of Action, the Department of Education pointed the urgent need to respond to the learning needs of the youth. According to EFA 2015 report, a significant increase in both elementary and secondary completion rates from SY 2005-2006 to 2012-2013, the rates fluctuated within the 71-74 percent range for elementary, averaging around 72 percent, while secondary completion rates fluctuated within the 72-75 percent range, averaging around 26 percent of the students who did not complete their four years of high school.

The Department of Education made policies and programs to keep children in school. One of the programs is the Alternative Delivery Modalities (ADMs) which do not only increase the participation of the students in school, but also help them remain in school through the use of flexible learning modalities and schedules.

The use of any classroom intervention is an important strategy to help combat if not totally eradicate the problem on low achievement among the students. Instructional materials such as modular instruction were proven effective intervention techniques when applied to low achieving students. The good results were evident through various researches done both locally and abroad.

In November 2012, the Doña Hortencia Salas Benedicto National High School, Division of La Carlota City master teachers with the department heads of each subject areas, and education supervisors conducted a workshop seminar on making Simplified Instructional Modules (SIMs) for students at risk of dropping out and low performing. After the creation of the modular instruction, the validation of the modules was done by the education program supervisors before classroom use.

Therefore, this study was conducted to determine the learning proficiency of low performing students and are at risk of dropping out using modular instruction in Araling Panlipunan.

1.1 Research Questions

This study aimed to determine the learning proficiency of Grade 9 Students in Araling Panlipunan using Modular Instruction in Doña Hortencia Salas Benedicto National High School, Division of La Carlota City School Year 2015-2016.

Specifically, this study sought to answer the following specific questions:

1. What is the proficiency level of selected grade 9 students in Araling Panlipunan as a whole before and after the implementation of the modular instruction?
2. Is there a significant difference on the proficiency level of selected Grade 9 students in Araling Panlipunan when grouped according to sections after the implementation of the Modular Instruction?
3. Is there a significant difference in the proficiency level of selected grade 9 students in Araling Panlipunan as a whole before and after the implementation of the modular instruction?

2. Literature review

On K to 12 Curriculum

Several studies, including the UNESCO Mission Survey of 1949, the Education Act of 1953, the Swanson Survey of 1960, the PCSPE of 1970, the Philippines Education Sector Study of 1998, the PCER of 2000, the Philippine EFA 2015, the National Action Plan of 2006, and the Presidential Task Force on Education of 2008, have established the necessity of reforming the country's educational system. Findings on trend reports on the students' dismal performance in national achievement tests and poor performance in international tests, as well as the short basic education cycle that affected economic cooperation with other countries. The Washington Accord, SEAMEO-INNOTECH, catalyzed the development and implementation of K to 12 programs. Other pressing factors include the country's long-time problem on unemployment rates that are factored to the graduates' lack of university or college preparation and their lack of basic skills needed for employment despite there being jobs in the nation. The Enhanced Basic Education Act of 2013, also known as Republic Act 10533, which established the K–12 curriculum as law, was only passed on May 15, 2013. These should foster lifelong learners, give students enough time to understand concepts and skills, and equip graduates for university education, middle-level skill development, employment, and entrepreneurship.

