



EFFECTS OF MODULAR DISTANCE LEARNING MODALITY ON THE LITERACY SKILLS OF KINDERGARTEN LEARNERS

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ABSTRACT

The general purpose of this study is to look into the effect of the modular distance learning modality on the literacy skills of kindergarten learners. This study made use of the quasi-experimental research design which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 2019). The researcher opted to use this design because the subjects of the study are intact group of learners. This study will be conducted in Savoy Elementary School, Division of Davao Del Sur. The subjects of this study will be the 50 kindergarten pupils – 25 are from section A which will be the controlled group and 25 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study makes use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study. This study revealed that the utilization of modular distance learning modality has increased the literacy skills of kindergarten learners. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *Modular Distance Learning: individualize instruction that allows learners to use Self-learning Module*

INTRODUCTION

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, especially in biology and medical education and even in social sciences as well as in computers education. It considers the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace. When analyzing the modular method of teaching, we can understand that this is more effective, recent and more technology based teaching method in the present educational field. Modular approach provides more flexibility to distance teaching mode as well to learners (Sejpal, 2019).

Education plays an important role in shaping the lives of students. Due to the emergence of COVID-19 in the Philippines, a lot of changes happened in the educational landscape. One of these is the mode of instruction that was implemented by the Department of Education. The current COVID-19 crisis has obliged most education systems to adopt alternatives to face-to-face teaching and learning. Many systems moved activities online, to allow instruction to continue despite school closures (OECD, 2020). The shift of the teaching-learning delivery in schools to modular distance learning made more challenging, on the part of the school personnel as well as to the learners. That is why DepEd leaders are always finding avenues to solve the problems and capacitating its teachers and school heads to become more effective in the field of modular distance learning. Bagood (2020) also added that identified teaching personnel together with the Education Program Supervisors prepared modules starting in May 2020 in all subjects for all grade/year level across four quarters in accordance to the “Most Essential Learning Competencies”. These self-learning modules are already considered learning packages containing pre-test, discussion, and a series of evaluation/assessment. They are distributed to all learners with the modular learning class schedule. Indeed, this kind of instructional modality has been followed by public school teachers all over the Philippines.



According to the study conducted by Lapada et al. (2020), teachers were highly aware of the presence and consequences caused by the COVID-19 pandemic. Despite the threats of the COVID-19 pandemic, teachers continue to serve by formulating modules as the learning guide of students. The teacher thus becomes a facilitator in the development of the student, both as a member of their community and a member of their society (Martineau et al., 2020). However, Malipot (2020) stressed that teachers also have problems on modular distance learning.

Schools are closed to in person learning in March 2020. Since then, it has becoming increasingly clear that physical distancing will need to be prolonged in the 2020/2021 school year and possibly resumed in the future. In the school where the researcher is currently connected, adopted teaching in modular learning. With this, Kindergarten teachers had encountered difficulties on teaching literacy skills using the printed modules. Learners find it difficult to grasp learning especially that the elders they depend upon cannot teach them because they don't know the concepts inside the module.

The situation cited would suggest the need to study the challenges to the literacy skills of kindergarten learners in modular distance learning. The awareness of the challenges to literacy skills during modular distance learning is essential for creating an inclusive and effective educational environment that supports the diverse needs of students. It allows for a proactive and responsive approach to education, ensuring that every student has the opportunity to thrive.

In the Division of Davao Del sur, particularly in Savoy Elementary School, the literacy of the learners particularly the kindergarten learners is a great challenge. Learners are product of the pandemic where learning poverty is evident. However, parents don't want to put at risk their children, thus they opted for a modular learning modality. Hence, this study.

The general purpose of this study is to look into the effect of the modular distance learning modality on the literacy skills of kindergarten learners. Specifically, this research study aimed to answer the following research objectives:

1. What was the pretest score of kindergarten learners both controlled and experimental groups before the implementation of modular distance learning modality?
2. What was the post test of kindergarten learners both controlled and experimental groups after the implementation of modular distance learning modality?
3. Is there a significant difference of the literacy skills between controlled and experimental groups after the implementation of modular distance learning modality?
4. What was the magnitude effect of modular distance learning modality on the literacy skills of kindergarten learners?

