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Examining the Effectiveness of Modular Instruction on Learners' Study Habits, Skills, and the International Bureau of Management Thailand in the Context of the COVID-19 Pandemic

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Abstract
Modular learning is a form of distance education that employs Self-Learning Modules based on the most essential learning competencies (MELCS) provided by DepEd. These modules contain sections on motivation and assessment, serving as a comprehensive guide for both teachers and students regarding their desired competencies. Modular learning is particularly relevant in the current situation. The threat posed by the Coronavirus or COVID-19 has significantly impacted not only the economic, tourism, and health sectors but has also adversely affected the global education system (Alvarez, 2020). This study aims to validate the modular instructions in relation to learners' study habits, skills, and attitudes in public schools during the COVID-19 pandemic, using a descriptive content analysis approach. The research focuses on selected fifth and sixth-grade students in the International Bureau of Management. Information was collected through surveys and interviews.
Keywords: Modular Instruction, Learning Skills, Education In Crisis, Study Habits

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INTRODUCTION

It is unknown if completing educational modules on understanding, reviewing, and synthesizing research literature is associated with higher value of, attitudes toward, and implementation of evidence-based practices. (00220124-20170418-05 @ Journals. Healio.Com, n.d.) Integrated learning is planned based on the theme to relate several subjects that able to give meaningful experience to students. The instruments of this research were interview guides, observation sheets, teachers and students' questionnaires, students' test result, skills and behavior and skills scoring sheets. (15855 @Journal. Unnes.Ac. Id, n.d.) This study aims to produce e-modules based on valid and appropriate local wisdom in the Central Learning Model at kindergartens in Jambi. The product of this research is realized in the form of an electronic module using 3D Page flip Professional software to determine the feasibility of e-modules as well as knowing the teacher's response to e-modules based on local wisdom in Central Learning Model at kindergartens in Jambi city. The developed e-modules are stated in the valid category based on the results of the validation of the e-module material and the e-module design which obtains excellent criteria. The results of the questionnaire perception of 62 respondents (lecturers, teachers and students) on e-modules showed an average rate of 83% which is included in the excellent category. These results indicate that the e- module developed in this study is very feasible to use. E-Modules developed in this study are highly recommended for use by Lecturers, Students, and Teachers in the major of Early Childhood Education (Notar et al., 2013)

Technology has been instrumental for efficient communication to counter the pandemic that the world is facing today. It also redefines how the educational system can proliferate the delivery of the teaching-learning process amidst COVID-19. This paper articulates the effectiveness of distance education, highlights the possible challenges in emergency remote education, and recommends emerging remote learning platforms along with policies for the utilization of emergency remote teaching and protocols for the prevention of COVID-19 in Philippine learning institutions. (5113 @ Upo.Es, n.d.) At present, there is still a lack of teaching materials in Elementary Schools, specifically science that is suitable to the needs of students and encourages students to care about their environment. The purpose of this study is to develop a Natural Sciences module with the STSE (Science, Technology, Society, Environment) approach to strengthen cognitive learning outcomes in Elementary Schools. The method used is the research development of the modified Borg and Gall model, namely preliminary studies, development stages, and evaluation stages. The research subjects were grade IV students, Public Elementary School Kangkung 1 Mranggen. Data collection instruments used were observation sheets, tests, questionnaires, and documentation. (37713 @ Journal. Unnes.Ac.Id, n.d.) The study was conducted to determine the extent of effectiveness on the implementation of Education Management Information System (EMIS) as part of educational management functions in public elementary schools of Surigao Del Sur Philippines. Descriptive survey method using a researcher-made questionnaire was used. The respondents of the study were nine selected public elementary schools from the three clusters of Surigao Del Sur Division. Findings revealed that from the eight (8) modules of EMIS, Pupil MIS received the highest mean while Finance MIS obtained the least as to the implementation of EMIS Modules. Planning and monitoring were found to be high as to the level of effectiveness of EMIS in public elementary schools. The study concludes that most of the public schools in Surigao Del Sur Division, regardless with its type, effectively implements EMIS Modules. However, Finance MIS requires further enrichment on planning, implementation, and evaluation. Hence, the study recommends strengthening of EMIS modules particularly on Finance MIS and establishment of sustainable EMIS by sharing the best practices in implementing the EMIS of the different school. (Enteria & Role, 2018)

The study is aimed at evaluating, validating, and determining the effectiveness of the EPIC Module and its actual delivery conducted to the Grade 10 students of Kauran National High

School in the Philippines. To determine how the module was delivered, another five English teachers observed and evaluated the researcher- teachers in the implementation of the module. The respondents of the study for both the experimental and control groups were chosen randomly. The researchers used mean in the validation of the module and in the performance of the researcher-teachers based on the delivery of the module. To identify whether there was or no significant difference on the respondents' performance and mean gain scores, t-test was used. The findings revealed that students in experimental group improved their pronunciation skills significantly due to the intervention of the EPIC Module and its excellent delivery. It was statistically verified that the use of EPIC Module apparently improves the English pronunciation skills of the respondents. (Kritarth Pandey, 2014)

Theoretical Framework

The report aims at supporting education decision making to develop and implement effective education responses to the COVID-19 pandemic. The report explains why the necessary social isolation measures will disrupt school-based education for several months in most countries around the world. Absent an intentional and effective strategy to protect opportunity to learn during this period, this disruption will cause severe learning losses for students. (F. M. Reimers & Andreas, 2020) Education leaders must swiftly design responses-and with specific context in mind-as the pandemic runs its course. This brief discusses the second module of a series which presents the second module of a series which present the results of a comparative analyses of emerging educational needs and responses as the pandemic unfolds across countries around the world. The overall goal of this series is to facilitate the rapid design process and implementation of adaptive responses to the emerging education challenges, and protect young people's educational opportunities during and following the pandemic. (02607476 @ Www.Tandfonline.Com, n.d.)

