

# Self-Learning Activities in the Teaching of Senior High School (SHS) *Discipline and Ideas in the Social Sciences*

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## ABSTRACT

This study used a quantitative method of descriptive research to assess the performance of the 56 grade-11 students in the identified Most Essential Learning Competencies (MELCs) for Discipline and Ideas in the Social Sciences (DISS) at Agsungot Integrated School, Proper Agsungot Cebu City during the school year 2020-2021 as basis for the proposed self-learning activities (SLAs). The school is integrated, which caters from kindergarten to Senior High School, offering Humanities and Social Studies strand. The students' performances, perceptions, and actual experiences were the content of the input and the starting point of this research. The researcher used weighted mean, frequency, Pearson product correlation, and P-Value to ensure the study's validity, accuracy, and reliability. The key findings show that student's performance in the three competencies for the first quarter exceeded the expectations in terms of results and exhibited mastery in most activities in the DISS. Also, students' perception garnered a total of agreed responses with a mean of 2.89. It signifies that the student exhibits agreement regarding the content, layout and design, and visual presentation on DISS self-learning activities. Lastly, the respondents' ratings according to their satisfaction experience revealed that most respondents had actual good experiences using the self-learning module (SLM).

**KEYWORDS:** *Self-learning module, Discipline and Ideas in the Social Sciences, Self-learning activities*

## 1. THE PROBLEM AND ITS SCOPE INTRODUCTION

### *Rationale of the Study*

Modular distance learning emphasizes individualized instruction rather than a general lecture that permits learners to customize their learning experiences through self-learning modules (SLMs). These are made by the selected module writers and supervisors in the Department of Education (DepEd). This learning approach responds to the call for instruction among students who do not prefer the conventional learning method due to some issues or instances. Educators hand over the printed modules containing various self-learning activities and given them to the parents and guardians once a week.

The in-classroom classes of students in the Philippines were canceled due to Covid-19 last March 10, 2020. The Department of Education problem arises even more as the new school year approaches

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because the pandemic is not yet over. As a response, the DepEd implements the Modular Distance Learning (MDL) in line with their Memorandum DM-CI-2020-00162 and accordance with the Omnibus Guidelines set by Inter-Agency Task Force (IATF). The public school's essential learning modalities are Online Distance Learning (Asynchronous and Synchronous) and Modular Distance Learning. The Department of Education developed the Basic Education Learning Continuity Plan (BE-LCP) to ensure that various delivery modes of learning materials are safely delivered. Under this, through its Regional and School Division Offices, the Department of Education implements the urgent and essential construction, production, and dissemination of the learning resources following its objective.

The incorporation of self-learning modules in teaching is not new in the educational system. This resource is available and can be accessed by the

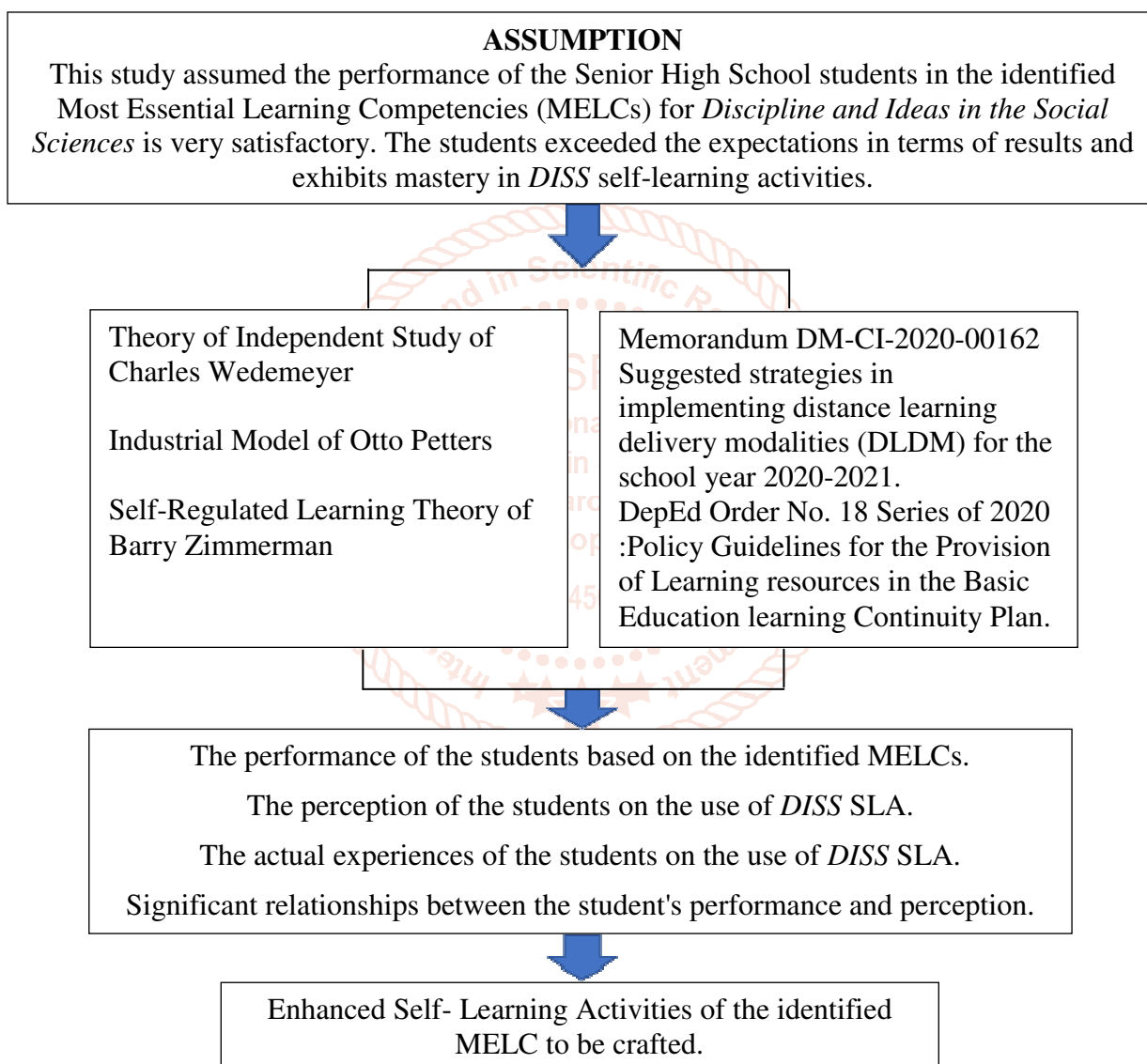
students to self-teaching (Ambayon, 2020). SLM utilizes self-learning techniques and learning goals to maximize the academic performance of the students. It can be developed through the coordination of cognitive skills, metacognitive skills, and motivation. It improves self-regulated learning through an instructional environment that encourages students to self-manage their learning (Basso & Abrahão, 2018).

The intention is to develop effective learning by reflecting on their learning process in the Discipline and Ideas in the Social Sciences (*DISS*). It is on how learners develop their capability to learn and execute their skills on the subject matter through SLM. There

are challenges from the students about the complicated structure of the activities in the module. Thus, the purpose of this study is to determine the efficacy of the self-learning activities (SLAs) employed in teaching *DISS* and aims to describe the performances, perceptions, and actual experiences of the Senior High School students and craft self-learning activities as the basis for its proposed enhancement.

