

The Effectiveness of Self-learning Modules on the Retention of Learning among Grade 7 Students in MAPEH of Mountain Province General Comprehensive High School

Pakyo, Elizabeth F. – MAED Cul. Ed.
Dr. Palaoag and Dr. Austria

Abstract:- This study is aimed at uncovering the effectiveness of self-learning modules retention of learning among Grade 7 students of Mountain Province General Comprehensive High School. The researcher employed an experimental type (pretest-posttest controlled group design), with the experimental group design being employed. Population was grade 7 Eucalyptus students. Sample size was consisted of 26 students. The collected data from both groups were analyzed by calculating the mean, standard deviation and t-test after which the results were interpreted. The results revealed that self-learning modules are effective in the retention of learning among students. Therefore, the recommendation is to apply this teaching approach in all teaching areas and subjects.

Keywords:- Self- Learning Modules, Effective Teaching.

I. INTRODUCTION

Education is the only means through which society adjusts with its needs. Therefore, without education, society will not progress. Education gives us knowledge about the world we live in. Furthermore, learning is a continuous process, the day we stop learning is the day we die.

On October 2020, the Department of Education reopened classes amid the still rampant corona virus outbreak, and one method of teaching that the department accepted was modular Learning (Estrada, 2021). Modular learning is a form of distance learning that employs the use of self-learning modules (SLM) based on the most essential learning competencies (MELCS) provided by DepEd. The modules include sections on motivation and assessment that serves as a complete guide of both teachers and student's desired competencies (Manlangit, et. al. 2020). Educators are faced with a huge challenge, that is to look for a way to educate students despite the stringent policies and rules set by the government to prevent the spread of COVID-19. And that, self-learning modules with much expectation that students may excel if provided will become independent thinkers, develop study habits and responsibility. Teaching through module is a self - taking in bundle managing one particular topic/ unit. It could be utilized within any setting

helpful to the learner and may be finished at the learner's own particular pace (Sadiq, 2014).

In this set-up, the Department of Education will be the one to provide and distribute the self-learning modules to every student every week through their respective schools (Chin, 2020). Self-learning modules may prove to be a boon for students due to their enrich features. Students become an independent thinkers. They gain freedom to learn without restrictions (Kanchan, 2016). A study also reveals that students may excel in their related fields if they are provided self- learning modules for self- study keywords modules, achievement, retention learning in true requires individual guidance, personal attention and over all individual efforts of the learners, (Kanchan, 2016).

Khalil, Nelson, and Kibble (2010) conducted a study on the use of Self –learning module to Facilitate Learning of Basic Science concepts. This study used qualitative and quantitative approaches to evaluate the effectiveness of self-learning modules. It was found out that most students indicated that self-learning modules improved understanding and facilitates learning. Self-learning modules were reported to allow learner control, to help in preparation and in –class discussion and to improve understanding and retention. Self-learning modules also inculcate self - study habits and self-confidence among students which are very much essential to enhance learning. Self- learning modules are more effective as compared to conventional mode of teaching, Puri, (2009). However, with the start of modular learning, parents clamor for limited face-to-face for many reason. One is, learning is not effective because they believe that teachers offer the best and effective learning. Parents' opinion lead the researcher to study if there is a significant effect of Self-learning module in the retention of Learning among grade 7 students focusing on the pre-test and posttest level of assessment. The objective of this study is to compare the effectiveness of self-learning modules and conventional mode which is the reading material prepared by the researcher on the retention of learning among grade 7 students at Mountain Province General Comprehensive High School.

II. METHODOLOGY

The present study is an attempt to study the effectiveness of self-learning modules on the retention of learning among grade 7 students, so the researcher selected experimental method using pre-test and post - test on equivalent group design. The main tools used for the study were self-learning modules, pre-test and post-assessment in physical education. Self- learning modules has complete parts and based from standard Learning competencies prescribed by the department of Education. On the other hand, it contains only 3 parts but following the same objectives.

A pre-test was administered to both groups following the same criterion. After this, the students under experimental group were taught using self-learning modules while the control group were taught a reading material prepared by the researcher. After the experimentation, post-test was administered and scores were compared in order to assess the effectiveness of self-learning modules against reading material. After seven days, another posttest was administered to measure the retention level through each scores obtained of both the experimental and control group.

Population and Sample

The aim of this study was to investigate the effectiveness of self-learning modules on the retention of learning among grade 7 students. Therefore grade 7 students of section Eucalyptus constituted the population of 26. Students sample were divided into two groups: the control group and the experimental group. Both groups were equated with pre-test and post test scores. Each group comprised of 13 students.

