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Modular Learning Approach during the Covid-19 Pandemic in Quirino, Philippines

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ABSTRACT

To survive in the insecurity and challenging world, learners ought to be ready to excel the 21st century skills to work out troubles vigorously. Self-discipline ability acts a vital role in learners' accomplishment. The study aimed to determine the profile of respondents in terms of sex, age, and ethnic affiliation, determine the satisfaction in the use of module in the implementation of modular learning approach during the period of pandemic, and evaluate the significant difference on the satisfaction in the use of module when they are grouped by profile. Questionnaire was used to gather information from the respondents. The data were statistically analyzed using mean, t-test and test all were employed in SPSS. It is concluded that the respondents are satisfied in the use of module. Sex, age, and ethnic affiliation affects the use of module by the LTS, CWTS, and ROTC students. However, the performance of the students in the use of the modules can be conducted regularly, tasks may be updated and be reviewed to improve the content of the modules. More activities be developed in the lessons to enhance more on students' skills and ability, train teachers on the modern strategy of the modules, provide references and books that enriches the subject and helps carrying out the strategy of the modules, focus on the researches that have importance to develop the teaching methods and connecting them to technology applications in teaching, find the impact of using module on students' achievement, and exploring connections between modular learning and flipped instruction.

Keywords:[1]
Approach, data, implementation, learning, modular, pandemic

INTRODUCTION

Huge eruption of pandemic virus, natural tragedy etc. took place in the world, distressing not only health industry, but also the education sector. SARS distressed numerous nations around the globe in 2020. To prevent the virus, traditional face-to-face education was prohibited in some areas in China (Cauchemez, 2014). Likewise, the epidemic of H1N1 Flu distressed numerous inhabitants around the globe, causing educational institution shuts in numerous nations and regions (Cauchemez, 2014).

COVID-19 is leaving new lesson for all spectra of life and across all sectors. The education sector is no exception. With the eruption of COVID-19 being acknowledged a pandemic by the World Health Organization (WHO), people are facing a key challenge in all over the world. It has drastically influenced our life styles. Moreover, it is testing our adaptability and flexibility in response to a major crisis like COVID 19. Psychological resilience is a widely recognized mechanism underlying the adjustment process, with coping flexibility a core component (Lam, 2007). Furthermore, substitute methods, like e-learning at house, were utilized to ensure undisrupted education. To survive in the insecurity and challenging world, learners ought to be ready to excel the 21st century skills to work out troubles vigorously. Self-discipline ability acts a vital role in learners' accomplishment. For the period of learning disturbance, it is an excellent chance to uphold learners' active learning at house to train self-discipline skills (Cathy, 2020). In addition, the current pandemic (COVID-19) has altered the methods of teaching and learning perpetually.

Moreover, people are forced to resort to self learning programs, technology employment. Consequently, the need has risen to rely upon teaching approaches which are far from conventional ways of teacher as well as school. And to be more proper to IT era and the module is one of this progress means. Modules are increasingly being used in many countries as a way of organising a language curriculum. As a consequence, many course books are now structured on the basis of "modules" rather than "units". The concept of "module" is strictly linked to the idea of a *flexible* language curriculum.

Modular teaching is one of the most widespread and recognizes teaching learning techniques in many countries including other Western countries and Asian region. Considering the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace. Use of self-learning modules in teaching is another form of individual used instructions. This is called modular approach of teaching and learning (Jayasree, 2004) if self-learning modules are available on some topics they can be given to the students as assignments for self-learning.

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The utilization of such packages takes into account individual differences and sanctions students to work at their own pace. That is why (Loughran & Berry,2000) pointed out that individual learnt more at their own pace, because "Telling is not edifying and heedfully aurally perceiving is not learning. However, it is a process of first understand and then express the idea or knowledge. One of the largest changes in recent years has been the addition of technology education facilities with individualized instructional modules (LeBrun, 2001). As a sustainability and monitoring mechanism, HEIs should submit, for information, their Learning Continuity Pan (LCP) to the CHED Regional Offices at the beginning of the Academic Year 2020-2021. It shall reflect the framework and system for the transition and integration of flexible learning approaches and overall absorptive capacity of the HEI to articulate its preparedness and response interventions that reduces disruption of classes and impact of natural calamities making continuity of learning more resilient (Cassidy, 2016).