### Theoretical Background of the Study

Although face-to-face learning did not materialize this school year, the study assumed that modular distance learning could be an alternative.



**Figure 1: A Schematic Presentation of the Theoretical Background of the Study**

Modular instruction is a teaching style where the students have to assert what they have learned in the module using their effort at their own pace (Ambayon, 2020). It has varied self-learning activities where students can express themselves through independent learning. Students can learn independently and passionately with the help of modules, which increases their learning capacity (Padmapriya, 2015).

This study is anchored on several theories, legal bases, and DepEd Memorandum that emphasize the use of SLM in modular distance learning.

Modular Distance Learning (MDL) is supported by learning theories such as Theory of Independent Study by Charles Wedemeyer, Industrial Model by Otto Petters, and Self-Regulated learning theory by Barry Zimmerman.

One is mainly mentioned in other studies about the said topic: The Theory of Independent Study by Charles Wedemeyer in 1981, known as "the father of distance education" (Latchem, 2019). He believed that learners and educators could be separated from each other, and learning can still occur. The regular cycles of instructing and learning are helped out recorded as a hard copy or through some other medium. Instruction is individualized, and learning happens through action and decision. It assumes liability for the movement of their advancement where they want to accomplish the task. The learning is accountable for the pace of their advancements, with the freedom to start and stop at any time (Santo, 2011).

Moreover, the theory emphasizes the importance of student's autonomy and self-responsibility and the role of the teachers even they are not meeting the students face-to-face. Numerous individuals have negative recognitions and conceptions about the modular instruction approach, considering the weak execution. Modern strategies such as accessible self-learning modules, web-based courses, and Learning Management Frameworks (LMS) make a noteworthy appraisal, and students' satisfaction was achieved (Choo Mei Cheng, 2017).

Another theory that supports this study is Industrial Model by Otto Peters (1971). Together with his other associates, Otto Peters believes that the starting point of the institution's function is to provide satisfactory learning experiences to the students once the materials have been developed and dispatched (Abuhassna & Yahaya, 2018). He believed that more than the students being focused on autonomy and independence in learning, it is essential for the academe to focus on developing learning materials. These learning materials are to be studied by the students independently with minimal supervision.

Learning materials are the tools that the students can use to learn, like books, CDs, journals, self-learning modules, and the like. These are utilized in the school to have a meaningful experience while learning (Ambayon, 2020). These materials are significant in both traditional and distance learning. However, having these learning materials will be more crucial in modular distance learning since they do not attend school face-to-face with the teacher. In this learning modality, the students are isolated. They will learn on their own with minimal supervision from the teachers. The Self-Regulating Learning Theory also supports this study by Barry Zimmerman (2000). Self-Regulated Learning (SRL) is how students take responsibility for their learning (Andrade & Bunker, 2009). Self-regulation is effective when ideas,

emotions, and habits are directed toward desired outcomes (Mekala & Radhakrishnan, 2019). A competent self-regulating learner takes a leading role in their higher cognitive, motivational, and adequate levels of learning (Edom, 2015). The pandemic limits education to face-face classes. Both teachers and students face significant changes to adopt the new learning modality. Teachers take considerable responsibility for the learning management of the learners and their success during this distance learning. Due to these changes, teachers need to support students to become effective self-regulated learners (Araka et al., 2020).

Modular distance learning is implemented due to the risk of COVID-19. To safeguard the welfare of Filipino students, On May 15, 2020, the IATF for the Management of Rising Communicable Diseases issued Omnibus Guidelines for the Implementation of Community Quarantines, directing all heads of departments, including state universities and elementary education units, to adapt, cooperate, and apply any IATF regulation on the COVID-19 situation. Mass gatherings at all levels, including physical classes, shall be prohibited.

In accordance, the Department of Education issued a memorandum DM-CI-2020-00162 to all regional directors and schools division superintendents in the entire Philippines. The memorandum was issued by Undersecretary Diosdado M. San Antonio and released on July 21, 2020. The memorandum's subject is on suggested strategies for implementing Distance Learning Delivery Modalities (DLDM) for 2020-2021. In accordance with the President's mandate that no in-person classes shall be conducted until the COVID-19 vaccine is accessible, the Executive office implemented the distance learning delivery modalities (DLDM) in SY 2020-2021. The following suggested solutions for establishing and maintaining DLDM are provided at the DepEd Central Office's Curriculum and Instruction Strand. These can be implemented through the following delivery modalities such as digital modular distance learning and printed modular distance learning.

The DepEd implemented the BE-LCP to ensure that safe learning experiences utilizing various instructional tools are provided for the students in light of this urgency. The Department undertakes the urgent and required learning materials formation through its Regional and Schools Division offices following its mandate. In adopting the BE-LCP for School Year (SY) 2020-2021, this policy provides guidance that will allow DepEd to include learning opportunities. Given the different spectrum of student access to technology and the enhanced choice that it

has been proven from student enrollment forms and questionnaire responses, SLMs will be a cornerstone remote learning system that comprises textbooks and other distance learning forms.

As a result, the Department of Education released the Most Essential Learning Competencies (MELCs) to be introduced by field implementers nationally for SY 2020-2021. The MELC will focus on the instruction of competencies that the learners will acquire during the new learning delivery. The Department emphasizes competency-based learning to address learners' instructional needs while ensuring that curriculum standards are maintained and achieved. Competency-based learning (CBL) is an instructional approach that is outcome-driven and student-centered, in which students proceed to more advanced work after acquiring prerequisite knowledge and aptitudes (Henri et al., 2017). The competency-based education course improves analytical reasoning, the ability to identify boundaries, adapt learning methodologies, and assess one's thinking to increase Performance (Fan et al., 2015). Thus, this study will highlight the students' performance based on the learning competencies from MELCs.

Students' perception will implicitly aim to become better judges of their work by engaging in self-learning activities. Self-regulated learning can foster by integrating conceptual, cognitive strategies, and enthusiastic abilities. Self-regulated learning processes can be enhanced through instructional activities that empower students to independently manage their Performance (Basso & Abraho, 2018).

Additionally, SLM allows students to improve their comprehension and understanding of the world through experience and reflection. This implies that SLM is concerned with uniqueness, personalized learning, and self-discovery. It has changed the focus from teaching to learning, and it customizes and contextualizes learners' knowledge production and educational process (Rufii, 2015). Students will have varying methods of learning based on their modules. Their approach will be influenced by their education experience and how they perceive the demands of each new module that they encounter (Chivers & Sleightholme, 2000). A module is a course that can constitute a particular area of specialization, together with other related courses. Each unit or module is measured as an extended learning experience leading to a specified qualification (Dejene & Chen, 2019). Thus, a student's learning experience may vary from module to module and, indeed, within a single module. This study emphasized significant relationships of the students with the use of self-learning modules.

Self-learning activities were crafted to enhance learning information and experiences directed towards the students. The contents of the materials were limited and based on the prescribed competencies in the curriculum or subject area. Moreover, the format focuses on the layout and design and the visual presentation of the printed materials. It is also defined as the specific arrangements following the targeted learning competencies. A modular distance learning strategy's effectiveness is significant for measuring a specific strategy that can be considered adequate to produce the desired outcome and fulfill its intended purpose. The student's learning experience, performance, and achievements are significant indicators of its success.

