



SELF-LEARNING MODULES (SLMs) IN TLE: AN ANALYSIS OF THE VIEWS AND PERCEPTIONS OF TLE TEACHERS

Marites B. Alam

ABSTRACT

The Coronavirus pandemic has steered a lot of what the people were used to do outside their home, and learning of students amidst the possible limitations have been no exception. Everyone is forced to adapt in these trying times especially in the Education sector. DepEd or Department of Education come up of implementing modalities that can help student go through their studies. There are various strategies introduced but SLM's or Self-Learning Modules have been the option of certain institutions. In this study, the researcher has found out that:

Out of twenty-five (25) TLE teacher-respondent, the views and perceptions of teachers on their preferred number of days on using modules in the teaching-learning process of TLE Teachers has been observed. Forty-four percent (44%) of the teacher-respondent chose five days a week. Thirty-six percent (36%) of the teacher-respondent preferred four days a week. And there are only twenty percent (20%) preferred to use SLM's three days a week during the time of the study.

The Self-Learning Modules (SLMs) in TLE helps develop good behavior and can focus to their academic performance. As supported by the overall mean of 4.44 and standard deviation of 0.829, it is clearly indicated that the effect of modules among the respondents in accordance to the teaching-learning process have a remark of strongly agree and verbally interpreted as very great extent.

The preferred activities and exercises in the teaching-learning process of the TLE Teachers is more focused in the skills of the students. Out of twenty-five (25) TLE teacher-respondent, ninety-two percent (92%) shared their insights that it is better if they implemented skill focused activities and exercises. Moreover, there are eighty-four percent (84%) agreed that cognitive focused activities and exercises are also effective. Sixty-eight percent (68%) of the teacher-respondent however agreed that affective focused activities and exercises during the time of the study should be implemented.

INDEX TERMS — Perceptions, Self-Learning Modules, TLE, Views

1. INTRODUCTION

The Coronavirus pandemic has turned the spotlight on one of the problems in the education system, making education accessible to all, under any circumstances.

Steadfast in its preparation for School Year 2020-2021, the Department of Education (DepEd) provides Self-Learning Modules (SLMs) with the alternative learning delivery modalities to be offered for various types of learners across the Philippines.

The integration of SLMs with the alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) will help DepEd ensure that all learners have access to quality basic education for SY 2020-2021 with face-to-face classes still prohibited due to the public health situation.

The SLMs and the other alternative learning delivery modalities are in place to address the needs, situations, and resources of each and every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19.

On the other hand, with subjects that requires laboratory and enhancement of skills like TLE in mind, DepEd secured that learners will have the same resources as well as assigned teachers

that will guide them throughout their lessons.

As the K to 12 curricula gave importance to Technology and Livelihood Education (TLE) subject during high school and with prevailing circumstances, development and provision for self-learning modules are also applied in TLE subjects this school year.

As the importance and necessity of self-learning modules in TLE were discussed and identified, the researcher, as one of the TLE teachers of the Laboratory Junior High School believes that views and perception of TLE teachers can greatly contribute to the development of more creative and productive work among the students. The findings of this study may be very useful in improving instruction and competencies of both teachers and students under the K-12 curriculum. The school administrators may also be provided baseline information in designing appropriate training for other TLE teachers in the development and validation of their own learning modules based on their respective areas of specialization that may contribute to the vocational-technical competency of high school students.

Thus, this research is carried out to analyze the views and perceptions of TLE teachers on the use of a teaching module, as



well as to reveal the extent to which the respondents actually utilize the module in the teaching learning process, the types of activities and exercises preferred, and whether the respondents really find the needs to use a module.

2. OBJECTIVES

The traditional curriculum and teaching approaches focused on the lecturer rather than the learner. However, recently, due to pandemic, there has been a paradigm shift which moves the emphasis from teaching to learning and a more student-centered curriculum to modular approach. Specifically, the researcher sought to find out the:

1. Understand and analyze the views and perception of TLE teachers on the use of self-learning modules (SLMs) in teaching TLE.
2. Measure the effect of modules among the respondents in accordance to the teaching-learning process
3. Identify the types of activities and exercises preferred by TLE teachers; and
4. Identify whether the respondents really find the needs of using SLMs in TLE.

3. METHODOLOGY

The respondents of the study will compose of secondary TLE junior high school teachers from Gov. Felisicimo T. San Luis Integrated Senior High School.

This research will utilize purposive sampling technique. Achieving the goals of such qualitative research designs requires different types of sampling strategy and sampling technique. Purposive sampling is useful in this instance because it provides a wide range of non-probability sampling techniques for the researcher to draw on.