Flexibility in education, which stresses student choice, has been recognized as critical to raising educational standards and satisfying the needs of a diverse student body. It is frequently used interchangeably with the term "remote learning". Modular education is the most common form of distance education. Schools in the Philippines are currently being employed because distance learning via printed and digital modules is the most popular distance learning mode. This also considers learners in rural areas who lack access to the internet for online learning (Jayasree , 2004).

In QSU, a survey was conducted on the level of technology to be used for the delivery of programs based on connectivity of students. As a result, it was found out that there was a low level of technology and poor internet connectivity. Moreover, it is an issue in the Philippines as many lack the capacity and capability to go online especially in the countryside like Quirino and Quirino State University. Therefore, self-instructional modules/mostly offline activities were determined.

CHED Memorandum Order (CMO) No. 04, series 2020, colleges and universities are encouraged to maximize the use of technology to support learning and teaching, such as development of instructional materials. Based on the existing condition, development of instructional materials was forwarded and approved by the university as an instructional delivery mode.

Hence, the study emphasized the satisfaction in the use of module in the implementation of modular learning approach during the period of pandemic.

RESEARCH METHOD

This Descriptive Research design was used in this study by the period the study was conducted. This research design suitable which intention is to describe the nature of condition after it had been completed and afforded by the respondents.

Sample

The respondents of this study are composed of the NSTP students along the three components of NSTP of Quirino State University form part of the population from where the respondents were taken. This research was conducted at Quirino State University, Diffun Campus, School Year 2020-2021. The software G-Power was used to determine the sample. Stratified sampling was used.

Data Gathering Instruments

The main instrument utilized was a questionnaire adapted from University of Worcester-www2.worc.ac.uk.It consisted of two parts namely:

Part I. Profile of the respondents in terms of their sex, age, and ethnic affiliation.

Part II. The satisfaction in the use of module in the implementation of modular learning approach along the following areas: module content, module teaching and learning, module support, module assessment and feedback, overall satisfaction. Emails, Google forms, and social media were used in the distribution of questionnaires.

Data Gathering Procedure

Upon approval of the operational plan, the researcher administered the questionnaires via electronic communication and with the use of google forms to the respondents. Data gathering took place via messenger and email to all first-year students who are presently enrolled in the NSTP program and were available and willing to answer the questionnaires.

After retrieving the questionnaire, data were inputted into the Statistical Package for Social Science (SPSS) program for accuracy on the statistical computations. The output was summarized in excel. The result was analyzed, interpreted, and served as the basis in coming up with the conclusions and recommendations.

Statistical Treatment of Data

The collected information was treated with mean, T-test, and F-test: all were employed in SPSS.

RESULTS AND DISCUSSION

Results of the analysis of satisfaction in the use of module

The results of the statistical analysis of satisfaction in the use of module, the first sub-problem of the study, are presented in Table 1.

Table 1. Mean results of satisfaction in the use of module analysis

	LTS		**CWTS**		**ROTC**	
Module Content	M	D	M	D	M	D
I got clean information and instructions at the beginning of the module.	3.28	SA	3.20	A	2.95	A
My understanding of the subject has increased because of taking this module.	3.06	A	3.20	A	2.96	A
The module enabled me to develop skills that will help my career development.	3.06	A	3.36	SA	3.00	A
I am comfortable and can easily learn the lessons through modules than online classes.	3.02	A	3.20	A	3.07	A
Module teaching and learning						
Teachers have made the module simple and interesting.	3.20	A	3.25	A	3.03	A
Teachers were good at explaining things and lessons.	3.07	A	3.11	A	2.95	A
The module was intellectually exciting.	2.98	A	3.02	A	2.95	A
The teaching methods used on this module have helped me to learn.	3.08	A	3.09	A	2.96	A
The quality of teaching on this module has been good.	3.08	A	3.04	A	2.90	A
I easily learned the lessons through learning the modules.	3.12	A	3.18	A	2.92	A
Module support						
The module was well organized.	3.23	A	3.22	A	3.11	A
Learning resources given on the module website and other VLE were helpful in answering the subjects.	3.10	A	3.09	A	2.96	A
I have been able to contact my teachers when I needed to.	3.18	A	3.27	SA	2.76	A
I have received sufficient advice and guidance in relation to my module from my subject teachers.	2.98	A	3.09	A	2.71	A
I can manage my time effectively and easily complete my assignments on time.	2.82	A	3.02	A	2.58	A
Module assessment and feedback						
As a student, I enjoy working independently.	3.02	A	3.09	A	2.88	A
The assessment requirements and marking criteria were clear.	3.17	A	3.22	A	2.87	A
The assessment task and associated marking criteria were made available in good time.	3.03	A	3.18	A	2.93	A
The balance between teaching and independent learning was appropriate.	2.95	A	2.	A	2.73	A
The module prepared me well for the assessment tasks.	3.05	A	3.04	A	2.77	A
Throughout the module, feedbacks and comments of the teachers helped me to develop and improve my learning.	3.13	A	3.06	A	2.92	A
I can manage my time effectively and easily complete my assignments on time.	2.86	A	2.93	A	2.66	A
My performance and knowledge improved because of the modular teaching approach.	2.98	A	3.09	A	2.90	A
Overall satisfaction						
Overall, I am satisfied with the quality and contents of this module.	3.13	A	3.18	A	2.93	A
I became more procrastinator in answering the modules and meeting the deadlines.	2.90	A	3.06	A	2.68	A
Learning in the classroom is the same as the modular learning approach.	2.31	DA	2.61	A	2.30	DA
Mean	**3.03**	**A**	**3.10**	**A**	**2.86**	**A**