## THE PROBLEM

### Statement of the Problem

This research assessed the performance of the Senior High School students in the identified Most Essential Learning Competencies (MELCs) for *Discipline and Ideas in the Social Sciences* at Agsungot Integrated School, Proper Agsungot Cebu City during the school year 2020-2021 as the basis for the proposed self-learning activities.

Specifically, it sought to answer the following questions:

1. What is the performance of the students based on the first quarter MELCs:
  - 1.1. identify the disciplines within the Social Sciences;
  - 1.2. trace the historical foundations and social contexts that led to the development of each Discipline; and
  - 1.3. identify the importance of Symbolic Interactionism.
2. What is the perception of the students on the use of *DISS* SLA in terms of the following?
  - 2.1. Content
  - 2.2. layout and Design; and
  - 2.3. visual presentation.
3. What is the significant relationship between the students' performance and perceptions?
4. What are the actual experiences of the students on the use of *DISS* SLA?
5. Based on the findings, what enhanced activities can be crafted?

### Null Hypothesis

There is no significant relationship between the students' performance and perception on the first and second competencies. However, content and visual presentation indicate a significant relationship in the third competency. It means that content (p

=0.042<0.05) vs. performance and visual presentation (p =0.007<0.05) vs. performance in **Identifying the Importance of Symbolic Interactionism** are significant. It further indicates that the null hypothesis' decision is rejected.

**Significance of the Study**

The teachers are the catalyst of learning that know what strategy to apply in their class. They are the field implementers on the use of SLM during this pandemic. With the help of school administrators and stakeholders, modular distance learning becomes possible. This study was conducted and expected to have a significant impact in several ways to the following:

**School Administrators.** This study will give administrations an idea in providing additional and relevant inputs for improving the use of SLM in modular distance learning, especially in teaching Social Sciences subjects. It could lead to better utilization of modular distance learning with SLM in delivering lessons to improve students' performance despite the pandemic.

**Teachers.** They are the chief movers of this study in the educative process that can teach students knowledge and skills even during the pandemic. This study will show the strengths and weaknesses of this learning modality. With this, teachers may be able to provide relevant solutions to various students' problems and difficulties. Teachers could bridge the gaps of the students left behind and adjust to the competencies required in the subject.

**Students.** This study's beneficiaries and could help them understand the modular distance learning implemented by DepEd this school year. This is for them to continue learning even at home in this time of the pandemic.

**Parents.** This study would cater to the parents on how their children perform well even at home. It would help them understand their roles in the learning process. The achievement of their children will reflect on how they have properly guided them.

**Future Researchers.** This study may serve as their guide, and the result of this research serves as a valuable tool for any comparative study they wish to undertake in the future.

**RESEARCH METHODOLOGY**

This section presents the research design, study flow, environment, respondents, instruments, data gathering procedures, statistical treatment, and scoring procedures.

**Research Design**

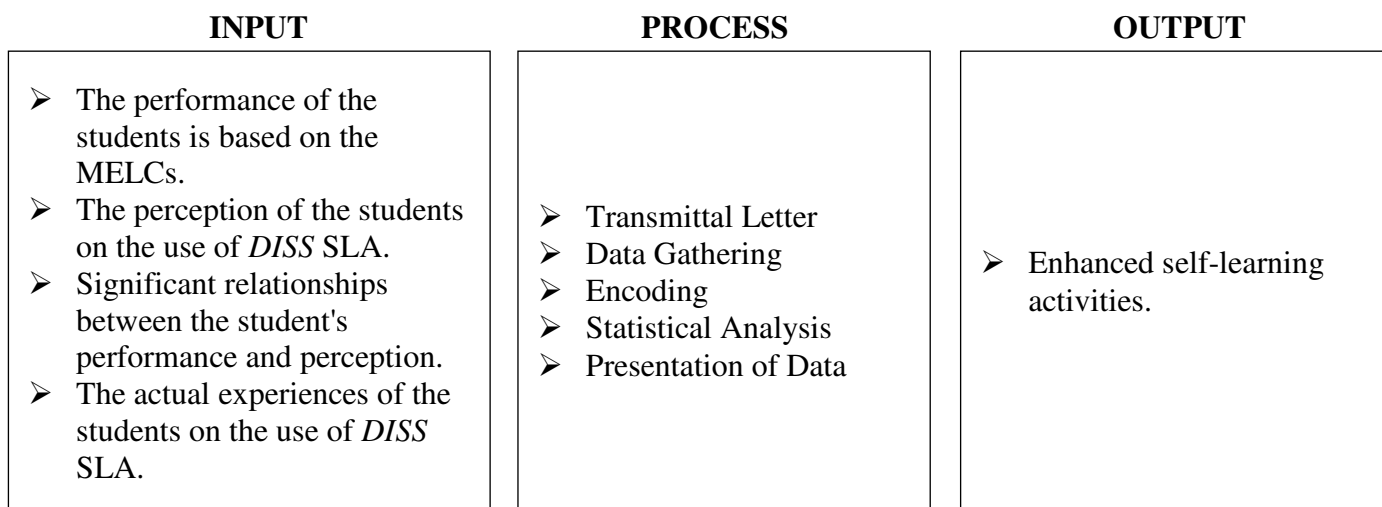
This study used a quantitative method of descriptive research. This research aimed to describe the use of SLA in teaching the *DISS* for Senior High School under Humanities and Social Science Strand (HUMSS).

**The Flow of the study**

In the IPO model, the Flow of the Study was recapitulated in Figure 2. The students' performance, perceptions, and actual experiences were the content of the input and the starting point of this research.

First, a transmittal letter was sent for approval from the Schools Divisions Superintendent to the school principal before data gathering to acquire pertinent findings and conclusions. Next, the researcher reached out to the school and the respondents. Lastly, the processing of the data and statistical analysis were presented through tables.

The research outputs were the proposed enhancement of the self-learning activities based on the identified MELC.



**Figure 2: Flow of the Study**

## Environment

The study was conducted in Agsungot Integrated School (AIS). The school is located at the mountain barangay of Proper Agsungot, Cebu City. The barangay is located in the north, twenty kilometers from the city, and is one of the highland barangays. It comprises nine sitios where the school is situated particularly thirty meters away from the Barangay Hall. With its mountainous topography, the school occupies a total land area of 7 288 square meters.

It is part of the North District-7 in the Division of Cebu City. It is integrated, which caters from kindergarten to Grade 12 level. The elementary level has eight sections and five sections at the junior high school level. At the same time, the senior high school level has three sections offering Humanities and Social Studies strand. The school is equipped with E-classroom, computer laboratories, science laboratories, school covered-court, and a new school stage. It has 11 instructional buildings wherein three of these buildings are newly built. Two buildings house the computer laboratories for the junior high school and Senior high school, while the other is used as the office of the Assistant School Head.

It is a small unit institution due to its limited enrolment capacity, the number of teachers, structure, and population as per the Department of Education. AIS has 28 teaching personnel and 698 enrollees as of November 5, 2020.



Figure 3: Location Map of the Research Environment

## Respondents

This study involved 56 grade-11 students from the Humanities and Social Science Strand in Aagsungot Integrated School for the School Year 2020 – 2021. Grade 11 has two sections, and each has 28 students per section.

All the students under the Humanities and Social Science Strand underwent the survey test questionnaire and interview after their parents and school permitted them.