The title will be presented to the panel members. Upon approval, the researcher will gather all the necessary data on the analysis of the views and perception of TLE teachers on the use of self-learning modules (SLMS) in TLE.

The instrument to be used in the study will be a survey questionnaire-checklist. The questionnaire is a research-made instrument devised to answer the objectives of the study.

In the construction of questionnaire described above, an extensive review of various books, publications and internet sites will be used. An initial draft of the research tool will be prepared and presented to panel members for comments and suggestions. Validation will be used to assess the representation of the items with those of others dealing with same area of investigation. The assistance experts relevant to the contents of the questionnaire will be solicited,

The final form of the questionnaire will be reproduced and administered to respective respondents.

A meeting will be set to meet the respondents before the actual administration of the questionnaire in order to orient them relative to the purpose of the study. The respondents will also be oriented on how to accomplish the entire set of questionnaires.

The distribution and retrieval of questionnaire will be

administered personally by the researcher in order to follow-up vague responses made by the respondent for consistency check. The researcher will explain fully the direction as well as the purpose of the study before allowing the respondents to answer the questionnaire.

Later, the data will be gathered, given appropriate statistical treatment, which were analyzed and interpreted.

4. LITERATURE REVIEW

Due to COVID-19 outbreaks worldwide, the academic institutions have been enforced to entirely cancel face-to-face teaching including laboratories and other learning experiences as a mitigation step against the risk posed by the Coronavirus. Accordingly, various measures by the department of Education providers have been initiated to implement social isolation strategies, and online teaching is followed with rapid curriculum transformation. Thus, Self-Learning Modules were produced and utilized in various subject areas including TLE.

Toohy (2015) designed a module to forge educationally sound and logical links between learner's needs, aims, learning outcomes, resources, learning and teaching techniques and strategies, criteria of assessment and evaluation. This provides brief overview of the process, highlighting the crucial variables in module design and finding the relationships between them. Seeking to incorporate the following to TLE teachers' module design can offer a more preponderant likelihood of fostering a deep approach to learning.

These ideas vibrate with teachers in today's secondary education environment and have implications both for the choice of learning and teaching strategies and how to assess learning. An awareness of these approaches to learning is fundamental to the entire module design process.

Jayasree (2015) mentioned that the use of self-learning modules in teaching is another form of individual used instructions. This is called modular approach of teaching and learning. In older times, if self-learning modules are available on some topics they can be given to the students as assignments for self-learning. On the other hand, nowadays, LSM's and modular approach are used as primary mode of education in the country

The concept of "module" is strictly linked to the idea of a flexible curriculum. Taneja (2017) defined module as a unit of work in a course of instruction that is virtually self-contained and a method of teaching that is based on the concept of building up skills and knowledge in discrete. A module is a set of learning opportunities organized around a well - defined topic which contains the elements of ordinate dictation, categorical objectives, edifying cognition activities, and evaluation utilizing criterion.

A module covers either a single element of subject matter content or a group of content elements composing a discrete unit of subject matter or area of adeptness. A module has placidly defined, objectives; preferably in behavioral form. In addition, it is defined as varieties of teaching methods that will fixate on cumulating methods that can best realize the creative and constructive engagement with learning activities that leads to

understanding. Even very good designed modules, with very well-defined learning outcomes, can fail if the edification strategies employed are infelicitous to inspire and support the learners towards meeting the desired learning outcomes.

Toohey (2015) 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, instructional 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. Modular approach is used almost in all subjects like natural science, specifically in TLE.

Self-Learning modules consider the individual differences among the learners which necessitate the planning for adoption of the most appropriate activities and exercises. in order to help the individual grow and develop at her/his own pace (Kandarp, 2013).

The utilization of such packages takes into account individual differences and sanctions students to work at their own pace.

However, it is a process of understand and then express the idea or knowledge. One of the largest changes in recent years has been the addition of technology education facilities with individualized instructional modules. Each module has a distinct training element; it covers either a single element of subject matter content or a group of content elements objectives; preferably in behavioral form. A recognized level of proficiency or a qualification can be achieved through the completion of a series of modules.

In addition, it is found that using individualized instructional modules reduces the time it takes teachers to develop a technology-based program. Module developments promote practice to plan and develop modular materials. Module writers develop a common frame work for the design and development of modular materials. In designing modules, it is essential for teachers to be aware of concepts of deep and surface approaches to learning. Many researches have previously been conducted on the relationship between courses and the approach students take to learning and found positive relationship between curriculum and learning approaches.

Thus, the goal of the modules is to provide resources to teachers that will allow them to transform their teaching into active, student-centered learning environments.