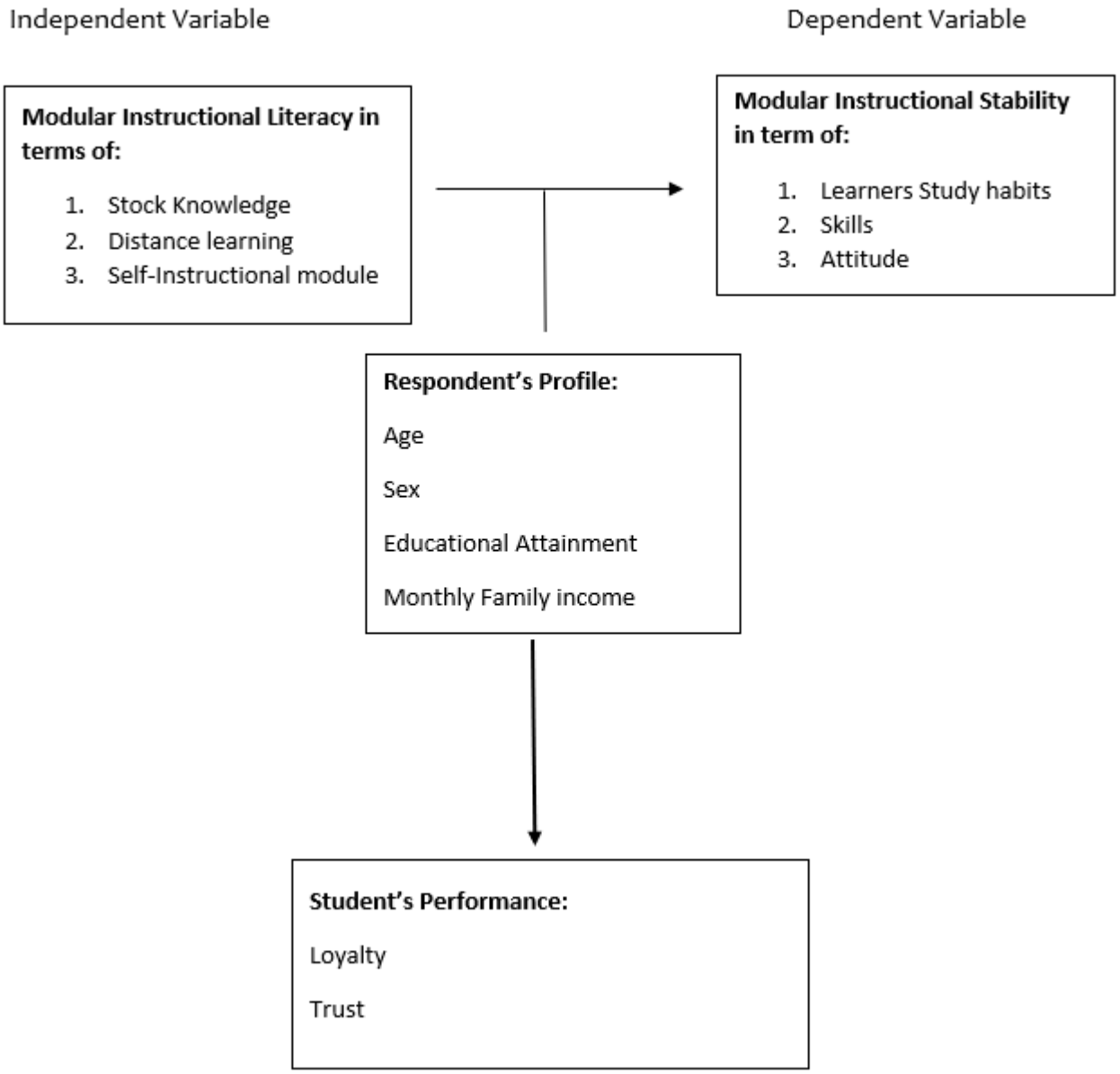
This research applied the Problem Based Learning model as innovative learning in the form of independent learning. The research examined the learning quality taught by module-assisted independent PBL model. It consisted of analyzing the learning instrument validity level, the learning implementation, and the model effectiveness as indicated by the completeness and correlation test. (02607476 @ Www.Tandfonline.Com, n.d.) The purpose of education is to mold a person to be perfect. Education provides the pathways to reach their destiny. Education helps in inculcating social responsibilities as well. The main core of education is to learn. Learning is a process of acquiring knowledge or skills through study, experience, or being taught. And so, the pandemic COVID-19 has footprints on education. The outbreak of this dangerous virus across the globe has forced educational institutions to shut down control of this virus. This happening made the teaching professionals think of alternative methods of teaching during this lockdown.