Getting the number of respondents was done through simple random sampling to select the number of respondents. Moreover, the interview involved selected students. In this part of the survey, the researcher used the same method through a fishbowl drawing. Kerry (2014) highlights the idea of randomization that implies sample selection is independent of human judgment. It is applicable, especially if the total population is small. Each population unit is represented by a slip of paper bearing a number; the slips are then shuffled and plucked out one by one without looking at them until the number of slips selected equals the sample size.

Tejada & Punzalan (2012) emphasizes that Slovin's formula theory makes the number of students smaller while taking the data findings' reliability and validity. Researchers find this formula easier because of its application's convenience. Using this formula, where  $E = 0.05$  (5% tolerance) and its minimum sample size is 24. The formula is  $n = N / (1 + Ne^2)$ , where  $n$  = number of samples,  $N$  = number of population and  $e$  = error of tolerance.

## Instruments

The researcher used a modified questionnaire as the basis for the research instrument.

**Questionnaire.** The questionnaire was another instrument for collecting data in this research. It needed checkmarks and brief comments to respondents' questions, which adhere to a predetermined format to collect individual data about one or more specified themes. The instrument was used to validate the perception of the students on the use of the *DISS* SLA. The questionnaire's content was adapted from DepEd Order No.001, section 2021, and *DISS* self-learning activities.

DepEd Order No.001 s. 2021 articulates the Guidelines on the Evaluation of Self-Learning Modules. It ensures the quality of SLA used in the modular distance learning modality. The memorandum's evaluation tools were used in the questionnaire to assess the students' perception of the content, layout, and design, and visual presentation of *DISS* SLM. Furthermore, the related activities from the *DISS* module were incorporated in the questionnaire to assess the students' perception of the self-learning activities.

The multiple Likert questions from the instrument was evaluated and tested for validation using Cronbach's Alpha as a statistical tool in determining the reliability status. Taber (2018) describes the alpha values as to : excellent (0.93–0.94), strong (0.91–0.93), reliable (0.84–0.90), robust (0.81), fairly high (0.76–0.95), high (0.73–0.95), good (0.71–0.91), relatively high (0.70–0.77), slightly low (0.68), reasonable (0.67–0.87), adequate (0.64–0.85), moderate (0.61–0.65), satisfactory (0.58–0.97), acceptable (0.45–0.98), sufficient (0.45–0.96), not satisfactory (0.4–0.55) and low (0.11) .

**Interview.** It was in the form of conversation where questions were asked to elicit information from the interviewee. The research has qualitative measures that described the students' actual experiences on the use of *DISS* SLM. The researcher made a five-interview guide question and asked selected students per section.

Experts in education and research verified the tool. After the validation, the pilot testing was conducted on respondents from Grade 11- Humanities and Social Science Strand.

## Data gathering Procedure

The researcher took measures during the data collection procedure. Since the study was conducted in the division where the researcher is presently teaching, permission to conduct and administer the questionnaire was requested from the school division superintendent office to the school principal in the Aagsungot Integrated School Division of North District-7, Cebu City. The conduct of the testing was personally administered and retrieved by the researcher. The right of the students to participate in the testing was primarily considered. Before conducting it, the parents' permission in making their children part of the studies as the respondents was asked.

The data gathering was conducted from January 11-15, 2021. The outputs and documents will be submitted and be produced during the second semester of the School Year 2020-2021. The variables described in the study were students' performances, perceptions, and actual experiences.

## Statistical Treatment

The researcher used a score ranking, weighted mean, standard deviation, Pearson product correlation, and P-Value as tools for statistical treatment. These ensure that the proper handling of data is necessary for preserving the validity, accuracy, and reliability of research. The data sets generated from the survey were tallied, tabulated, and summarized for analysis and interpretation to arrive at a conclusion and provide recommendations. The researcher utilized the following statistical tools:

Frequency distribution analyzed the number of observations inside a specific interval and summarized the data in a tabular format. The percentage was used to get the proportion of the frequencies of responses. The score ranking was adapted to obtain results and show the item's positional importance by assigning 1st to the highest percentage.

The responses were tallied and treated statistically using the weighted mean. The weighted mean is the summation of the observed values multiplied by the allocation weights, divided by the summed values. To examine if there was a significant relationship between students' performances and perceptions, an independent sample t-test was utilized.

The formula is  $t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$ , where  $\bar{x}_1$  = mean of sample 1,  $\bar{x}_2$  = mean of sample 2,  $n_1$  = number of subjects in sample 1,  $n_2$  = number of subjects in sample 2,  $s_1^2$  = variance of sample 1 =  $\frac{\sum (x_1 - \bar{x}_1)^2}{n_1}$  = variance of sample 2 =  $\frac{\sum (x_2 - \bar{x}_2)^2}{n_2}$ . If the computed probability of the t-statistic is less than the 0.05 level of significance, the null hypothesis is rejected.

Pearson's Correlation was integrated to test whether there is a linear Correlation between sets of data. It is the product of the covariance of two variables divided by their standard deviations; thus, it is a normalized covariance measure. The outcome is always between one and one.

Correlation Coefficient (r)	Interpretation
.90- 1.00 (-.90 to -1.00)	Very High Positive (negative correlation)
.70- .90 (-.70 to -.90 )	High Positive (negative correlation)
.50- .70 (-.50 to-.70)	Moderate positive (negative correlation)
.30-.50 (-30 to - .50 )	Low Positive (negative correlation)
0.00-30 (.00 to -.30)	Negligible correlation

## Scoring Procedure

To evaluate the respondent's performance towards the assessment of self-learning activities, the following ranges of scores and categories were used to determine the levels of learning proficiencies on the four competencies of *DISS*.

## Performance

Score Range	Interpretation	Verbal Description
12.01 -15.00	Outstanding	The student delivers extraordinary accomplishments in terms of results and exhibits mastery in <i>DISS</i> self-learning activities.
9.01 - 12.00	Very Satisfactory	The student exceeds the expectations in terms of results and exhibits mastery in <i>DISS</i> self-learning activities.
6.01 - 9.00	Satisfactory	The student meets the expectations in terms of results and exhibits proficiency in <i>DISS</i> self-learning activities.
3.01 – 6.00	Fair	The student is inconsistent in meeting the expectations in terms of results. Performance meets but not all the specified self-learning activities in <i>DISS</i> .
0.00 – 3.00	Poor	The student does not achieve the minimum acceptable performance standards. Overall performance does not meet the self-learning activities in <i>DISS</i> .

The arbitrary scale of the 4-Point Hedonic Likert Scale “Level of Agreement” are as follows:



**Perception**

Score Range	Interpretation	Verbal Description
3.51 to 4.00	Strongly Agree	The student exhibits the highest level of agreement regarding the content, layout and design, and visual presentation on <i>DISS</i> self-learning activities.
2.51 to 3.50	Agree	The student exhibits agreement regarding the content, layout and design, and visual presentation on <i>DISS</i> self-learning activities.
1.51 to 2.50	Disagree	The student exhibits disagreement regarding the content, layout, design, and visual presentation on <i>DISS</i> self-learning activities.
1.00 to 1.50	Strongly Disagree	The student exhibits the highest disagreement regarding <i>DISS</i> self-learning activities' content, layout and design, and visual presentation.

**DEFINITION OF TERMS**

To facilitate a better understanding of the Self-learning activities in the teaching of SHS *Discipline and Ideas in the Social Sciences*, the operational terms are defined:

**Assessment.** It is a component of the SLA that assesses students' proficiency in achieving the desired learning outcome.

