

# PRINTED MODULAR LEARNING: IMPACT ON STUDENTS FROM MARGINALIZED COMMUNITIES

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**ABSTRACT:** *This study is qualitative descriptive research that analyzes the sentiments of Teacher Education students in one of the State Colleges and Universities in the Philippines relative to the implementation of the printed modular distance learning modality. The interview method was employed to gather data from the thirty-three (33) randomly selected students. Based on the results of the study, students claimed that printed modular learning promotes a safer and healthier approach to learning, a cognitive learning enhancer, economical, accessible, and convenient. Students find this approach beneficial to their lives, especially those from marginalized families. Hence, printed modular learning greatly impacts students' quality of education from marginalized groups.*

**Keywords:** learning modalities, distance learning, new normal, printed modular learning, marginalized community

## 1.0 INTRODUCTION

Education in the current setup specifically in the Philippines is a quite challenging and interesting responsibility for both teachers and learners. The COVID-19 pandemic has brought drastic changes in the instructional operations of the country's educational system. To be able to continually provide learners with quality education, academic institutions conducted alternatives on how to facilitate learning without compromising the health of its main stakeholders, the learners, and the teachers. Considering the students' diverse contexts, schools are adopting varied learning modalities to fit their situations. Any of these modalities including Printed Modular Distance Learning, Online Distance Learning, and TV/Radio-Based Learning were employed. Printed modular instruction is one implemented modality where learning takes place between the teacher and the learners who are geographically distant from one another during the teaching-learning process.

At the height of the Covid-19 pandemic, studies on students' experiences in implementing the new normal learning setup emphasized that there are factors that can affect the effectiveness of the different modalities being implemented within the school. The new normal learning set-up's effectiveness on students based on their experiences provides both the advantages and disadvantages of the modality being used. In particular, in modular distance learning, [1] averred that the successful implementation of distance learning modality contributes positively to the personalities of the students, it increases students' discipline, interest in learning, independence, activities, and general outlook. [2] also claimed that the modular learning approach significantly increased students' academic performance in Mathematics, Science, and English. Nonetheless, [3] revealed that one of the issues in the implementation of PMDL, teachers encountered challenges with assessments, activities, outputs, and inconsistent participation. [4] also revealed the lived experiences of students who participated in the modular distance learning platform in rural areas that these were complex and difficult. Students lack the vocabulary, and competence to express themselves both orally and in written processes. Students have difficulty answering the learning modules. Due to the number of activities in the modules, they do not have enough time to complete all of the lessons.

A well-organized implementation of learning modalities is indispensable to the efficacy and efficiency of the new learning setup. It is very important to see how these alternative ways of

learning are working based on the experiences of the teachers and learners. Based on some studies, researchers explored the effectiveness and challenges experienced by teachers and learners in implementing printed modular learning. Because of the diversity of the learners, their feelings, opinions, and learning levels vary. However, the appropriateness of groups of learners to be given such a learning platform has not been explored yet.

Hence, this study analyzes the feelings and sentiments of the students regarding the implementation of printed modular distance learning in one of the State Colleges and Universities of the Philippines. This provides information about their experiences as they engaged in this learning platform during the Covid-19 pandemic. The result of this study hopefully provides significant contributions to various learning institutions relative to the implementation of learning modalities to diverse sets of learners.

## 2.0 METHODOLOGY

### 2.1 Research Design

This study employed qualitative descriptive research that analyzes the feelings and sentiments of Teacher Education students of a State College. Various interview platforms such as face-to-face, phone calls, and FB messenger calls were utilized in the gathering of data.

### 2.2 Research Respondents

The research respondents were 33 students who were enrolled through printed modular learning modality in the School of Teacher Education of Northwestern Mindanao State College of Science and Technology during the Academic Year 2020-2021. They were selected through simple random sampling.

### 2.3 Research Instruments

The study utilized the researchers' formulated set of open-ended questions to determine the student's feelings and dispositions toward the implementation of the printed modular distance learning modality. The questions were shown to experts for their comments and suggestions. The researchers revised the questions based on the recommendations provided by the experts. These open-ended questions served as the researchers' guide questions during their interviews with the students.