Conceptual Framework

Figure 1 presents the independent variable and the dependent variable of the study. The independent variable included the demographic profile and the modular instructional literacy of elementary students. The demographic profile of elementary students composed of sex, age, educational attainment and monthly family income. The independent variables of modular instructional literacy composed of stock knowledge, T-test, and self-instructional module. The dependent variable based on how does learners affects their study habits during the modular instructions. The learning skills used the learners able to learn in modular instructions. And how the attitudes of the learners affect the attitudes.

The research shows the modular instructional stability that studies the financial transportation of how students cope the problem, of how their parents supports them in their modular studies. Students' skills defer on teachers, on how the students will acquire their desired

skills. Multiple choice is a dependent variable that helps to choose the exact answer, so that is why students are depending on teachers.



Statement of the Problem

For a profound understanding, the study will examine the influence of the dependent and independent variables on the selected students in public schools within Misamis Oriental.

Specifically, the study will strive to answer the subsequent research questions:

1. What are the demographic characteristics of the students considering;
   1.1 Sex:
   1.2 Age:
   1.3 Educational Attainment
   1.4 Monthly Family Income
2. What are the instructional literacy that help the students?
   2.1 Stock knowledge
   2.2 Distance learning
   2.3 Self Instructional Module?
3. How do the respondents influence the modular instructional stability in terms of
   3.1 Learners study habits

3.2 Skills
3.3 Attitude?

4. To what extent that the student's performance influences the level of modular learning in terms of:
   4.1 Loyalty
   4.2 Trust?
5. Is there significant difference in Grade 5 and Grade 6 student's performance when grouped according to profile:
   5.1 Sex;
   5.2 age?
6. 6Is there significant relationship between student's modular instructional literacy and modular instructional stability?

Hypothesis of the study

This study was guided by the following Null Hypothesis:

1. There is no significant different between the mean scores of experiment and control groups on pretest.
2. There is no significant different between the mean scores of experiments and control groups on pretest.

Significant of the Study

This study will be undertaken to find out the validity of modular instructional learnings of the students rendered by the education teachers in International Bureau of Management and to measure the validity through the relation of the learner's study habits, skills, and attitudes. Benefiting the study are the various sectors as follows:

The Students

The direct recipients of the output of this research are the Grade 5 and Grade 6 learners in International Bureau of Management during the COVID-19 pandemic. Any improvement of modular instructions technique can pave the way of producing of the better learning and discipline to survive in the society.

The Parents

The research benefits the parents of the leaners in International Bureau of Management. As parents enrolled their children in these institutions, comes with self-assurance that their children are given more education that would make them a functional individual society.

The Teachers

This study is relevant to the general education teachers, especially to the teachers who are still newbie in the teaching profession. Through this research, teachers may purposefully discover how valid is modular instruction to the learners.

Scope and Limitation

The study focused on the validation of modular instructional learning during pandemic covering the habits, skills, and attitudes of the learners in International Bureau of Management.

Definition of Terms

Modular learning - is a form of distance learning that uses Self-Learning Modules (SLM) based on the most essential learning competencies (MELCS) provided by DepEd.

Stock knowledge - the set of structured, systemic, and contextual information that one has already learned and internalized
T-test - is a statistical test that compares the means of two samples. It is used in hypothesis testing, with a null hypothesis that the difference in group means is zero and an alternate hypothesis that the difference in group means is different from zero.
Financial Transportation- the cash flow, required for either pay-as-you-go or for bonds, must be raised.
Skills - great ability or proficiency; expertness that comes from training, practice.
Multiple Choice- having several answers from which one is to be chosen.
Distance Learning- studying in which lectures are broadcast or classes are conducted by correspondence or over the internet, without the student's needing to attend a school or college. Also called distance education.
Quasi-experimental- aims to establish a cause-and-effect relationship between an independent and dependent variable.
Learning habits- described as methods and means of obtaining information. This is taking place at the conscious or unconscious level. It helps students organize their efforts to solve problems, develop skills, acquire knowledge and completion of school obligations
Learning abilities- brainpower, mental capacity, mentality, wit, brain
Intelligence - the ability to comprehend; to understand and profit from experience.
Learning skills- the process of acquiring new knowledge, typically in a classroom setting. Reading, writing and curiosity are some of the learning skills which support the learning process.
Distance Learning - An education where teachers and students are separated in the place and time. They communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time and through other online ways.

LITERATURE REVIEW

This chapter provides an overview of earlier research on Modular instructional literacy and stability of students in a specific public school it introduces the framework for the study that comprises the main focus of the research that will be described in this research. The topics included are the variables and terms arranged in chapter one.

Modular Instructional can play a significant role in students' lives. This instructional literacy will also include the student's personal and studying development opportunities, flexible studying options, and an attractive study environment. A healthy environment can help students save time on studying. Creating a study that focuses on the overall well-being and happiness of students maintains community consistency.