**Content.** It is a criterion that ensures that the target MELCs per quarter are sufficiently covered, that the instructional design and organization are aligned, that the texts and visuals are accurate and error-free, include the appropriate assessment for learners, readability is ensured. Third-party contents are appropriately cited and referenced.

**Discipline and Ideas in the Social Sciences (DISS).** The subject familiarizes students with fundamental concepts and methods of investigation in the Social Sciences disciplines. It then explores significant philosophers and ideas in various fields and connects them to the Philippines and contemporary global developments.

**Layout and Design.** It is a criterion that ensures the physical attributes, format, and visuals of SLMs are appropriate and well organized.

**Most Essential Learning Competencies (MELC).** It is aligned with national and local frameworks that connect the content to higher concepts across content areas and apply to real-life situations. It ensures that all learners achieve the content and performance standards expected of them in various learning domains.

**Perception.** The cognitive aspect of students regarding the content, layout, and design, and visual presentation on the use of *Discipline and Ideas in the Social Sciences* self-learning activities.

**Performance.** Refers to the assessment written works the students to specific competencies. Written work activities identify the knowledge, abilities, and skills that learners are required to show.

**Self-learning activities.** These are the related activities the students have to undergo in the self-learning module. These are aligned to the learning outcomes and competencies from a specific content standard of MELC.

**Self-learning module (SLM).** It is a self-contained and independent instruction unit with a primary focus aligned to learning outcomes and competencies. SLM is delivered in printed format to schools located in coastal areas, far-flung provinces, and communities without access to the internet or electricity.

**Visual presentation.** It is a criterion that ensures that all visuals are proportionally drawn in size, appropriately placed on the page, and appropriate color when needed.

**2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter systematically presents the answers to the problems quoted in this study. The interpretations of data come out with tables sufficing the desired answers to the problems cited.

The first part unveils the students' performance based on the Most Essential Learning Competencies, namely identifying the disciplines within the Social Sciences, tracing the historical foundations and social contexts that led to the development of each discipline, and identifying the importance of Symbolic Interactionism. The second part presents the students' perception of the use of *DISS* SLM in terms of the content, layout and design,

and visual presentation. The third part portrays the significant relationship between the students' performances and perceptions. Moreover, lastly, it transpired the actual experiences of the students on the use of *DISS* SLM.

### STUDENTS' PERFORMANCES ON THE USE OF *DISS* SLA

The Social Sciences are a cluster of academic disciplines that focus on the study of society. It investigates how people behave, connect, grow as a culture, and impact the world. The students need to understand that the approaches utilized frequently distinguish social sciences from other fields of study involving humans.

To answer the first problem of this study, the performance of 56 Grade-11 students from the first competency is presented in the preceding table.

**Table 1 Identifying disciplines within the Social Sciences**

*n*=56

Classification	f	%
Poor	0	0
Fair	0	0
Satisfactory	13	23.21
Very Satisfactory	29	51.79
Outstanding	14	25

The description of the scores are as follows:

12.01-15 Outstanding (O) = 86.0 to 100% 9.01-12.00 Very Satisfactory (VS) = 61.0 to 85%

6.01-9.00 Satisfactory (S) = 41.0 to 60% 3.01-6.00 Fair (F) = 26.0 to 40.0 %

0.00-3.00 Poor (P) = 0 to 25.0%

Table 1 shows the distribution of students' scores, frequency, and percentage towards the first competency on **Identifying Disciplines within the Social Sciences**. As reflected in the table, 13 students have a satisfactory rating with a percentage of 23.21; 14 have an outstanding rating with a percentage of 25, and 29 students have a very satisfactory rating with a percentage of 51.79.

The data show that a grand mean of 9.98 in the first competency is interpreted as "very satisfactory." Thus, students exceeded the expectations in terms of results and exhibited mastery in most *DISS* self-learning activities on the first competency.

Students comprehended the discussion in *What it is in Identifying Disciplines within the Social Sciences*. They clearly understood the different academic disciplines dedicated to examining society and how people interact, behave, develop as culture and influence the world. These branches look at the relationships between individuals and organizations and the development and operation of communities rather than studying the physical world. Students have learned that social science is a much a collective and coherent framework of social inquiry as it is a diverse field of academic study.

Kroeger (2018) elaborates that students apply their experience and analytical abilities to provide a worldwide perspective on staying current in social science education. Dhandhanian (2020) asserts that integrating Social Studies in the coursework from primary to secondary levels highlights the subject's importance and function in a student's life. These all Social studies disciplines: history, geography, cultural studies, economics, political science, sociology, psychology, and anthropology are included in the Social Studies curriculum. Lastly, Mamun et al. (2020) substantiate that students can comprehend certain concepts during the discussion phase. Students were stimulated to justify their unique thoughts, understandings, and responses through self-regulated activities.

### Table 2 Performance on tracing the historical foundations and social contexts that led to the development of each discipline

Learning the foundation in Social Sciences could be an alternative in improving students' ability to think historically. It is a highly interpretive subject that contributes more to the humanities and disciplines by increasing cultural awareness and moral comprehension of the world. Learners cannot undertake controlled experiments to replicate the past and then examine its consequences to understand it. Nevertheless, to attain its aims, learning materials and practical activities are essential.

To answer the first problem of this study, the performance of 56 Grade-11 students on the second competency is presented in the preceding table

Classification	f	%
Poor	0	0
Fair	2	3.57
Satisfactory	25	44.64
Very Satisfactory	21	37.5
Outstanding	8	14.29

Table 2 presents the distribution of students' scores, frequency, and percentage towards the second competency on **Tracing Historical Foundations and Social Contexts** that led to the development of each discipline. As reflected from the table, 2 students have a fair rating with a percentage of 3.57; 21 students performed very satisfactorily; and 8 students have an outstanding rating with a percentage of 14.29, and 25 students with a percentage of 44.64 performed satisfactorily.

The findings show a grand mean of 9.11 in the second competency is generally interpreted and implied that respondents' performance is "very satisfactory." Therefore, the student exceeds the expectations and exhibits mastery in most *DISS* self-learning activities.

Students comprehended the topic in *What it is* in **Tracing Historical Foundations and Social Contexts** that contributed to the development of each field. They learned that social sciences are a set of scholarly disciplines concerned with the human facets of the world. It revolves dynamically through generations. It originated in the western world and shared several antecedents. It has a long history, and it became self-consciously scientific only in the nineteenth century. They need to understand how it evolved and was established throughout centuries.

Tallavaara & Rautiainen (2020) substantiate that historical foundations aim to increase students' understanding of history and civilizations to encourage them to adopt responsible citizenship principles. Knowledge of the past is utilized to educate students to understand the evolution that led to the present, appreciate the value of mental and material labor, and reflect on future choices. The context is to acquaint students with the nature of historical knowledge, information acquisition, and fundamental principles. The objective is to pique students' interest in history and human behavior and to assist them in recognizing and comprehending their significance. Fadli et al. (2020) emphasize that historical thinking skills are abilities that students must learn to distinguish between past, present, and future time, to see and evaluate evidence, to compare and analyze historical accounts, drawings, and notes from the past, to interpret historical documents, and to construct a historical story based on an understanding appropriate to the student's cognitive development.

**Table 3 Performance of the students on Identifying the importance of Symbolic Interactionism**

Classification	f	%
Poor	0	0
Fair	0	0
Satisfactory	1	1.79
Very Satisfactory	25	44.64
Outstanding	30	53.57

Students' learning on symbolic interactionism is vital as the world is constructed through the usual acts of everyday social interaction. They are part of social groups that make symbolic and shared meanings through interaction.