Legend: 3.26 – 4.00 – Strongly Agree, 2.51 – 3.25 – Agree, 1.76 – 2.50 – Disagree 1.00 – 1.75 – Strongly Disagree

Table 1 shows different results in the satisfaction in the use of module by the LTS, CWTS, ROTC students is described as agree which indicate that module is a very important tool that can be used by instructors. This could be attributed to increase the effectiveness of the learning process towards the students. An instructor must be able to create a learning module that is going to help the students to understand the given topic which will in turn lead to effective learning (FlipScience, 2020).

On the other hand, one must also consider the objectives and the environment in which the learning module is being given which are the major factors that will affect the effectiveness of the learning module in helping the learners understand the topic that is being taught (Friestad-Tate, 2013).

Results of the analysis on the satisfaction in the use of module

Table 2 shows results of the analysis on the satisfaction in the use of module

Table 2. Mean results of satisfaction in the use of module analysis

	SEX		
Module Content	LTS	CWTS	ROTC
	p-value	p-value	p-value
I got clean information and instructions at the beginning of the module.	.207	.281	.837
My understanding of the subject has increased because of taking this module.	.627	.155	.342
The module enabled me to develop skills that will help my career development.	**.028***	.126	.462
I am comfortable and can easily learn the lessons through modules than online classes.	.489	.082	.910
Module teaching and learning			
Teachers have made the module simple and interesting.	.585	.350	**.028***
Teachers were good at explaining things and lessons.	.664	**.031***	.797
The module was intellectually exciting.	.898	**.011***	**.002***
The teaching methods used on this module have helped me to learn.	.477	.182	.136
The quality of teaching on this module has been good.	**.057***	**.059***	.248
I easily learned the lessons through learning the modules.	.476	.410	.778
Module support			
The module was well organized.	.777	.874	.885
Learning resources given on the module website and other VLE were helpful in answering the subjects.	.802	.607	**.048***
I have been able to contact my teachers when I needed to.	.937	.127	.289
I have received sufficient advice and guidance in relation to my module from my subject teachers.	.636	260	.211
I can manage my time effectively and easily complete my assignments on time.	888	.901	.197
Module assessment and feedback			
As a student, I enjoy working independently.	.803	.260	.522
The assessment requirements and marking criteria were clear.	.311	.441	.207
The assessment task and associated marking criteria were made available in good time.	.346	.201	.957
The balance between teaching and independent learning was appropriate.	.135	.236	.433
The module prepared me well for the assessment tasks.	.694	**.053***	.734
Throughout the module, feedbacks and comments of the teachers helped me to develop and improve my learning.	.641	.618	.080
I can manage my time effectively and easily complete my assignments on time.	.684	.233	.159
My performance and knowledge improved because of the modular teaching approach.	.569	**.012***	.474
Overall satisfaction			
Overall, I am satisfied with the quality and contents of this module.	.148	.328	.648
I became more procrastinator in answering the modules and meeting the deadlines.	.799	**.018***	.539
Learning in the classroom is the same as the modular learning approach.	.823	.140	388
Mean			

p-value of 0.05 and below are significant and above 0.05 are not significant

The t-test along LTS shows that there is significant on the third statement along module content, and fifth statement on module teaching and learning is significant. Along CWTS, second, third, and fifth statement is significant on module teaching and learning, fifth and eight statement on module assessment and feedback is significant, and second statement on overall satisfaction is also significant. Along ROTC, first and third

statement on module teaching and learning is significant and second statement on module support is also significant.