5. DISCUSSION

The responses will be tabulated as basis for statistical treatment of the data. This was done in order to determine and analyze the views and perception of TLE teachers with the use self-learning modules (SLMS’) in TLE.

In order to analyze and interpret the data gathered, the following statistical tools were utilized in the study. Frequency Distribution, percentage, weighted mean, standard deviation, will be used in this research.

Various issues were raised by public school teachers in the field regarding the preparation for modular learning. Based on the reports, teachers are raising a “myriad of issues” with the modular learning preparations which is being aggravated by the present health crisis. In particular, cited concerns of teachers are from the National Capital Region (NCR) and some provinces in Region IV-A (CALABARZON) – which are currently placed under the Modified Enhanced Community Quarantine (MECQ).

In addition, based on DepEd’s latest enrollment data, these two regions have the highest number of enrollees for School Year (SY) 2020-2021) out of the 17 regions. With this regard, module reproduction print modules that were developed by schools and divisions as the promised material from the Central Office (CO) remain unavailable.

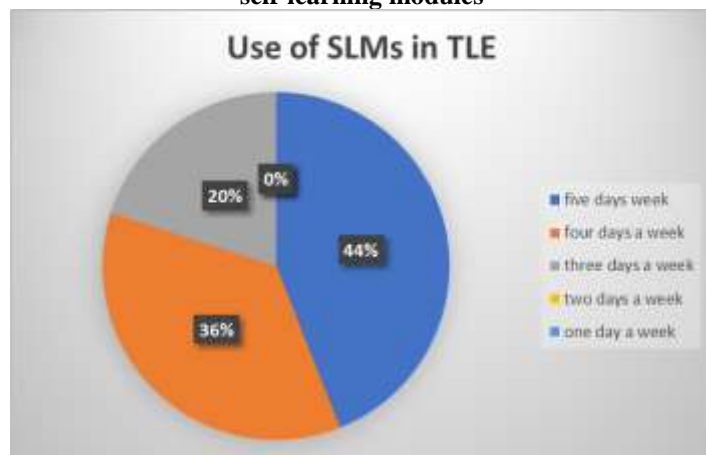
But sadly, teachers expressed disappointment that while teachers have been tasked to make the activity sheets that will come with the modules, not enough copies are seen of these modules, forcing them to just base the activity sheets on last year’s lessons.

Teachers also pointed out that “reproduction cost is also a big problem as schools were forced to find ways to raise funds in so short a time.

With the schools’ Maintenance and Other Operating Expenses (MOOE) almost depleted, schools’ resort to soliciting private donations and maximizing teachers’ personal printers just to jumpstart the reproduction of instructional materials and modules.

Also, teachers are sometimes even being made to report to school as late as 11:00 pm as their school or division implements a shifting schedule for teachers in order to finish the printing on time. Considering the imposition of MECQ in NCR and nearby provinces and the worsening health crisis preventing safe movement of teachers and staff, DepEd’s module preparation will further impose possible health problems to teachers. Further research is needed in order to develop more targeted ethical frameworks regarding this study.

Figure 1. Views and Perception of TLE teachers on the use of self-learning modules



Out of twenty-five (25) TLE teacher-respondent, forty-four percent (44%) of the teacher-respondent settled that the effect of using modules in the teaching-learning process of the TLE Junior high school teachers from Gov. Felisicimo T. San Luis Integrated Senior High School will be more effective if implemented five days a week. Thirty-six percent (36%) of the teacher-respondent however settled that the effect of using module in the teaching-learning is preferably four days a week. Overall, there are only twenty percent (20%) of the teacher-respondent settled that the effect of using module in the teaching-learning should be implemented three days a week during the time of the study.

This means that the views and perceptions of teachers on their preferred number of days on using modules in the teaching-learning process of TLE Teachers is well monitored and implemented if they maximize the weekdays of which the students have been practiced in the face-to-face classes.

Table 1.1. Effect of modules among the respondents in accordance to the teaching-learning process

Statements	Mean	SD	Remarks
The use of modules helps students develop study habit.	4.55	0.83	Strongly Agree
The use of modules helps students develop focus and concentration	4.60	0.68	Strongly Agree
The use of self-learning modules helps students learn self and performance evaluation.	4.50	0.76	Strongly Agree
The use of modules helps students develop control and independence	4.45	0.89	Strongly Agree
The use of modules helps students develop good academic behavior	4.60	0.75	Strongly Agree
Overall Mean = 4.44			
Standard Deviation = 0.829			
Verbal Interpretation = Very Great Extent			