The Modular Instructional Literacy

Stock knowledge a common institution is that instruction is most effective if it takes into account that learners are different, and that they change as they learn. But learners differ in a great many ways, for example in their knowledge state, interest, goals, affective state, strategic behaviors, and learning styles. (Aleven et al., n.d.) That long-term studying is a more complex process, the students are socially integrated at the institution, and knowledge acquired is worthy there are several problems that must be faced by students and educational institutions when it comes to distance education. According Valentine (2002), the problems in distance education are of internal and external order and include among them: 1) The quality of education itself, which is also a factor to be overcome in traditional education; 2) The hidden costs, which often are not classified correctly and may generate future problems; 3) Misuse of technology, and this problem is relevant to educational institutions and students; 4) The attitudes of teachers, who

cannot adapt to the ways of teaching required by distance education and 5) The attitudes of students, who must be more committed than the students of traditional teaching. (Oliveira et al., 2018)

Proliferation of information in varying forms, formats, and amounts mystify users evaluating the quality and authenticity before consuming information. Unless the users are information literate, they will be deficient in the requisite skills to access and retrieve information, organize and evaluate critically the retrieved information and use it effectively for personal as well as professional accomplishments. Information literacy (IL) empowers one with the required knowledge about information, its nature and available formats, skills to fetch the relevant information by sifting the irrelevant information, and attitude for consuming and sharing information by ethical means and practices. This article focuses on how to impart IL instructions using the potential technologies. Among all the available options for imparting IL instructions, Web is preferred owing to its flexible nature to reach out to the target groups wherever they are and whenever they want to access the IL modules. (Koneru, 2010)

Self-Instructional Module

A printed module should consist of media elements, namely text and pictures, which are self-instructional and could cater to the needs of the user. The printed self- instructional computer module reduces mental effort. It is also reducing time spent on learning activities. However, it increases trainee teachers' performance in learning spreadsheets. (S0360131512000103 @ Www.Sciencedirect.Com, n.d.)

These same modes of "traditional online instruction" were referred to as "bleak and uninteresting" and "boring and redundant." Despite acknowledging the benefits of interactive learning, students remained steadfast in preferring strategies that were convenient, comfortable, and allowed control over one's grade, in essence passive modes of instruction. The group strategies found in the group discussion and read and teach modules elicited similar opposing views in preference and effectiveness. Another shared that this was perhaps the most difficult of all the modules due to not being able to "meet face to face and not having access to technology." As in the independent strategies, convenience and comfort seemed to guide students' preferences. (Cuthrell & Lyon, 2007)

The advantages and constraints of self-instructional modules are discussed and the three basic components of a self-contained module are illustrated. Learning outcomes may be affected not only by adequate construction of a module but also by the personal variables of the individual learner. In order to provide choices for individual differences, the development of alternate learning activities is recommended. Suggestions are included for implementing a self-instructional module as an individual instructional unit or as part of a course or a workshop. (J @ Onlinelibrary.Wiley.Com,n.d.-a)

Activities in this self-instructional module are designed to develop teacher-trainee competencies in organizing knowledge (information) for the purpose of classroom instruction. Behavioral objectives delineate the following specific competencies desired upon completion of the study: 1) the ability to distinguish between facts, concepts, and generalizations; 2) the ability to identify and order facts, concepts, and generalizations; 3) the ability to organize an information chart that graphically depicts the relationship between important concepts in a given body of knowledge. (Notar et al., 2013)

Learners Study Habits

Modular view where complex solutions are broken down into smaller meaningful solution elements that can be conveyed separately. We review findings from five of our own studies that yield evidence for the fact that processing modular examples is associated with a

lower degree of intrinsic cognitive load and thus, improves learning. (TRUC@Link. Springer.Com, n.d.)

Modules are not developed in isolation, but within a course or program structure, and the process is informed by the external national qualification's framework and where relevant, professional body requirements. Thus, internal and external factors must be taken into account at the planning stage. In terms of designing modules, we would argue that there is a need for a planned integrated approach to the process with the focus on the learning of the student. We would suggest that academic staff can begin the process not by focusing on the content of the module and how they intend to teach it, rather by focusing on the quality of learning that can be achieved by their students. The aim of your module indicates the general direction or orientation of a module in terms of its content and sometimes its context within a program. An aim tends to be written in terms of the teaching intentions: The aim of the module is to provide an introduction to the application of statistical theory in general insurance. The module aims to provide an effective and common grounding in written and interpersonal skills. (Donnelly & Fitzmaurice, 2005)

Many educators explore the fact that a number of students have not learnt well in high school and elementary grades. Because of this, students now seem to know less and apply knowledge, despite the availability of the study materials. Likewise, students do not know how to think and study properly and effectively. Only few teachers gave much attention to the improvement of these skills. To this effect, many students were able to proceed to the higher level of instruction without developing the habit of scheduling their study time. Thus, many talents and potentialities remain underdeveloped due to less attention given to their academic and personal growth. There are various factors that affect the students" academic achievement. Amongst these factors are some activities called study habits which the students gained, preferred and like to do for learning at and out of school [2]. Findings of the study of Oluwatimilehin and Owoyele revealed that of all the study habits" subscales, teacher consultation" was most influential while the time allocation" exercise, concentration, no taking reading and assignments were regarded as less integral to 18 Dr. Sanjay Kumar students" academic performances. Therefore, regular counseling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement. (Kumar, 2015)