This finding is supported that the utilization of such packages takes into account individual differences and sanctions students to work at their own pace. That is why (Gahutu, 2010). pointed out that individual learns more at their own pace, because "Telling is not edifying and heedfully aurally perceiving is not learning. In addition, considering the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace (Gonzales et al. 2006).

Furthermore, modular courses tend to use learning objects that are more closely related to a holistic approach to information, often including a problem-oriented approach (Cathy & Farah, 2020).

(Hughes, 2002) explained that problem-based learning involves teaching how to resolve problems that exist in the real world through experiential learning. Problem solving does not only include and require computation but there is a need to understand and analyze the problem, it is important that students comprehend the problems (Jamil Abdul Rhman Abdul Salam 2000).

Moreover, (Khan, 2011) studied modular learning as it applied to a physiology course at the National University of Rwanda. Students reported that they learned best when the teaching was less theoretical, and they could work through material using practical classes and demonstrations. However, to make the problem-based approach successfully, they need a greater access to outside materials that might be available through the library and the Internet.

Likewise, Knight (2002) found that course designers, in order to find the highest levels of success, "must evaluate all their courses in terms of how well they facilitate and support metacognition". All of these areas combine to lead course developers to acknowledge the need to address the different learning styles and paces of adult learners, which have led to an increase in using modular learning in online settings. This allows students to learn at their own pace while achieving specified outcomes, proven through a variety of assessments and evaluation techniques (Kochhar, 2008).

Additionally, previous study (Laurillard, D. 2002). posited that modular teaching is more effective than traditional methods because the learners learn at their own pace. Further, since it is a free self-learning style, the learners receive immediate reinforcement and feedback from practicing exercise, motivating them, and creating interest. It maximizes the chances of student participation in the classroom, allowing them to perform tasks quickly. Therefore, the students feel free to learn in their style (Levine & Young, 2011).

However, it is a process of understand and then express the idea or knowledge. One of the largest changes in recent years has been the addition of technology education facilities with individualized instructional modules (Nardo, M. T. B. 2017). The aim of creating the internet "cheat sheet" is to give students tips of how they would be able to get relevant information from the internet. In addition to that, the "cheat sheet" also gives the students tips of which types of websites that they would be able to get relevant and credible information when it comes to the finding of information from the internet. On the other hand, the internet "cheat sheet" gives the student a very helpful hint about verifying their information by looking for secondary sources that verifies the information that they have got over the internet. It is very important to verify the information contained on the internet by looking for secondary sources because this will ascertain them whether the information that has been acquired from the internet is credible and thereby can be able to use it in their research. Also, Kochhar (2008) state that the following areas should be considered in any modular design in order to increase the chances for deeper learning: "Sustained interaction with content and others; Relating new ideas to previous knowledge; Providing explicit explanations and a clear knowledge base to students; Structuring in a reasonable student workload; Providing opportunities for students to pursue topics in depth so that they can understand the material for themselves; Ensuring an appropriate formative and summative assessment strategy.

Results of the analysis on the satisfaction in the use of module

The result of the statistical analysis on the satisfaction in the use of module are presented in Table 3.