### 2.4 Data Gathering Procedure

The researchers secured a list of students enrolled from the Dean's office during the academic year 2020-2021. Fifty students were selected through simple random sampling from the list who took the printed modular instruction. The students were communicated that they were the chosen participants of the study. They were initially informed that data will be collected from them through interviews either face-to-face, via phone calls, or by messenger calls. Schedules were then set for their interviews. The researchers interviewed the determined respondents on their preferred platforms using open-ended questions. The respondents responded to the questions based on their feelings and experiences with the implementation of the printed modular distance learning modality in the new normal learning setup. Of the 50 chosen respondents, only 33 of them submitted themselves during their interview schedules.

### 3.0 RESULTS AND DISCUSSION

The feelings and sentiments of the Teacher Education students of the institution who were engaged in printed modular instruction at the height of the Covid-19 pandemic were determined. The student's general responses were encapsulated in Figure 1, where they find the modality beneficial to them in some facets relative to their specific context. The result showed that printed modular instruction positively affects some groups of learners in the community. They find some notable characteristics of the implemented modality.

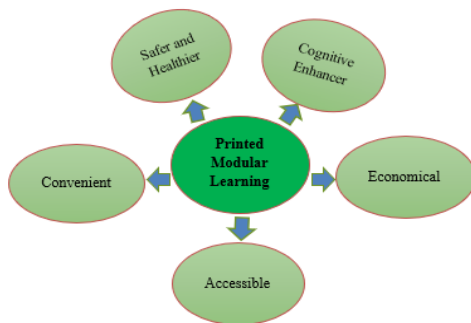


Figure 1. Characteristics of Printed Modular Learning

#### Safer and Healthier Learning

Students believed that printed modular learning promotes a safer and healthier approach to learning because it is accessed through printed materials. Students are not likely exposed to digital radiation.

#### Cognitive Enhancer

One of the benefits that students encountered while participating in printed modular learning is the ability to improve cognitive learning by answering the given modules independently. It encourages them to think critically and logically to respond to challenging activities. Students stated that engaging in printed modular classes can help improve their assimilation of learning. They are creative enough to comprehend and understand the topic well. Additionally, modular instruction develops students' writing skills. Learning is evident if students are just passionate enough to do the learning activities stated in the module.

#### Economical

One benefit of modular learning is its low-cost accessibility. The students were able to save money on transportation, food, and boarding houses. They do not have to spend money on the internet and gadgets. Students shared that they can have fewer expenses as they engage in modular classes. This is supported by [5] that MDL is more reliable and convenient for learners who do not have gadgets and those who are incapable to access online learning.

#### Accessible

This mode of learning has a great advantage, especially for students who live in remote areas where Internet access is difficult. As students living in far-flung areas, we do not have difficulty accessing learning because we were provided with learning materials and learning instructions in printed forms. Considering the engagement capacity of learners from marginalized groups, modular distance learning is more accessible, appropriate, and convenient. This result harmonized with [5] that MDL caters to learners who cannot afford the gadgets and internet connectivity necessary for online classes.

#### Convenient

Students point out that engagement in printed modular learning has enough time to answer or to do their learning tasks. They were able to choose the most convenient time to complete any learning tasks, activities, or assignments. They further stressed that engaging in printed modular classes is just managing time wisely. Printed modular instruction has no limit on time as long as it is done before the due date or the schedule of submission of the modules. This is also emphasized by other students that, printed modular students all have the privilege and convenience of time when answering their learning tasks. It provides them with greater flexibility to analyze and review their outputs at their own pace.

### 4.0 CONCLUSION

Based on the findings of this study, printed modular learning brings significant impacts to students who opted for the modality. There are locations where students find this modality beneficial, especially those from marginalized families. This situation, helps program implementors theorize what modality works and what does not, considering students' diverse contexts. Hence, printed modular learning modality in the now normal learning setup greatly impacts students' quality of education from marginalized communities.

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