Legend

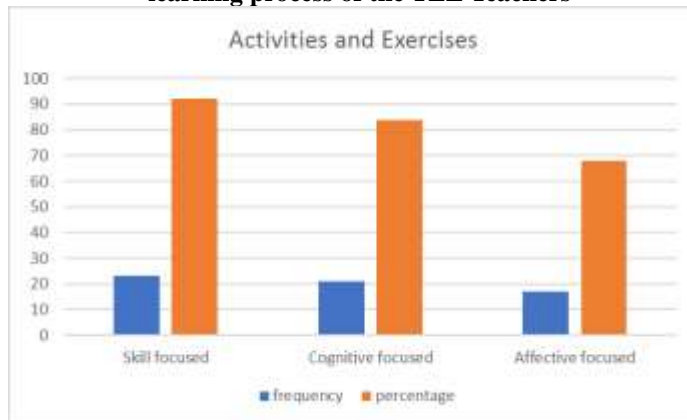
Scale	Range	Remarks	VI
5	4.20-5.00	Strongly Agree	Very Great Extent
4	3.40-4.19	Agree	Great Extent
3	2.60-3.39	Moderately Agree	Moderately Extent
2	1.80-2.59	Disagree	Low Extent
1	1.00-1.79	Strongly Disagree	Very Low Extent

To a very great extent, the use of modules helps students develop focus and concentration and helps students develop good academic behavior obtaining (M = 4.60, SD = 0.68,) and the modules helps students develop study habit acquiring (M = 4.55, SD = 0.83). Although also observed to very great extent, the item with the lowest rating was on use of modules helps students develop control and independence with (M = 4.45, SD = 0.89).

The overall mean of 4.44 and standard deviation of 0.829, indicated that the effect of modules among the respondents in accordance to the teaching-learning process have a remark of strongly agree and verbally interpreted as very great extent. The

finding shows that the Self-Learning Modules (SLMs) in TLE helps develop good behavior and can focus to their academic performance.

Figure 2. Preferred activities and exercises in the teaching-learning process of the TLE Teachers



Out of twenty-five (25) TLE teacher-respondent, ninety-two percent (92%) of the teacher-respondent in the teaching-learning process of the TLE Junior high school teachers from Gov. Felisicimo T. San Luis Integrated Senior High School agreed that it is better if they implemented skill focused activities and exercises. Moreover, there are eighty-four percent (84%) of the teacher-respondent in the teaching-learning process agreed that cognitive focused activities and exercises are also effective. On the other hand, sixty-eight percent (68%) of the teacher-respondent therefore agreed that in the teaching-learning process of the TLE Teachers, affective focused activities and exercises during the time of the study should be implemented.

This means that the preferred activities and exercises in the teaching-learning process of the TLE Teachers is more focused in the skills of the students.

Figure 3. Extent of needs of using SLMs' in teaching TLE



One hundred percent (100%) of the teacher-respondent settled that the extent of needs of using SLMs' in teaching TLE of Junior high school teachers from Gov. Felisicimo T. San Luis Integrated Senior High School is to a very great extent. While the



other to a great extent, to a moderate extent, to a low extent and to a very low extent have no response during the time of the study. This means that there is a very great extent of needs of using SLMs' in teaching TLE.

6. RECOMMENDATION

As per the conduct of the study. It is recommended that:

The schools and teachers must continue to nurture their partnership among the students and their family and vice versa. This will at least prevent adding up problems and ease the hard and trying times everyone is currently facing, SLM's should be continuously improved and if possible, consistent surveys are given to further expand the possible knowledge students must acquire. This will also prevent students from being tired, exhausted and spent.

7. CONCLUSIONS

In a short span of time, (COVID-19) has changed how institutions, teachers and students acclimate the current means of education. These progressions give everyone a glimpse at how education could improve and adjust when inevitable circumstances arise. Compared to the traditional curriculum, the researcher has observed that emphasizing a more student-centered curriculum to modular approach.

REFERENCES

1. Department of Education (2020). *DepEd prepares Self-Learning Modules for education's new normal*.
2. Jayasree P. (2014), *Distance Education and Improvement of Curriculum*, P.G (Pedagogics, Vol.Attended Workshop on "Innovative Strategies for the Effective Transaction of instructions, pp 55-59).
3. Kandarp S. (2013) (Vol. 2, Issue:2, February 2013 (IJRE) ISSN:2320-091X pp.170 Dr. Shivarajan K (1997), *Methodology of science teaching*, Calicut university , California
4. Taneja, R. (2017). *Dictionary of Education*. Anmol Publication Murare New Dehli, India p. 155
5. Toohey, S. (2015). *Designing Courses for Higher Education*. Buckingham: SRHE and OU Press