On Instructional Design and Modular Instruction

Instructional design is a careful planning of educational activities, instructional materials and learning so that the learner is ushered from the state of not able to perform tasks to being able to deliver the tasks (Chaudry, 2012) [2]. Studies on instructional design has included the process of analyzing, designing, developing, evaluating and managing however in the study, instructional process include planning, developing, implementing, evaluating and organizing full learning activities effectively (Isman, 2012) [7]. These stages in three developments are: 1) the pre-development stage, which includes the planning or preparation for the writing of the module, 2) the development stage, which considers the scope and objectives, and the users of the module, selection of materials, decision on how to use the materials, sequencing of activities and preparation of Task Analysis Chart (TAC); and 3) post-development stage, which includes evaluation of the effectiveness of the module. There are essential elements of instructional design that can be gleaned from various literatures and these are defining goals in terms of learning tasks to perform and knowledge, skills, attitudes and values to acquire, content or supportive information, methods or procedural information, part-task practice and evaluation. It is a procedural system including ten major process components, which include the nine basic steps in an iterative cycle and a culminating evaluation of the effectiveness of the instruction. The ADDIE model is a systematic instructional design model consisting of five phases: (1) Analysis, where the designer identifies the learning problem, the goals and objectives, the audience's need, existing knowledge, and any other relevant characteristics. This also considers the learning environment, any constraints, the delivery options, and the timeline for the project; (2) Design, which is a systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content are determined in this phase; (3) Development, which is the actual creation or production of the content and learning materials based on the Design Phase; (4) Implementation, where the plan is put into action and at this stage, procedure for training the learner and teacher is prepared and developed, and materials are delivered or distributed to the student group; and (5) Evaluation, which consists of formative and summative evaluation. Formative evaluation is a part of the ADDIE process at every level. Tests created for referenced items connected to criteria and chances for user response make up summative evaluation.

Module is a unit of work in a course of instruction that is virtually self-contained, and as a method of teaching that is based on the building up skills and knowledge in discrete units (Anandarun, 2012) [1]. There are certain characteristics of modules, namely: it should be dependent, self-contained; self-instructional; well-defined; has clearly defined objectives; observes concern over individual differences; association, has structured sequence of knowledge; provides systematically organized learning opportunities; utilizes a variety of media; encourages active participation by learner; gives immediate reinforcement of responses; promotes mastery of evaluation strategy; and performs evaluation of the work. He also shared the essential components of the module. These are the rationale, objectives, entry text, multi-media materials, learning activities, self-test and post test.

On Learning Proficiency Level of Students

According to DepEd Order No. 31 s. 2012 Policy Guidelines

on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) effective school Year 2012 – 2013, assessment procedure is comprehensive and places a strong emphasis on the formative or developmental goal of ensuring the quality of student learning. In order to ensure that teachers adhere to the standards and that students strive to meet or even exceed the requirements, it is also standards-based. As a result, one of the most important indicators of learning is whether or not pupils meet criteria in terms of performance and content.

In addition, DepEd Order No. 31 s. 2012 stated the assessment and rating of learning outcomes levels of proficiency. After adding up the results of the student's performance on the various levels of assessment, a numerical number representing the student's level of proficiency will be determined. The numerical values are as follows: level of proficiency equivalent numerical value beginning (b) 74% and below; developing (d) 75 – 79%; approaching proficiency (ap); 80 – 84% proficient (p); 85 – 89% advanced (a); 90% and above.

According to DepEd Assistant Secretary Toni Umali (2012), the new grading system year will apply only to grades one and seven, the two grades most affected by K to 12 policies. Although their above-mentioned letter equivalents will be used in report cards, teachers will still evaluate students' progress using numerical values. The majority of educational systems abroad use letter grades, and some even employ pass/fail systems. However, parents used to the traditional system in the Philippines have questioned the new system's lack of granularity, arguing that a grade of 91 is plainly superior than a grade of 90 (under the new system, both would be A's). The evaluation process is holistic, with an emphasis on the formative or developmental goal of ensuring student learning quality. It is also standards-based in the sense that it strives to guarantee that teachers educate to the standards and that students strive to meet or even surpass the requirements.

According to DepEd Memorandum No. 158 S. 2012 on the Standards-Based Student Assessment and Rating System, the philosophy behind the new system is that assessment shall be used primarily as a quality assurance tool to track student development in meeting standards, foster self-reflection and personal accountability for one's learning, and serve as a foundation for student performance assessment. Report on learning progress and achievement determined through the following: those students who attained the grades from 90 – 100 will be rated as outstanding, 85 – 89 for very satisfactory, 80 – 84 for satisfactory, 75 – 79 for fairly satisfactory, and 74 and below for did not meet expectation.