To answer the first problem of this study, the performance of 56 Grade-11 students from the third competency is presented in the preceding table.

Table 3 reveals the distribution of students' scores, frequency, and percentage towards the third competency on **Identifying the Importance of Symbolic Interactionism**. As reflected from the table, 1 student has a satisfactory rating with a percentage of 1.79, 25 students performed very satisfactorily with a percentage of 44.64. 30 students have an outstanding rating with a percentage of 53.57.

The salient findings show that a grand mean of 11.38 in the third competency is generally interpreted and implied that respondents' performance is "very satisfactory." Therefore, students exceeded the expectations in terms of results and exhibited mastery in most activities in the *DISS* self-learning module on the third competency.

Students understood the discussion in *What it is* on **Identifying the Importance of Symbolic Interactionism**. They comprehended that interactionism is a sociological theory that emerges from practical concerns and refers to people's unique use of language to create images and expected implications and deduction and correspondence with others. In addition, they understood that the "Looking-glass self" concept is an illustration of a symbolic interactionism application. The mechanism by which individuals judge themselves depending on how others see their identity.

Barker et al. (2015) assert that learning is shown to take place through social interaction. Indeed, our reactions to a situation are regarded to shape its significance. Also, Fitzpatrick (2016) emphasizes that the aspects of the looking-glass self that an individual's knowledge of another person has a particular perception and interpretation. Students actively develop understandings that influence the amount to which other people interpret.

### STUDENTS' PERCEPTIONS ON THE USE OF *DISS* SLM

This part discusses the perception of the students on the self-learning activities to answer the second problem quoted in this study. The data interpretations result in tables that provide the desired answers to the problems stated. It revealed the perception in terms: content, layout and design, and visual presentation.

#### Table 4 Perception of the students on content

A practical self-learning activity is one in which the stated learning objectives are consistent with the content. It should have rationally structured content that students may use independently of the assistance of a teacher. Moreover, it deconstructs complex concepts and links them to the learners' experiences.

To address the study's second problem, the perceptions of the 56 Grade-11 students are presented in the preceding table.

Criterion Items	Mean	Interpretation
1. The self-learning activities allow for review, comparison, and integration with previous lessons.	3.16	Agree
2. The self-learning activities use various motivational strategies (that is advance organizers, puzzles, games) to hook the target user's interest and engagement.	2.36	Disagree
3. Paragraph structures in the self-learning activities facilitate the smooth flow of ideas and concepts.	2.04	Disagree
4. The self-learning activities have an assessment that ensures active engagement of the learners.	3.16	Agree
5. The SLAs are free from any social content violations.	2.77	Agree
<b>Grand Mean</b>	<b>2.70</b>	<b>Agree</b>

Table 4 shows the perception of the students in terms of the content. Criterion items number 1 and 4 unveil that students agreed on integrating previous lessons and the availability of assessment in the SLAs with the same mean of 3.16. As well as criterion item number 5, students agreed on the absence of social content violations with a mean of 2.77. However, students exhibit disagreement regarding the content in criterion number 2 on using motivational strategies with a mean of 2.36. Likewise, students disagreed in criterion number 3 on a smooth flow of paragraph structure with a mean of 2.04.

The findings show that the *DISS* SLAs lack motivational strategies and coherent paragraph structuring to ignite students' interest in the smooth flow of ideas and conceptualization. Thus, there is a need to craft a logically developed, organized SLA with various springboard self-learning activities to capture students' desire for learning.

Liang & Yang (2017) assert that self-regulation activities encompass a wide range of sophisticated normative framework processes such as cognition, metacognition, problem-solving, and motivation. Academic success in students necessitates both effective cognitive processes and the motivation to use them. Cromley et al. (2020) highlight the effective intervention to enhance students' cognitive processes when learning content with an intervention to improve students' motivation while learning the content would manifest more substantial effects on their achievement.

#### Table 5 Perception of the students on layout and design

Self-learning activities for students are designed to enhance their academic learning experience. Choosing layout and designs is vital components to channel the entire learning experience to students. It is essential to consider

how the context potentially influences the creation of a module. It is essential in determining the perspective on the development of outcomes.

To address the study's second problem, the perceptions of the 56 Grade-11 students are presented in the preceding table.

Criterion Items	Mean	Interpretation
1. Headings have consistent heading styles (i.e., main heads, subheads, sections, and subsections).	3.20	Agree
2. The size of letters on each page is appropriate for the target user.	3.13	Agree
3. Font styles on each page are appropriate for the target user and easy to read.	3.23	Agree
4. Each page observes proper spacing between letters, words, and paragraphs.	3.16	Agree
5. The pages observe an appropriate balance of illustrations and texts.	3.23	Agree
Grand Mean	3.19	Agree

Table 5 reveals the perception of the students in terms of layout and design. Students agreed on the physical attributes with a mean of 3.20. Also, the students agreed on the consistency of the heading styles and the appropriate sizes of the letter used in SLAs, with a mean of 3.13. The font styles are readable and suitable for the students, with a mean of 3.23. Similarly, the student agreed on the proper spacing between words and paragraphs with an average of 3.16. Lastly, the students agreed on the appropriate balance of illustrations and texts with an average of 3.23.

The data shows that the majority of students, with a grand mean of 3.19, approved of the layout and design of the SLAs. It signifies that the physical formation and elements of the material are at par with their standards.

Wiggins & McTighe (1998) elaborate that students are undoubtedly essential clients in school, as the quality of the curriculum and instructional designs in learning materials are ultimately crucial for fulfilling the desired learnings. Making instructional materials includes establishing creative paragraph details. Employing teachers accustomed to customization options on paper layout and various forms is essential in modular distance education. Ultimately, it involves complete knowledge of style and composition in designing an SLM.

#### Table 6 Perceptions of the students on Visual Presentation

A well-crafted SLAs can stimulate learners' interest and assist teachers in clearly explaining the contents. Visually presented instructional activities utilized in distance learning can facilitate the students' learning process and sensory items. It enhances the effectiveness of teaching and knowledge delivery.

To address the study's second problem, a result for the perceptions of the 56 students are presented in the preceding table.

Criterion Items	Mean	Interpretation
1. The visuals used are simple, relevant, and easily recognizable.	3.14	Agree
2. The visuals are proportionately drawn in size, appropriately placed on the page, and use appropriate color when needed.	2.23	Disagree
3. The visuals are appropriately labeled and captioned.	2.96	Agree
4. Visuals are consistently clear in content and detail.	2.52	Agree
5. The visuals of a process involving separate steps or actions are consistent.	3.13	Agree
Grand Mean	2.80	Agree

Table number 6 presents the perception findings of the students on visual presentation. In criterion number 1, the students agreed on the visuals' simplicity and relevance with a mean of 3.14. In criterion number 3, students agreed on the proper labeling with a mean of 2.96. In criterion number 4, the students agreed on the precise consistency of content of the visuals with a mean of 2.52. Also, in criterion number 5, the students agreed on the consistency of the process involving actions with a mean of 3.13. However, the students expressed disagreements in criterion number 2 on the proportion of drawing in size and appropriate placement and color of visuals with a mean of 2.23.

The table reveals that the *DISS* SLAs have inappropriate dimensions of drawings regarding size, placement, and color. Therefore, it suggests producing creative material to mesmerize the visual imagination of the students.