Table 3. Significant result on the satisfaction in the use of module

	AGE		
Module Content	LTS	CWTS	ROTC
	p-value	p-value	p-value
I got clean information and instructions at the beginning of the module.	.230	.371	.177
My understanding of the subject has increased because of taking this module.	.694	.689	.266
The module enabled me to develop skills that will help my career development.	.396	.465	.387
I am comfortable and can easily learn the lessons through modules than online classes.	.488	.775	.135
Module teaching and learning			
Teachers have made the module simple and interesting.	**.057***	.119	.340
Teachers were good at explaining things and lessons.	.720	.884	.910
The module was intellectually exciting.	.795	.981	.180
The teaching methods used on this module have helped me to learn.	.708	.836	.319
The quality of teaching on this module has been good.	.364	.706	.090
I easily learned the lessons through learning the modules.	.779	.752	.121
Module support			
The module was well organized.	.391	.456	.320
Learning resources given on the module website and other VLE were helpful in answering the subjects.	.938	.230	.110
I have been able to contact my teachers when I needed to.	.428	.403	.564
I have received sufficient advice and guidance in relation to my module from my subject teachers.	.546	.228	.420
I can manage my time effectively and easily complete my assignments on time.	.812	.923	.779
Module assessment and feedback			
As a student, I enjoy working independently.	.809	.788	.357
The assessment requirements and marking criteria were clear.	.361	.835	.670
The assessment task and associated marking criteria were made available in good time.	.321	.817	.429
The balance between teaching and independent learning was appropriate.	.083	.906	.550
The module prepared me well for the assessment tasks.	.636	.487	.187
Throughout the module, feedbacks and comments of the teachers helped me to develop and improve my learning.	.828	.199	.429
I can manage my time effectively and easily complete my assignments on time.	.277	.869	.916
My performance and knowledge improved because of the modular teaching approach.	.347	.814	.440
Overall satisfaction			
Overall, I am satisfied with the quality and contents of this module.	.277	.788	.892
I became more procrastinator in answering the modules and meeting the deadlines.	.175	.420	.446
Learning in the classroom is the same as the modular learning approach.	.983	.863	.156

p-value of 0.05 and below are significant and above 0.05 are not significant

The Anova table shows along age reveals significant on the first statement on module teaching and learning along LTS students while CWTS and ROTC students do not reveal significant on the use of module along age. This could be attributed to the fact that, with the use of the modules, students work on various activities that are interesting and challenging enough to maintain focus and attention (Omer, 2001).

Furthermore, supported the discussion by stating that instructional leaders should focus on the unique needs of learners, provide higher levels of interaction with learners, and shift responsibility to learners as much as possible (O'Neill, 2005) supported the discussion by stating that instructional leaders should focus on the unique needs of learners, provide higher levels of interaction with learners, and shift responsibility to learners as much as possible.

Moreover, modular instruction (as a learning program) is concerned with each student as an individual with their aptitudes and interests to allow each learner to think for himself. The focus must be on a single student with distinct abilities, goals, and experiences that can influence others. Again, the instructor must personalize and individualize the instructional program to give high-quality education (Powell, 2008).

On the other hand, Educators must heed the advice from noted researchers (Rabaeh, 2007), who argue that students watching a computer video presentation does not ensure that the learner is engaged and properly interacting with the medium in order to reinforce the learning process. Just because the technology teaching tool is used does not mean that the student is actively learning. Innovations in educational technology are not the singular answer. Rather a thoughtful learning approach is required that enables learners to engage in a variety of different learning styles which increases an individual's ability to transfer information to long term memory.

Results of the analysis on the satisfaction in the use of module

The result of the statistical analysis on the satisfaction in the use of module are presented in Table 4.

Table 4. Significant result on the satisfaction in the use of module

	ETHNICITY		
Module Content	LTS	CWTS	ROTC
	p-value	p-value	p-value
I got clean information and instructions at the beginning of the module.	**.008***	.371	.442
My understanding of the subject has increased because of taking this module.	.813	.689	.588
The module enabled me to develop skills that will help my career development.	**.020***	.465	.858
I am comfortable and can easily learn the lessons through modules than online classes.	**.018***	.775	.437
Module teaching and learning			
Teachers have made the module simple and interesting.	.509	.119	.584
Teachers were good at explaining things and lessons.	.305	.884	.221
The module was intellectually exciting.	.194	.981	.587
The teaching methods used on this module have helped me to learn.	.608	.836	.765
The quality of teaching on this module has been good.	.574	.706	.806
I easily learned the lessons through learning the modules.	.132	.752	.331
Module support			
The module was well organized.	.116	.456	.831
Learning resources given on the module website and other VLE were helpful in answering the subjects.	.266	.230	.219
I have been able to contact my teachers when I needed to.	.780	.403	.779
I have received sufficient advice and guidance in relation to my module from my subject teachers.	.086	.228	.137
I can manage my time effectively and easily complete my assignments on time.	.714	.923	.694
Module assessment and feedback			
As a student, I enjoy working independently.	.625	.788	.284
The assessment requirements and marking criteria were clear.	.779	.835	.762
The assessment task and associated marking criteria were made available in good time.	.468	.817	.187
The balance between teaching and independent learning was appropriate.	.994	.906	.602
The module prepared me well for the assessment tasks.	.229	.487	.142
Throughout the module, feedbacks and comments of the teachers helped me to develop and improve my learning.	.198	.199	.262
I can manage my time effectively and easily complete my assignments on time.	.636	.869	.820
My performance and knowledge improved because of the modular teaching approach.	**.020***	.814	.260
Overall satisfaction			
Overall, I am satisfied with the quality and contents of this module.	.117	.788	.793
I became more procrastinator in answering the modules and meeting the deadlines.	.292	.420	.496
Learning in the classroom is the same as the modular learning approach.	.106	.863	.906