On Modular Teaching

Toohey (1999) [10], Biggs (1999) [10], Roisin Donnelly, and Marian Fitzmaurice (2005) created a module to create educationally sound and logical relationships between learner requirements, goals, learning objectives, resources, learning and teaching styles and tactics, and assessment and evaluation criteria. He went on to say that the term "module" is inextricably linked to the concept of a flexible language curriculum, which should provide a framework for all those involved in education (primarily learners and teachers, but also parents and administrators, as well as society at large) to establish clear and realistic language learning objectives.

Another type of individual instruction is the use of self-learning modules in the classroom. This is known as a modular approach to teaching and learning (K. Jaya sree, 2004). If self-learning modules are available on certain topics, they can be assigned to students as self-learning assignments. A person's scientific attitude is their outlook on life. Attitude is a stabilized method set which express itself in a tendency to react to any member of the class of stimuli in the same general way.

Furthermore, Robert Ebel (1997) [6] stated that Modules are increasingly being used in many countries as a way of organizing a language curriculum. As a result, many course books are now organized in "modules" rather than "units," and most teachers, when confronted with this innovation, ask whether it is truly a new development, opening up new routes for learning and teaching, or whether it is simply "old wine in new bottles." This is an attempt of the researcher that to introduce a short article of improving teaching method.

In the United States, Australia, and many other Western countries, including the Asian region, modular teaching is one of the most widely used and recognized teaching learning strategies. The modular method is employed in practically all topics, including natural science, particularly biology and medical education, as well as social sciences and computer education. Modules are used to teach a wide range of disciplines. It is a relatively new discovery based on programmed learning, a well-established and widely accepted phenomenon. It takes into account individual differences among learners, which necessitates planning for the adoption of the most appropriate teaching strategies to assist the person in growing and developing at her/his own pace (Kandarp Sajpal, 2013) [8]. Modules, regardless of gender, are beneficial for visual and active learners.

According to Taneja (1989) [9], a module is a virtually self-contained unit of work in a course of instruction and a teaching strategy based on the idea of developing skills and knowledge in distinct steps. A growing number of nations are arranging their language curricula using modules. As a result, "modules" rather than "units" are now used to structure many course materials. The term "module" is exclusively associated with the notion of a modular language curriculum. A module is a group of learning chances arranged around a well - defined topic which incorporates the elements of ordinate dictation, categorical objectives, edifying cognition exercises, and evaluation employing criterion - referenced measures UNESCO (1988). (1988). A module can cover a single piece of subject matter content or a collection of content pieces that together make up a distinct subject matter or area of expertise. A module can cover a single piece of subject matter content or a collection of content pieces that together make up a distinct subject matter or area of expertise. The objectives of a module are calmly stated and are preferably behavioral (Daries, 1981) [3]. Different teaching strategies that will focus on accumulating techniques that can best materialize the imaginative and productive participation in educational activities that results in comprehending Ramsden (1992). If the edifying tactics used are unable to inspire and support the students in achieving the required learning goals, even very well-planned courses with very well specified learning outcomes may fail.

Toohey (1999) [10] offers the following definition: “A teaching strategy is a plan for learning, and it includes the presentations which the teacher might make, the exercises

and learning activities designed for students, audio-visual aids which will be supplied or suggested for students to work with, in which they show of their growing understanding and capability will be collected." Modular teaching is one of the most widespread and recognizes teaching learning techniques in many countries including other Western countries and Asian region (Manlove and David, 1985). It considers the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching technique.