Skills

Learning modules and any other resources that directly support students in acquiring knowledge and skills. leaders of public and private education institutions have put in place alternative methods for students and teachers to continue with their lessons when attending school is not possible and are working on methods that will make schools fit for working in a safe environment. (F. Reimers et al., 2020) A module is a specific type of learning resource. Modules are essentially self-contained, self- instructional packages, with learning paced by each student according to his/her individual needs and ability. A module covers either a single element of subject matter content or a group of content elements forming a discrete unit of subject matter or area of skill. (Ali et al., 2010)

The COVID-19 pandemic has disrupted the lives of students in different ways, depending not only on their level and course of study but also on the point they have reached in their programs. Those coming to the end of one phase of their education and moving on to another, such as those transitioning from school to tertiary education, or from tertiary education to employment, face particular challenges. They will not be able to complete their school curriculum and assessment in the normal way and, in many cases, they have been torn away from their social group almost overnight. (S11125-020- 09464-3 @Link.Springer.Com, n.d.)

This study deals with the development of system thinking skills at the elementary school level. It addresses the question of whether elementary school students can deal with complex systems. Despite the students' minimal initial system thinking abilities, most of them made significant progress with their ability to analyze the hydrological earth system to its components and processes. As a result, they recognized interconnections between components of a system. The incorporation of outdoor inquiry-based learning with lab inquiry-based activities and knowledge integration assignments contributed to the 4th grade students' capacity to develop basic system thinking abilities at their young age. This suggests that although system thinking is regarded as a high order thinking skill, it can be developed to a certain extent in elementary school. With a proper long-term curriculum, these abilities can serve as the basis for the development of higher stages of system thinking at the junior-high/middle school level. (Tea @ Onlinelibrary. Wiley.Com, n.d.)

Attitudes

Teachers also find it challenging to judge affective aspects that refer to students' attitudes because of differences in attitudes shown at school and home. (Rasmitadila et al., 2020) elementary teachers, it is possible to communicate with their pupils through their parents. However, building a positive attitude in doing activities through distance learning should also be taught. And homework should also be interactive and suited to the learners. (Lapada et al., 2020) Results from the all positive and negative forms indicated that item means, variances, and factor structures differed significantly. Inspection of item means suggested that it was difficult for the students to indicate agreement by disagreeing with a negative statement. Analyses of the mixed phrasing form indicated factors based upon item phrasing, not item content. Taken together, the results suggest that the technique of balancing item phrasing when used with elementary students appears to affect adversely the validity of attitude measurement. (J @ Onlinelibrary.Wiley.Com, n.d.-b).

The aim of the research was to investigate the effects of Multiple Intelligences strategy and traditional methods of instruction on elementary students' environmental awareness knowledge levels and their attitudes towards the environment. The pre/post- test control group research model was used in this study. (104019 @ Dergipark.Org. Tr, n.d.) The correlation results revealed the positive relationship between attitude toward science and the other variables. Multiple regression analysis indicated that while students' meaningful learning, self-efficacy, and nature of science views have a positive contribution, rote learning contributed negatively to the model. The findings also showed that parents' income and education level had a significant effect on students' attitude toward science. (Notar et al., 2013)

The main aim of the study was to investigate teachers' attitudes and their self- efficacy beliefs about at-risk students during the first home learning period. Results indicate that teachers' attitudes towards students with a low socio-economic background are more negative compared to attitudes towards students with low skills in the language of instruction (LLS) and students with special educational needs. According to teachers' self-efficacy beliefs, the lowest scores were found for teaching students with LLS. (08856257 @ Www.Tandfonline.Com, n.d.)

Teachers' attitudes towards inclusion are important as they have the primary responsibility of implementing inclusive education. Attitudes at the beginning of teaching careers are likely to predict future attitudes. Some studies show a drop in attitudes after leaving university education. Using the Teachers' Attitudes Towards Inclusion (Amended) questionnaire, 465 pre-service teachers (located in Victoria, Australia) from primary school and preschool streams were examined to determine the effect of a number of independent factors on Total Inclusion Score; a measure of attitudes towards inclusion. (1359866X @ Www.Tandfonline.Com, n.d.)

Summary

The validity of the study of this research focuses on the given variables. Moreover, the study gives information to the students to become more efficient, and can study naturally. The study focuses on the students of public schools, they are the learners showing how modular learning is effective, and sums up the learners' knowledge during COVID-19. where students have a variety of styles that can showcase their learning skills even with a pandemic. Through the help of module, learners able to study on their own and can benefits themselves on the learning they acquire.

Study habit, skill, and attitude inventories and constructs were found to rival standardized tests and previous grades as predictors of academic performance, yielding substantial incremental validity in predicting academic performance. Study motivation and study skills exhibit the strongest relationships with both grade point average and grades in individual classes. Academic specific anxiety was found to be an important negative predictor of performance. In addition, significant variation in the validity of specific inventories is shown. Scores on traditional study habit and attitude inventories are the most predictive of performance, whereas scores on inventories based on the popular depth-of-processing perspective are shown to be least predictive of the examined criteria. Overall, study habit and skill measures improve prediction of academic performance more than any other non-cognitive individual difference variable examined to date and should be regarded as the third pillar of academic success. (J@ Joumals. Sagepub.Com, n.d.)