p-value of 0.05 and below are significant and above 0.05 are not significant

Based on the Anova table, along ethnicity is significant on first, third, and fourth statement along module content, and on the eight statements on module assessment and feedback is also significant while along CWTS and ROTC students do not reveal significant on the use of module. This finding is supported that the primary

role in modular learning is to establish a connection and guide the child (Sahin, 2009). Also, for any learning module to be effective in its purpose, it must be able to reflect the activities that the learners go through on a day-to-day basis and as such the students will be able to connect and interact with the learning module because they will be able to understand what is entailed of them (Shephard, 2003).

Use of self-learning modules in teaching is another form of individual used instructions. This is called modular approach of teaching and learning. if self-learning modules are available on some topics they can be given to the students as assignments for self-learning. Tria (2020) and Tseng (2008) points out those modules are not developed in separate way, but within a course or programme structure.

Active participation by students was due to student centered strategies and student-oriented activities could produce positive thinking, information, and knowledge (Tseng, 2008). Kochhar (2008) "suggest that academic staff can begin the process not by focusing on the content of the module and also how they intend to teach it, rather by focusing on the quality of learning that can be achieved by their students". Creating modules takes commitment, time, and a systematic approach, which includes rationale for the module, appropriate design and development and an evaluation process, in order to find success in their implementation.

In research conducted on the development and evaluation of technical writing modules (Tseng, 2008) results show that students in both control and experimental groups performed differently on the regular tasks (tasks done in the classroom), assigned tasks (tasks done outside the classroom) and evaluative tasks (tasks done to check the comprehension of the students). The experimental group performed better but statistical analysis conveys that the results did not register significant differences. This means that the modules were developed could be used by all students who could work on the tasks without or with minimal supervision from the teacher.

Similarly, the teacher has an important role in stipulating the motivation of the learners using the module; this requires that the teacher has sufficient knowledge of the learners and their characteristics, and their advantages and disadvantages (Tseng, 2008).

CONCLUSION

The current study revealed that students satisfied in the use of module and some variables affects the use of module such as sex, age, and ethnicity. The module enabled to develop skills that will help career development, clean information and instructions, simple and interesting, lessons were explained well, intellectually exciting, quality of teaching on the module has been good, learning resources given on the module website and other VLE were helpful in answering the subjects, the module prepared me well for the assessment tasks, performance and knowledge improved because of the modular teaching approach, comfortable and easily learn the lessons through modules than online classes are significant. The use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered (Nardo, 2017). Other advantages of modular instruction include more choice and self-pacing for students; more variety and flexibility for teachers and staff; and increased adaptability of instructional materials.

RECOMMENDATION

It is imperative that the administration should provide enough funds for the production of modules. However, the modules must be validated for the quality assurance and the progress will be monitored. Furthermore, the performance of the students in the use of the modules can be conducted regularly. The tasks may be updated and be reviewed to improve the content of the modules. More exercises or activities be developed in the lessons/tasks to enhance more on students' skills and ability. Train teachers on the modern strategy of the modules. Provide references and books that enriches the subject and helps carrying out the strategy of the modules. Focus on the researches that have importance to develop the teaching methods and connecting them to technology applications in teaching. Find the impact of using module on students' achievement. Exploring connections between modular learning and flipped instruction which would be worthwhile endeavors. Moreover, a proposed enhancement program will be initiated. The platform focuses on strengthening the Support Instructional Materials Development Program. Leaders in educational venues would be well served if they were able to define exactly what modular learning is and how it can, or should, be implemented effectively. Educational developers need to ensure that modular learning courses are

designed, developed, and implemented properly. Proper and ongoing faculty development must be in place as it is crucial that instructors should be successful educators for modular learning to be successful for students. Examine how modular learning is currently being developed within the organization and to identify the alignment of language patterns being developed in new modular curriculum.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Quirino State University. I conducted the study in accordance with the Helsinki Declaration in 1975.

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Quirino State University.

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