In the study of Schneider (2003) on the use of self-instructional modules in the trainings of social studies teachers, to employ higher cognitive level of their learning proficiency forty students were enrolled for social studies modular method, where courses were blocked on pretest scores and randomly assigned to treatment groups. The experimental treatment group consisted of using only four SIMs for 6 weeks. Three teachers in the control group used traditional classroom teaching methods. According to the findings, the experimental group dramatically outperformed the control group in both accomplishment test scores and student teaching performance ratings. Additionally, members in the experimental group were positive about using SIMs. According to this evidence, using SIMs to teach concepts and abilities that are crucial for higher cognitive processes appears to be preferable to using more traditional instructional approaches.

The concepts that govern in this study will be based on the study of Taneja (1989) [9] that module is a unit of work in a course of instruction that essentially self-contained, and a teaching strategy centered on the idea of developing abilities and information in manageable chunks. A module is a set of learning opportunities organized around a well - defined topic which contains the elements of instruction, specific objectives, teaching learning activities, and evaluation using criterion - referenced measures (UNESCO, 1988).

The majority of learning plans are completely personalized, but group activities can be incorporated. The introduction of modules into the teaching and learning process was primarily motivated by their potential to assist in finding solutions to significant issues in education. This is largely due to the fact that they are extremely flexible in their implementation and satisfy the fundamental requirement for promoting effective learning. The usage of such programs allows pupils to work at their own pace and takes into account individual variances. This is the reason Loughran and Berry (2000) noted that people learned better when they went at their own pace because according to them that telling is not teaching and listening is not learning but rather it is a process of first absorbing and then expressing information.

A particular kind of educational material is a module. In essence, modules are self-contained, self-instructional packages that let each learner pace their learning according to his or her own needs and aptitude. A module might cover a single piece of subject matter material or a collection of content pieces that together make up a distinct unit of knowledge or ability A module contains objectives that are clearly stated and are preferably behavioral in nature (Daries, 1981) [3]. The objectives of this construction of simplified instructional materials (SIMs) were the following: The use of SIMs helped the teacher teach specific least mastered learning competencies in all subject areas; SIMs helped increase students' test scores or Mean Percentage Score (MPS) in a test; and SIMs made the teaching of Least Mastered Learning Competencies (LMLCs) easy and made the learning interesting and enjoyable on the part of the students. Lastly, the results showed that the utilization of the strategic intervention materials helped increase the mastery level of the students in the topic they find difficult. Moreover, the findings indicate that modular instruction really served as remedial tools and venues for enhancement of learning.

In addition, to prove its functionality, a checklist was given to fifteen (15) students who used the SIMs as well as to the five (5) Araling Panlipunan teachers and department head to evaluate the SIM's design, content and relevance.

Moreover, the utilization of the SIM was conducted by the subject teachers. The use of the SIM will be done during the vacant periods of the students who will be identified at risk in dropping out and low performing students. They will be guided and instructed by the teacher who administered the SIM. The student-respondents will finish answering the SIM at their own pace and time. They will be also encouraged to bring home the SIM in case there are activities not accomplished during their allotted time in school. In addition, the progress of the implementation will be assessed through a summative test involving items on least mastered skills.

This type of teaching technique calls for more time, energy, and money. Performing the initial step to the last step was a difficult task. The step of execution, which included establishing a shared timetable between the teacher and the pupils and replicating the necessary materials, was the most challenging, though.

On the part of the learners, they were observed to be engaging as they enjoyed doing the activities in the SIMs. Some students, however, just questioned why they were picked to use the SIM because they believed they were the class's slowest learners. That negative feeling was inevitable, however through the positive thoughts and perception of the teacher, the students were then encouraged that they were only being helped to cope with their difficulty. Everything came together in the end to produce a situation where learning took place through a more enjoyable and engaging experience.

3. Research methodology

This study aimed to determine the learning proficiency of Grade 9 Students in Araling Panlipunan using modular instruction at Doña Hortencia Salas Benedicto National High School, Division of La Carlota City School Year 2015-2016. In this case. This study used descriptive research design. According to Dr. Y.P. According to Aggarwal (2008), descriptive research focuses on acquiring data regarding current circumstances or conditions in order to describe and interpret them. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretations, comparisons, identification of trends and relationships.