Mayberry (2007) emphasizes effective learning materials, features such as page size, margin distribution, page selection, and font color are necessary for visual and physical perspectives. Developing instructional materials

entails creating both text—printed words and graphics, illustrations, charts, and images. In distance education, teachers are crucial with page elements on paper and in distinct formats. Fundamentally, it requires a comprehensive appreciation of typography and solid comprehension of designing methods.

**Table 8 Summary of the result of the students' perceptions**

Perception of the students on the use of <i>DISS</i> SLA	Mean	Interpretation
Content	2.70	Agree
Layout and Design	3.19	Agree
Visual Presentation	2.80	Agree
Grand Mean	<b>2.89</b>	<b>Agree</b>

Table 8 sums up the result of students' perceptions on the use of *DISS* SLAs. The content with a mean of 2.70 garnered overall agreed responses. Despite the perceptible disagreements on motivational strategies and smooth flow of paragraph structuring, it conforms to the quality of integrating previous lessons, the availability of assessment activities, and the absence of social content violations.

On the contrary, the data indicate that the majority of respondents agree on the layout and design of the SLAs, with a grand mean of 3.19. It signifies that the physical formation and elements of the material are at par with their standards.

Lastly, the visual presentation results show a mean of 2.80 accumulated an agreed response. Despite the perceptible disagreements on the proportion of drawing in size and appropriate placement and color, it conforms to the visuals' simplicity, proper labeling, and consistency of the visual content. Overall it garnered a total of agreed responses with a mean of 2.89. It further indicates that students exhibit agreement regarding the content, layout and design, and visual presentation on *DISS* self-learning activities.

#### **SIGNIFICANT RELATIONSHIP BETWEEN THE STUDENTS' PERFORMANCE AND PERCEPTION**

Many factors influence academic achievement in modular distance learning, including the outcome of developed self-learning activities and how students adapt to the new modality. This study examines the link between students' performance and perception based on the first quarter competencies.

Significant relationships of the three competencies are presented in the preceding tables.

**Table 9 Correlation and Significant Relationship between the Students' Performance and Perception on the First Competency**

Competency	Grand Mean	Students Perception	Grand Mean	r	Inter-pretation	p-value	Decision
Identifying the disciplines within the Social Sciences	9.98	Content	2.70	0.165	Negligible Relationship	0.225	Do not reject
		Layout and design	3.19	-0.010	Negligible Relationship	0.940	Do not reject
		Visual presentation	2.80	0.156	Negligible Relationship	0.251	Do not reject

Table 9 unveils the significant relationship between students' perception and performances on the first competency. Correlations between **Identifying the Disciplines within the Social Sciences** and content ( $r=0.165$ ,  $p>0.05$ ), layout and design ( $r=0.010$ ,  $p>0.05$ ), visual presentation ( $r=0.156$ ,  $p>0.05$ ) were revealed.

The data indicated that content, visual presentation, layout, and design have negligible correlations and fail to reject the null hypothesis. Thus, it signifies that students' performance has no significant effect on perception or vice versa in identifying the disciplines within the Social Sciences.

Swan (2001) elaborates the necessity to regard no association between students' performance and perceptions variables in the module. There were no relationships between these, and the use of physical interfaces link to self-regulated activities.

**Table 10 Correlation and Significant Relationship between the Students' Performance and Perception on Second competency**

Competency	Grand Mean	Students Perception	Grand Mean	r	Inter-pretation	p-value	Decision
Tracing the historical foundations and social contexts that led to the development of each discipline	9.11	Content	2.70	0.099	Negligible Relationship	0.466	Do not reject
		Layout and design	3.19	-0.121	Negligible Relationship	0.374	Do not reject
		Virtual presentation	2.80	-0.138	Negligible Relationship	0.312	Do not reject

Table 10 presents the significant relationship between students' perception and performances in the second competency. Correlations between **Tracing the Historical Foundations and Social Contexts** that led to the development of each discipline and content ( $r= 0.099$ ,  $p>0.05$ ) layout and design ( $r = 0.121$ ,  $p>0.05$ ), visual presentation ( $r= 0.138$ ,  $p>0.05$ ) were presented.

The data indicated that content, visual presentation, layout and design, and self-learning activities have negligible correlations and fail to reject the null hypothesis. It further shows that students' performance has no significant effect on perception or vice versa in tracing the historical foundations and social contexts that led to the development of each discipline.

Swan (2001) emphasizes the importance of ignoring any correlation between students' performance and perceptions factors throughout the module. There was no correlation between these variables and the use of physical interfaces connect to self-regulated activities.

**Table 11 Correlation and Significant Relationship between the Students' Performance and Perception on the Third competency**

Competency	Grand Mean	Students Perception	Grand Mean	r	Inter-pretation	p-value	Decision
Identifying the importance of Symbolic Interactionism	11.38	Content	-0.273	0.165	Negligible Relationship	0.042	Reject
		Layout and design	-0.256	-0.010	Negligible Relationship	0.057	Do not reject
		Visual presentation	-0.359	0.156	Negligible Relationship	0.007	Reject

Table 11 shows the significant relationship between students' perception and performances in the third competency. The data indicated that layout and design ( $r = 0.121$ ,  $p>0.05$ ) have negligible correlations and failed to reject the null hypothesis. However, correlations between content vs. performance ( $r= 0.165$ ,  $p< 0.05$ ) and visual presentation vs. performance ( $r= 0.138$ ,  $p<0.05$ ) in **Identifying the importance Symbolic Interactionism** are significant.

This means that the student's performance in this particular competence influenced their perception of *DISS* SLAs in content, visual presentation, and vice versa. It further indicates that as the students' performance in the said competence positively changes, their perception of SLAs also changes or the opposite.

Shuja et al. (2019) assert that academic performance is enhanced when students have favorable experiences influencing their commitments and intentions toward constructive interactions. Also, Entwistle (2002) underlines the importance of perceptions when teaching significantly impacts students' learning performance. It allows discovering that students' perceptions influence their attitudes toward learning materials and their choice of study and learning style.

#### Actual Experience of the Students

This study selected students to participate in the interview to gather qualitative measures that described the students' actual experiences using *DISS* SLAs. The method of choosing the respondents was through the fishbowl drawing technique. It was

conducted over the phone, where 40 students participated out of the total population. Four questions were asked to elicit information from the respondents.

The first question asked what part of the *Discipline and Ideas in Social Sciences* self-learning activities

made it challenging to understand. Some of the most exceptional and remarkable responses are presented:

Student number 10, “*Para sa ako sir, it is very hard to answer because there are activities that must be connected sa main topic.*” The student said it is hard for him to answer because the activities should be connected to the main topic.

Student number 2, “*Hmmm.. I can say kay What I have learned Why? because it needs deeper understanding to understand the instruction and content sa activity sir*”. The student said that *What I have learned* needs deeper comprehension to understand the activities’ instruction and content.

Student number 20, “*Based from my experience sir, when I answer the module uhhhh.... Kay ang What I can do sir because kasagaran activities are complicated to answer. Human there are tasks in module murag not part na xa sa topic, for me lang sir ha.*” The student said that some activities in the modules are complicated to answer based on her experience, then some tasks are not part of the topic.