METHOD

Research Design

The study will use a descriptive quantitative design as the research design through a survey. The quantitative research method attempts to collect quantifiable information for statistical analysis of the population sample in other words, it is the process of studying the strength of that relationship with available statistical data. This technique is strictly connected to the linear regression analysis that is a statistical approach for modeling the association between a dependent variable, called a response, and one or more explanatory or independent variables (Franzese & Luliano, 2019)

The study will use survey research in which a group of elementary students specifically grade 5 and grade 6 will be studied by collecting and analyzing data from only the selected students or items considered to be representative of the entire group. In this study, the descriptive correlational design will be used to determine the influence of non-monetary factors and organizational culture on students' retention in a selected public school.

The descriptive design presents the collection of percentage, frequency, and analysis of quantitative data present inferential statistics. The data are integrated during the interpretation and its primary focus is to explain the quantitative results by exploring certain results in more detail, using conduct surveys to better understand the results of a quantitative study (Terell, 2012).

Research Locale

This study will be conducted in one of public school in Matangad, Gitagum Misamis Orientral. Gitagum, officially the Municipality of Gitagum, is a 5th class municipality in the province of Misamis Oriental, Philippines.

Gitagum Misamis Oriental's 2021 population is now estimated at 16,373 people. The population of Matangad, Gitagum grew from 2,126 in 1990 to 3,386 in 2015, an increase of 1,260 people. The latest census figures in 2015 denote a positive growth rate of 1.98 %, or an increase of 332 people, from the previous population of 3,054 in 2015

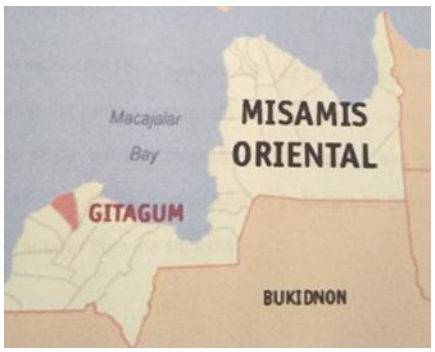


Figure 2. Map of Gitagum Misamis Oriental

Gitagum is politically subdivided into 11 barangays. Gitagum, a peaceful town in Misamis Oriental is located west of Cagayan de Oro City, between Libertad and the town of Laguindingan where the Cagayan de Oro International Airport is found.

Sampling design

The sample for this study was drawn from a larger investigation of the effects of technology infusion on the computer skills and attitudes of students. (Efficacy @ Legacy. Oise. Utoronto. Ca, n.d.) The sampling design provided for a random sample from the selected Grade 5 and Grade 6 classroom in a 30% of the total population of the number of the student. The sample size is computed using the Raosoft survey tool (Raosoft Inc, 2014).

Respondents of the study

The study is established on a population of 142 students in Grade 5 and Grade 6 at the school wherein the sample size is (50) of the population will be considered. The respondents of the study will be composed of the grade 5 and grade 6 students randomly selected of 35% of the total population in International Bureau of Management to validate some of the answer from the students.

Scoring Procedure on the validity of modular instruction in relation to the learner's study habits, skills and attitude in public schools during covid 19

Score	Range	Response	Interpretation
4	3.3 – 4.0	Strongly Agree	Highly Preferred
3	2.6 – 3.2	Agree	Moderately Preferred
2	1.8 – 2.5	Strongly Disagree	Not Preferred
1	1.0 – 1.7	Disagree	Less Preferred

Research Instruments

The instrument that will be used in the research is a survey structured questionnaire which has two parts. Part I will be the respondents' profile, wherein the respondents will be profiled according to sex, age, Educational Attainment and Monthly Family Income. Part II of the questionnaire will be adapted questions from related studies and related to the influence of modular learning literacy and modular learning stability on students in a selected public school in Misamis Oriental. The said adapted questionnaire was already used, published, and will serve as a basis in having a researcher made-questionnaire with corresponding sources.

Data Gathering Procedure

The researcher shall request approval from the selected Grade 5 and grade 6 advisers in International Bureau of Management to access the 30 respondents. Once approval will be

acquired, the respondents will be contacted and the researchers will seek permission for the survey questionnaires to be floated and for the respondents. The results will be retrieved in survey and will be analyzed by the data analyst of the study.

Scoring procedure with Legend

To facilitate the quantification of the responses related to the assessment of the influence of modular instructional literacy and modular instructional stability on students in a selected school in Matangad the study will employ the four-point Liert scale. Thus, for ease in analyzing and interpreting the weighted mean responses.

Statistical Treatments of the Data

This study uses both descriptive and statistics to determine the influence of the validity of modular instruction in relation to the learner's study habits, skills and attitude in public schools during covid-19 pandemics. Problem 1 can be determined by the responses in section 1 (Demographic Profile) of the survey. Problem 2 and 3 can be determined by the mean and standard deviation of the responses of the survey in section 2 and 3; and problem for can be determined by regression analysis.

RESULT AND DISCUSSION

This chapter includes the presentation, analysis and interpretation of data gathered. The presentation is done according to the problems in chapter 1.