METHODOLOGY

Research Design

This study made use of the quasi experimental research design which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 2019). The researcher opted to use this design because the subjects of the study are intact group of learners. This design is represented as follows:

01	X	02
<hr/>		
03	X	04

Where:

- 01 – Pretest of the experimental group
- 02 – Posttest of the experimental group
- 03 – Pretest of the controlled group
- 04 – Posttest of the controlled group
- - Non-random assignment of subjects
- X – Treatment applied in the experimental group

Research Respondents

This study will be conducted in Savoy Elementary School, Division of Davao Del Sur. The subjects of this study will be the 50 kindergarten pupils – 25 are from section A which will be the controlled group and 25 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study makes use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study.



Distribution of Respondents

	Subjects	No. of Pupils
	Section A	25
	Section B	25
	Total	50

Research Instrument

This study will utilize the new normal learning modality. It is a blended learning where teacher gave module at the same meet the learners online but adhering to the protocols of Inter-agency Task Force (IATF). The researcher has to meet the learners on line for a follow up session of what has been printed in the module.

The pre and post-performance test consist of a 25 –item test will eventually determine the level of self-confidence of the research subjects. The pretest will be administered to all subjects prior to the treatment. The pretest will be very helpful to assess the literacy skills of kindergarten learners as manifested in their grades. On the hand, posttest will be administered to measure the effect of the treatment.

Data Gathering

At the outset of data gathering procedure, the researcher will draft a letter seeking permission that this research study be conducted were sent to Nelson C. Lopez, the Schools Division Superintendent of Davao Del Sur and the school principal of Savoy Elementary School.

While letters seeking for permission were delivered to the Schools Division Superintendent and the school principal concerned, the researcher constructed a questionnaire and have it validated by the experts preferably the experts of the study.

After permission has been granted that this study be conducted in Savoy Elementary School and after the research questionnaire has been thoroughly examined by the expert validators, the researcher will administer pretest to both controlled and experimental class and eventually commences her experiment. After three weeks of experimentation, the researcher will administer posttest to both sections. Scores of the subjects will be submitted to the statistician for statistical computation after which the researcher will make analysis and interpretation on the data gathered.

Data Analysis

The following statistical tools will be used in the analysis and interpretation the responses in this study.

Mean will be used to describe the level of literacy skills of the kindergarten learners in both pretest and posttest scores.

Eta square will be used to measure the magnitude of effect of modular distance learning on level of literacy skills of kindergarten learners.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the effect of modular distance learning modality on the literacy skills of kindergarten learners.

This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

This study was conducted in Savoy Elementary School, Division of Davao Del Sur. The subjects of this study were the 50 kindergarten learners – 25 are from section A which comprised the controlled group and 25 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.



This study revealed that the utilization of modular distance learning modality has increased the literacy skills of kindergarten learners. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The pre-test scores of the kindergarten learners both the controlled and experimental groups is at the Beginning level. The post-test scores of the controlled group is at the Developing level while the post test scores of the experimental group is at the Approaching Proficiency level.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered: It is recommended that teachers teaching kindergarten learners should used effectively the modular distance learning modality as a strategy that would further develop the literacy skills of kindergarten learners in order to make the distance learning meaningful. Effective learning modules are a vital tool in the development of literacy skills. By offering personalized learning experiences, promoting engagement, and fostering critical thinking, these modules address the diverse needs of students and enhance their ability to read, write, speak, and listen effectively.

The school heads should promote the effective use of modular distance learning modality as a strategy that offer a flexible, focused approach to learning that can significantly improve literacy outcomes as it is revealed in the study that it is effective especially on literacy, encompassing reading, writing, speaking, and listening, is fundamental to academic achievement and personal growth. A school policy about the effective utilization of modular distance learning modality can be issued. Besides, he can invite the teacher-researcher to demo teaching during LAC session using modular distance learning modality in teaching.

For future researchers, it is strongly recommended that a relative study on the use of modular distance learning modality as a strategy in teaching will be conducted. Another dimension in teaching can serve as another indicator.

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