Participants

There were eight hundred seventy-nine (879) students who were enrolled in the Grade 9 level and one hundred fourteen (114) were identified as at risk of dropping out due to family, health, financial, and social problems not to mention early pregnancy, illness, distance from home to school, working students, physically challenged, suspended due to

school violations, and other related cases at Doña Hortencia Salas Benedicto National High School, Division of La Carlota City.

Instruments of the Study

The researcher utilized the class record of Araling Panlipunan teachers to determine the level of learning proficiency of Grade 9 selected students. The researcher gathered the results of their grades among sixteen (16) sections in the Doña Hortencia Salas Benedicto National High School, Division of La Carlota City.

Procedures

For the accomplishment of the study the following procedure was used:

A letter of permission to the Schools Division Superintendent, through the school head was accomplished for the utilization of teachers' class record for School Year 2015-2016.

The grades of selected students in Araling Panlipunan was collected from sixteen (16) sections.

The data gathered was tabulated, classified and analyzed to answer the specific statement of the problems.

Ethical Considerations

The following moral standards were established for the research period:

1. The wellbeing and dignity of the students were always upheld.
2. The researcher acquired the students' consent to use their true identities in the research report, and the research data were kept private throughout the study.

4. Results

Based on the foregoing data of this research study, the findings were as follows:

1. Before the implementation of modular instruction, the mean was 72.20 with a descriptor of Did Not Meet Expectation. After the implementation of the modular instruction, the mean increased to 82.57 with a descriptor of Satisfactory. This means that there is an improvement in the grades of selected students after the implementation of the modular instruction.
2. For significant difference on the proficiency level of selected grade 9 students in Araling Panlipunan when grouped according to sections after the implementation of the modular instruction, the result is that, the mean square between is 7.63 and the mean square within is 1.18. The F-computed Value is 6.47 and the F Tabular Value is 1.18 with an interpretation of Significant. The null hypothesis is then rejected and the alternative hypothesis is accepted which means that there is a significant difference on the proficiency level of selected grade 9 students when grouped according to sections. ANOVA test showed a statistically significant result because the p-value is less than the significant level, thus, justified the rejection of null hypothesis. Using the Tukey-Kramer post hoc test, out of sixteen sections, Section 10 showed the greatest number of significant result when grouped with other sections.
3. For the significant difference in the proficiency level of Grade 9 students in Araling Panlipunan before and after the implementation of the modular instruction, there was a significant difference basing on the result of the values. The null hypothesis is then rejected and the alternative hypothesis is accepted.

5. Discussion

The research's principal goal is to evaluate the learning proficiency of Grade 9 students using the modular instruction in Araling Panlipunan subjects. Thus, this analysis used the descriptive method of approach to define the respondents' learning proficiency before and after the implementation of modular instructions to Grade 9 students. The study also determined the size of the interactions between and within the study's variables.

6. Conclusion

Based on the study conducted, the researcher concluded the following ideas:

1. The proficiency level of Selected Grade 9 students in Araling Panlipunan when taken as a whole before and after the implementation of the modular instruction showed an increase in terms of numerical value of their grades which means that the modular instruction played an important part where students were able to attain the competencies expected of them. The level of selected students' proficiency in Araling Panlipunan indicated a lower level of proficiency before the modular instruction. After giving them modular instruction, students showed an increase in the performance.
2. The proficiency level of selected Grade 9 students in Araling Panlipunan after the implementation of the modular instruction when grouped according to sections increased regardless of whether students belong to the upper or lower section.
3. After the implementation of the modular instruction the proficiency level of Grade 9 students improved. Looking at the increase in grades of the students, the modular instruction was useful to improve the learning proficiency and was relevant in the increase the performance of the selected grade 9 students.

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