Problem 1. What is the profile of the dependent in items of;

1.1.1. Sex;
2.1.2 Age;
3.1.3 Parents Educational Attainment
4.1.4 Family Income

Demographic Profile of the Respondents

Table 1. The frequency distribution of the Respondent's profile in terms of Sex

Specifications	Frequency	Percentage
Male	29	58%
Female	21	42%

Table 1 Shows the demographic profile of the respondents in terms of their sex, age, parents' educational attainment and family income. The data shows that 58% percent are male while 42% are female. This means that there are more male respondents than the females.

Table 2. The frequency distribution of the Respondent's profile ranges of Age

Age Range	Frequency	Percentage
9-10	17	20%
11-12	24	70%
13 above	9	10%

The data gathered in table 2 also revealed that 34 percent of the respondents are between ages 9-10 years old, 48 percent are between ages 11-12, 18 percent of the respondents are between ages 13 above. This signifies that majority of the respondents are between ages 11-12.

Table 3. The frequency distribution of the Respondent's Parents Highest Educational Attainment

Specifications	Frequency	Percentage
College Level/Graduate	10	20%
High School Level/Graduate	35	70%
Elementary Level/Graduate	5	10%

The data gathered also that revealed 20 percent of the parent's educational attainment are in College Level/Graduate, while 70 percent are in High School Graduate/Level and only 5 percent are Elementary Level/Graduate. This signifies that majority of the respondent's parents' educational attainment are High School Level/Graduate.

Table 4. The frequency distribution of the Respondent's family income

Family Income	Frequency	Percentage
Below 5,000	5	10%
6,000 – 10,000	43	86%
11,000 above	2	4%

The date shown in table 4 the income of the families; 10 percent are having an income below 5,000 below, while 86 percent of the families 6,000-10,000 having an average income while 11,00 are only 4 percent. This signifies that majority of the respondent's families are in the average income.

Problem 2. The validity of Modular instructions in International Bureau of Management in relation to the learner's;

2. 1 study habits
2.2 skills
2. 3 attitudes

Table 5. Mean distributions of perceived in the Validity of Modular Instructions

Items	Mean	Description	Interpretations
1. Modular learning is helpful and effective in the new normal learning	2.74	Agree	Moderately Preferred
2. Distance learning improve my performance in answering my modules	2.6	Agree	Moderately Preferred
3. Modular instructions enhanced my learning abilities	2.86	Agree	Moderately Preferred
Average	**2.73**	**Agree**	**Moderately Preferred**

Legend 1.00-1.7 Less Preferred (1) 1.8-2.5 Not Preferred (2) 2.6-3.2 Moderately Preferred (3) 3.3-4.0 Highly Preferred (4)

Item "Modular instructions enhanced my learning abilities" had a highest mean of 2.86 of having a response of "Agree" with an interpretation "Moderately preferred". Those research studies have revealed ability and its factors can be enhanced if the appropriate treatment is provided (Suckling et al., 2009)

Item "Modular learning is helpful and effective in the new normal learning" had a highest mean of 2.74 of having a response of "Agree" with an interpretation "Moderately preferred". All modules and programmes throughout the participating countries will be expressed using the

outcomes-based approach. In terms of Learning outcomes are statements that specify what learners will know (Kennedy et al., 2007)

Item "Distance learning improve my performance in answering my modules." had a highest mean of 2.6 of having a response of "Agree" with an interpretation "Moderately preferred". no formal contact exists between the lecturer and students though this is more typical of distance learning (Turney et al., 2009)

Table 6. Mean distributions of perceived the Attitudes of the Learners in the Modular Instructions

Items	Mean	Description	Interpretations
1. Modular learning motivates me to learn more than face-to-face classes.	1.78	Agree	Moderately Preferred
2. Enjoyed in answering modules in the house	2.44	Disagree	Not Preferred
3. Preferring to answers modules than to play outside	2.4	Disagree	Not Preferred
4. Have time to answer my modules and helping my mom in the house	2.54	Disagree	Not Preferred
Average	**2.39**	**Disagree**	**Not Preferred**

Legend 1.00-1.7 Less Preferred (1) 1.8-2.5 Not preferred (2) 2.6-3.2 Moderately Preferred (3) 3.3-4.0 Highly Preferred (4)

Item "Have time to answer my modules and helping my mom in the house." had a highest mean of 2.54 of having a response of "Strongly Disagree" with an interpretation "Not preferred". There was more thinking to be done, more to learn, more opportunity to get it right instructional points when it makes sense for students to explore new content at home and practice time work independently, in pairs or in small groups, on practice or sense- making tasks(Tomlinson & Moon, 2010)

Item "Enjoyed in answering modules in the house". had a highest mean of 2.44 of having a response of "Strongly Disagree" with an interpretation "Not preferred". The increased workload for the academic involved may not be a valid. Thus, we have no means of associating our standard assessment outcomes with individual student. (Eales-Reynolds, 2003)

Item "Preferring to answers modules that to play outsides". had a highest mean of 2.4 of having a response of "Strongly disagree" with an interpretation "Not preferred". They prefer instant answers and want instant change adaptive solutions to the problems of existence (De Vries, 2010)