The data reveal that most of the students responded that *What is New, What I Have Learned, and What I can do* are the parts that made them difficult to understand. Students expressed their genuine feedback that these parts gave them strenuous time to understand the content because of its complexity. In *What is new*, students expressed that it is difficult to answer the introductory activities since it is a springboard for the topic. Also, students found *What I have learned* as a challenging activity. According to them, it requires more comprehensive comprehension to answer the task. Lastly, *What I can do* is one of the activities that some students pointed out because of its complicated tasks that need to undergo.

The second question asks what specific parts in the *Discipline and Ideas in Social Sciences* self-learning activities students can suggest for enhancement. Some of the most exceptional and remarkable responses are presented:

Student number 14, “*I think sir para nako and What it is should have a simple and easy lang ma understand na content e discuss sa kani na part.*” The student said that *What it is* should have straightforward content that is easy to understand.

Student number 8, “*For me need to be changed sir is kanang What is New because kay instead need xa og new knowledge needed sad xag previous knowledge*”. The student said that *What is new* needs to be changed because it’s needed previous knowledge instead of new knowledge.

Student number 5, “*I hope sir kanang What I have learned part will be improved. Kay maka learn sad mi if we are going to summarize what we have learned jud og connected sa objective sa lesson*”. The student said that *What I have learned* should be related to the lesson objective when they summarize it.

Student number 2, “*I believe sir is dapat ang What I can do that should be maka dome in simply ways and dili complicated.*” The student said that *What I can do* should not have complicated tasks that they can do in simple ways.

In general, most students responded that *What it is, What is New, What I Have Learned, and What I can do* are the suggested enhancements. Students expressed that the topic discussed must have simplified content relevant to the objective in *What it is*. Also, students recommended *What is New* to be enhanced due to its complexity with introductory activities that need prior knowledge. In addition, students suggested that *What I Have Learned* to be modified into logically developed and organized activities arranged from simple to complex and from observable to abstract. Lastly, students urged the researchers to enhance *What I can do* to unravel complex tasks into activities quickly to be answered.

The third question asks how the self-learning activities improved the students' ability to retrieve and use the information effectively. Some of the most exceptional and remarkable responses are presented:

Student number 7, “*Actually sir..hehe Though, slightly confusing ang few activities but I still find it useful when it comes sa mga techniques how to understand some concepts sa lesson*”. The student said that despite few confusing activities, he still finds it helpful to understand some concepts in the lesson.

Student number 19, “*Lisud- lisud uban part sa module og libog answeran daghan2x wala sad koy nakat.unan sa module.*” Respondent number 19 said, “*Lisud- lisud uban part sa module og libog answeran daghan2x wala sad koy nakat.unan sa module.*” The student said that he did not learn from the activities since it contains a complicated part that is difficult to answer.

Student number 13, “*hmmmmmm. Dili ko sure if nagamit ra buh xa sa karon na distance learning*”. The student said that he was unsure if the SLAs learning was utilized during the modular distance learning.

Out of forty respondents, 60 % answered that the SLA enhanced their cognitive skills. However, 30 % pointed out that the SLA did not effectively utilize their ability while the remaining 10 % were



undecided. Despite students' perceptible disagreements and responses in terms of content and visual presentation, most of the students somehow believed that the SLA has various self-directed techniques, learning tasks, and formative assessments helpful for them.

The last question asked students to rate their modular distance learning experiences' satisfaction in the *Discipline and Ideas in Social Sciences* self-learning module from 1-10. On the scoring scale, one is the lowest, and ten is the highest. Students justified their rating and rationalized the reasons behind those numbers. Some of the most exceptional and remarkable responses are presented:

Student number 25, "my score would be five sir because I find some tasks not satisfying." The student gave a rating of five because some tasks were not satisfying.

Student number 20, "Aw. I just give six lang for me sir, wala ko totally satisfied pero naka learn raman sad sir. The student said that she gave a rating of 6 because he was not satisfied but somehow learned from the module.

Student number 5, "kanang My rate sir is seven because ako I am learning pero na confuse ko light sa ubang activities sa module." The student said that his rate is seven because he learned but was slightly confused about its activities.

Student number 16, "My score would be eight, sir because I learned fast with the concept and activities within the module."

Students justified their rating and rationalized the reasons behind those numbers. The results of the ratings of the respondents according to their satisfaction experiences in *Discipline and Ideas in Social Sciences* self-learning module— (22.5%) had a fair experience, (60.0%) were satisfactory while the rest (17.5%) were very satisfactory. The findings reveal that most respondents had actual good experiences with the use of *DISS* SLM.

### 3. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter unveils the essential aspects associated with this study. It summarizes the study, shows the findings, presents the conclusions, and provides the suggested recommendations.

#### SUMMARY OF FINDINGS

After the data were gathered and analyzed, the following results are presented:

1. The key findings demonstrate that students' performance for the three competencies obtained

very satisfactory ratings. With a grand mean of 9.98 on **Disciplines within the Social Sciences**, 9.11 on **Tracing the Historical Foundations and Social Settings** and 11.38 on **Identifying the Importance of Symbolic Interactionism**, it further indicated that the students exceeded the expectations in terms of results and exhibited mastery in most *DISS* self-learning activities.

2. The significant results indicate that students' perception of the use of SLA acquired overall agreed responses despite the perceptible disagreements regarding motivational strategies, paragraph structure, the proportion of drawing in size, appropriate placement and color. With a grand mean of 2.70 on content, 3.19 on layout and design, and 2.80 on visual presentation, it further indicated that students exhibited agreement on the details and physical attributes of *DISS* self-learning activities.

3. There are no significant relationships between the students' performance and perception of the first and second competencies. However, content and visual presentation indicate a significant relationship in the third competency. This signifies that content ( $p = 0.042 < 0.05$ ) vs. performance and visual presentation ( $p = 0.007 < 0.05$ ) vs. performance in **Identifying the Importance of Symbolic interactionism** are significant. This further indicated that as the students' performance in the said competency positively changes, their perception of *DISS* SLAs also changes or the opposite.

4. The results revealed that most students responded that the parts *What is New, what it is, What I Have Learned, and What I Can Do* were the most difficult to comprehend. Students expressed that these parts made it difficult to understand the activities due to their complexity. Also, students suggested that these parts will be enhanced into logically developed and organized activities arranged from simple to complex and from observable to abstract. Lastly, satisfaction ratings revealed that (22.5 %) of respondents had a fair experience, (60.0%) were satisfactory, while the rest (17.5%) were very satisfactory. The findings revealed that most respondents had actual good experiences with the use of *DISS* SLM.

#### CONCLUSION

The general findings from the comprehensive results and discussion concluded that students exceeded the expectations in terms of results and exhibits mastery in most *DISS* self-learning activities on the first quarter competencies. Hence, enhanced activities will be crafted to develop self-directed and simplified

instruction to nurture outstanding students' learning performance and extraordinary results and exhibits mastery in all *DISS* self-learning activities. This promotes critical thinking and activates an intellectual process that complies with "Theory of Independent Study" and "Self -Regulated Learning Theory" in realizing the learning outcomes.

## RECOMMENDATION

Based on the results and conclusions, the following recommendations are presented:

1. Further studies be conducted on the teacher's mechanism in motivating students to have an outstanding performance;
2. Design an SLA that is logically constructed, organized, and includes a variety of self-learning activities to pique students' interest in learning;
3. Develop unique materials to captivate learners' visual imaginations.
4. Identify underlying factors affecting the student's interest that examine the link between students' performance and perception in answering their SLAs.

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