III. RESULTS

As presented in table 1, it indicates that the difference between the mean scores of the experimental group and control group was found to insignificant based on their p value at 0.05 levels. The obtained p value is .139 which is more than the standard p value. So the hypothesis, “there is significant effect of self-learning modules in the retention of learning between experimental and control group” on pre-test is rejected.

Table 1: Difference between mean scores of the experimental and control group on pretest.

Group	N	mean	SD	u-test	p
Experimental	13	14	4.114	63	.139
Control	13	14	4.90		

Table 2 indicates that the difference between mean scores of the experimental and control group on posttest was found to be significant at 0.05 levels. The obtained p value is .037 which is less than 0.05 levels. Hence, the hypothesis, “there is significant effect of self-learning modules in the retention of learning among grade 7 students at Mountain Province General Comprehensive High School was accepted. At posttest, the performance of experimental group was better than that of the control group. This study is

congruent with the article on the Use of Self-learning modules to facilitate learning by Mohammed K. Khalil and Jonathan Kibble (2010).

Table 2: Difference between mean scores of the experimental and control group on posttest.

Group	N	mean	SD	u-test	p
Experimental	13	24	6.480	49.5	0.037
Control	13	16	5.528		

Table 3: Test of significant difference and retention between the experimental and the control group scores of the student’s respondents on posttest. The result shows that experimental group who obtained a higher mean of 24 reveals that self-learning module is effective in the retention of learning among grade 7 students. The mean difference is 8 which is quiet a big difference and the obtained p- value is .037 which implies a significant result.

Table 3: Mean difference on the result of posttest retention test.

Test	Mean	Mean Difference	P value	Interpretation
Experimental	24	8	<.037	Significant
Control	16			

IV. DISCUSSION

Instructional materials in the form of self-learning modules was developed for experimental and pass quality assurance from selected evaluators. This shows that self-learning module is understandable for students to use and reliable during experimentation. The Mean difference of the posttest scores tested significant with a p-value of .037. This study implies that base from the data gathered, it may therefore interpreted that the students taught through self-learning has better achievement in physical Education than those group who used an oriented activity. Self - learning modules is very effective in the retention of learning among students. Students will come up with their immediate self-reflection which will motivate them to regulate and manage their own learning styles. Thereby, creating an interest and positive attitude towards Physical Education as they are free to learn at their own pace.

V. CONCLUSION

Results drawn from the statistical analysis and findings of the research concludes that Self-learning modules is effective in the retention of learning among grade 7 students than reading materials with limited activities. Students learn on their own pace and convenience.

Though it minimizes social interaction with peers and classmates, self-learning modules develop self-efficacy. Students are proud of themselves if they do their activities on their own with limited assistance from teachers and peer group.

RECOMMENDATION

1. This research proved that self-learning modules is an effective approach in order to teach students and can be applied to all types of learners and can be used as intervention material to students who can't cope up with lessons in face to face setting.
2. Since self-learning modules is a unique way of teaching students outside the classroom, teachers should be given enough training so as to improve more the designs and how to use self-learning modules in classroom setting when face to face is allowed.

REFERENCES

- [1]. Bonz, M. (2020, September 22). *Fast Facts: DepEd's Modular Learning*. Retrieved from Rappler IQ: www.rappler.com
- [2]. Chin, M. (2020, October 11). *Students' New Normal: Modular Distance Learnin*. Retrieved from Unique Philippines: www.uniquephilippines.com
- [3]. Concord, I. R. (2006, December 20). *Ensuring Effective Learnin from Modular Courses: A Cognitive*. Retrieved from Journal of Vocational Education & Training: www.tandfonline.com
- [4]. Estrada, L. P. (2021, January 12). *Are Self-learning Modules ffective*. Retrieved from Rappler.com: <https://www.rappler.com>
- [5]. Kanchan. (2016). *Effectiveness of self-learning modules on the Achievement and Retention of Undergraduate Students*. Retrieved from Shodhganga@Inflibnet: <https://shodhganga.inflibnet.ac.in>
- [6]. Kibble, M. K. (2010). Use of Learning Modules to Facilitate Learning of Basic Science concepts in an Integrated Medical Curriculum. *PubMed*.
- [7]. Lego, M. A. (2021). *DEpEd Sel-Learning Modules (SLM) for School Year 2020-2021*. Retrieved from TeacherPH: www.teacherph.com
- [8]. Manlangt, e. (2020, October 5). *Supercharging Filipino Parents is Key for Successfel Modular Distance Learning*. Retrieved from Flipsience. ph: <https://www.flipsience.ph>
- [9]. Pierce Manlangit, e. a. (2020, Ocyober 5). *Filipino Students Prefer Modular Learning*. Retrieved from flipsience: www.flipsience.ph
- [10]. Roblyer, M. (2008). Retrieved from Predcting Success for Virtual School Students : www.westga.Edu>ojd>robler 114