Item "Modular learning motivates me to learn more than face-to-face classes". had a highest mean of 1.78 of having a response of "Agree" with an interpretation "Moderately preferred". The modules were described as enjoyable, motivating and were appreciated for their flexibility, which enabled students to work at pace and enhance the learning process (Herbert et al., 2017)

Table 7. Mean distributions of perceived the Study Habits of the Learners in the Modular Instructions

Items	Mean	Description	Interpretations
1. Modular affects my study habits	3.12	Agree	Moderately Preferred
2. Preferring to search online the answer than reading on it.	2.0	Agree	Moderately Preferred

Items	Mean	Description	Interpretations
3. Spending 3-5 hours a day to answer my modules	2.3	Agree	Moderately Preferred
4. Modules are easy to answer	2.96	Agree	Moderately Preferred
Average	**2.95**	**Agree**	**Moderately Preferred**

Legend 1.00-1.7 Less Preferred (1) 1.8-2.5 Not Preferred (2) 2.6-3.2 Moderately Preferred (3) 3.3-4.0 Highly Preferred (4)

Item "Modular affects my study habits". had a highest mean of 3.12 of having a response of "Agree" with an interpretation "Moderately Preferred". The purpose of this is to see the long-term effects of study habits over the course of a sit potentially is related in which showed a strong positive impact on performance when and where an appropriate time for them to study (Filippou et al., 2015)

Item "Modules are easy to answer" had a mean of 2.9 of having a response of "Agree" with an interpretation "Moderately preferred". blended learning has the potential to enhance the student experience, both in terms of engagement and flexibility (Herbert et al., 2017)

Item "Spending 3-5 hours a day to answer my modules" had a mean of 2.3 of having response of "Agree" with an interpretation "Moderately Preferred". It is thus a better use of the learner's time to focus on "easy" tasks, where many rollouts will result in high reward from which appropriate sub policy behavior can be inferred. But there is a fundamental tradeoff involved here: if the learner spends too much time on easy tasks (Herbert et al., 2017)

Item "Preferring to search online the answer than reading on it" had a mean of 2.0 of having a response of "Agree" with an interpretation of "Moderately Proffered". students preferred the Internet over the school's library, they claimed, was just in hope of finding an efficient route to the answers, some students took a conservative (Fidel, 1999).

Table 8. Mean distributions of perceived the Skills of the Learners in the Modular Instructions

Items	Mean	Description	Interpretations
1. The module was well organized to fit on my skills needed.	2.0	Disagree	Not Preferred
2. Modular instructions find it hard to understand	2.54	Disagree	Not Preferred
3. The modules helped to develop my personal skills	2.96	Agree	Moderately Preferred
Average	**2.5**	**Disagree**	**Not Preferred**

Legend 1.00-1.7 Less Preferred (1) 1.8-2.5 Not Preferred (2) 2.6-3.2 Moderately Preferred (3) 3.3-4.0 Highly Preferred (4)

Item "The modules helped to develop my personal skills". had a highest mean of 2.96 of having a response of "Agree" with an interpretation "Moderately preferred". The relevance of schoolwork for students help students to the quality of instruction was supported by the module design, which promoted to find out whether students' level of intrinsic motivation in learning through modules (Vaino et al., 2012)

Item "Modular instructions find it hard to understand". had a highest mean of 2.54 of having a response of "Strongly Disagree" with an interpretation "Not preferred". Its flexibility, its adaptability to large numbers of students, and its emphasis on individualized learning,

modular instruction has become one of the most promising alternatives in higher education. (Goldschmid, n.d.)

Item "The module was well organized to fit on my skills needed". had a highest mean of 2.0 of having a response of "Strongly Disagree" with an interpretation "Not preferred". Modular interventions in which each module's content is not dependent upon another module facilitates Intervention modules would also have the potential to be integrated lack attention to the teacher's explanation so that students cannot provide answers and learning (Kaharuddin, 2019)

CONCLUSIONS

Based on the findings of the following, conclusions are generated:

1. Since there's is a high level of performance in terms of student's study habit, skills and attitude, it can be concluded that modular learning is indeed a great platform to use to improve study habits, skills, attitudes.
2. Since there is a high level of performance of their study habits it can be concluded that modular learning can be used by teachers to address the problems in their wrong study habits.
3. Since age, and sex had no significant to the student's learning performance in modular, it can be concluded that modular can be use by teachers in other year level without worrying about their student's sex, and age.

Based form the findings and conclusions generated form the study, the researchers came up with the following recommendations:

1. The Modular Learning is effective to use as the new normal learning materials to enhance the learning of the students in Grade 5 and Grade 6 in relation to the student's learners study habits, skills and attitudes during Covid-19 pandemic.
2. The learning modules should have organized well the instructions in order for the learners to cope up adequate learning abilities that is essentials for the learners to be able to learn.
3. To the parents the learners are should give time to guide the learners on how should cope up the new learning approaches that is implemented by the Department of Education.
4. Modular education environment, according to the changing ideas in today's society on personal development, students will request a kind of instruction more fully in accordance with and appropriate to their personal characteristics and their prior knowledge state resulting in a more efficient and effective education for the learner.
5. To the future researchers, similar study should be done but in all the Public Elementary school in Matangad should be questions in order to validate the result with much more respondents.

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