

## Engagement in Printed Modular Modality Among Junior High School Students Amidst Covid-19 Pandemic

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**Abstract:** This study investigates Junior High School students' engagement in purely Printed Modular Modality under New Normal Education in Bislig City Division for the School Year 2020-2021 amidst Covid-19 Global Pandemic. It is a descriptive method of research utilizing survey-questionnaire and SPSS software to analyze the collected data. The study found out that students are not generally distracted by external-environmental distractions as they engaged and answered their printed modules activities and exams yet they are mostly distracted by internal distractions such as; they are not used to this type of modality, got distracted by household chores, got distracted by long texts readings and pouring activities in their printed modules resulting to hand numbness. The study also revealed that parents and guardians are not generally active to facilitate, involve, nor guide the students in their printed modular homeschooling. And among them, only 37% of their mothers got involved, on lighter side, students with broken families (31%) were not distracted. It was also exposed that there are 17% among them allowed their classmates and friends to answer their printed modules and summative tests. In financial status, 36% of their parents and guardians lost their jobs due to global pandemic and 8% of the respondents are doing part-time jobs to sustain financial needs. The presence and absence of gadgets among the students had no direct impact on their engagement. But those 36% who do not possess gadgets struggled to find information, announcements, reminders, and feedback from their teachers. When it comes to promptness of outputs submission, majority of them did submit it on or before deadlines but a high percentage of 42% among them did not able to submit on deadlines. Lastly, respondents did not follow the Weekly Home Learning Plan set by the school but they have and followed their own pacing and time schedule. Recommendations for collaborative efforts among stakeholders and school administrators was made to design interventions and best practices that could address the identified areas of concern in order to increase students' degree of engagement in this purely printed modular modality.

**Background:** The unprecedented Covid-19 global pandemic caused abrupt suspension of face to face classes and a sudden shift to Home Schooling Modality called New Normal Education. This unfortunate consequence of the global pandemic is felt all around the world and the Philippines was not spared. In the Eastern part of the Island of Mindanao, Philippines, the New Normal Education is being implemented following the mandate from the Department of Education. Particularly, in Bislig City Division, implemented a varied learning modalities among learners that suit to their needs. One of public high schools, the Tabon M. Estrella National High School (TMENHS), implemented the printed modular modality among Junior High School learners for school year 2020-2021. In relation, this study investigated the Engagement of Junior High School Students in this modality as their first time to encounter and exposed to this set-up. Furthermore, the study revolved on their degree of engagement in terms of; internal and external distraction, Parental Involvement, Family Financial Status, Gadget Availability, and Submission of Outputs.

**Materials and Methods:** This study utilized a survey-questionnaire to gather needed data among respondents living nearest to the school premises applying health protocols enforced by the Government. This study applied a probability-stratified sampling which involved Grade 7 to Grade 10 learners to investigate their Degree of Engagement in Printed Modular Distance Learning in terms of; Profile, Internal and External Distractions, Parental Involvement, Financial Status, Gadget Availability, and Output Submission.

**Results:** There are areas of concern on Students' Engagement on their Printed Modular Modality Home Schooling where internal distractions such as; they were not used to this Printed Modular Distance Learning Modality (2.87), they got distracted due to doing the household chores. They got distracted by long texts to read and many activities incorporated in the printed modules which also caused hand numbness due to long writings since all answers are hand written. In terms of parental involvement in their home study, they were not generally guided and facilitated by their parents, guardians, relatives, classmates, and friends in answering their printed modules. Only few mothers (37%) who guided and facilitated them in answering their modules (37%). Unfortunately, a few of them (17%) let their friends and classmates answered their printed modules and summative tests. In family financial status majority belong to the poverty threshold or poor

status(78%).36%parents lose their jobs and 8%of the respondents have sideline/part time job.Yet despite of financial trials (3.17), they were able to answer and complete their printed modules and summative tests. Availability of gadgethas no impact on their engagement, while 64%of them possess their own gadgets and 36%of them do not, still they were able to comply and answer their printed modular modality. Those who have gadgets benefited from it by using it in contacting and communicating with their teachers to asked instructions, clarifications, deadlines, updates, and feedback. Majority of Respondents submitted their outputs on or before the deadlines and schedules set by the schoolbut let us not set side the fact that there are still42%of respondents who failed to submit on or before deadlines. Lastly, the respondents did not follow the Weekly Home Learning Plan given by the school in answering their printed modules but they applied their own time schedule and pacing convenient to them.

**Conclusion:** Respondents are not comfortable in this printed modular modality which brought distractions in their engagement. To reconsider the crafting of Printed Modules as respondents got distracted by long text readings, pouring activities, and purely hand written answers that caused hand numbness.The percentage of respondents who did not submit their printed modules outputs on deadlines is high (42%) because some of them were uninformed due to no gadgets available for the updates and announcements (36%), some of them are doing part-time job (19%), others can't finished the modules in the set deadline (43%), and 2 are sick (2%). Given this, more consideration and flexible deadline schedules must be given to the working students and monitor respondents' health status. Respondents with no own gadget must be prioritized for Free Gadget to Students Project during this New Normal Education. The giving of Weekly Home Learning Plan hard copies to all students must be reconsidered since it is not being followed by respondents after all. It is a big challenge on how to address the concern that parents and guardians are not actively involved in their childrens' learning. To encourage them to get involved was done but cannot be absolutely enforced. It would a practical approach to allow the students to have a sort of blended learning or online interaction enabling a teacher-learners encounters and discussion in a week.

**Key Word:** Printed Modular Modality, New Normal Education, Covid-19 Global Pandemic, Engagement, Distractions, Parental Involvement, Gadget, Financial Status

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## **I. Introduction**

The unprecedented onset of Covid-19 global pandemic hardly hit the education sector in a way that it prompted many countries to close schools, colleges, and universities (Burgess & Sievertsen, 2020). As a result, Covid-19 has immobilized the Education sector caused the largest disruption of education systems in human history resulting in closures of schools, institutions, and other learning spaces and several schools where colleges and universities have discontinued face-to-face teachings (Pokhrel & Chhetri, 2021). According to United Nations Educational, Scientific and Cultural Organization (UNESCO) in mid-April report, 192 countries had closed all schools and universities affecting 90 percent of the world's students that is almost 1.5 billion children and young people (Psacharopoulos, et. al, 2020).

As a result of the sudden school closures around the world, emerge a global paradigm shift of the educational system which is called New Normal Education. More than before, the rise of Distance Learning is widely embraced and is now being utilized by most schools worldwide (Li & Lalani, 2020). In the Philippines, a simplified curriculum is one of the Department of Education's main responses to the current health crisis which focused on the most important lessons (Arcilla, 2021). The Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020 guided the safe learning and teaching delivery across the country utilizing different modalities that schools can adapt depending on the local health conditions, the availability of resources, and the particular context of the students in the school or locality utilizing Distant Learning, Blended Learning and Home Schooling (Tibon, 2020).

In Bislig City Division (BCD), Bislig City, Philippines, a Modular Learning is utilized as this allows individualized instruction in which students use self-learning modules (SLMs) in print or digital/electronic format where a Learner's Materials can also textbooks, activity sheets, study guides, and other study materials such as electronic copies access through a computer, tablet PC, smartphone and the like under this modality (Malaya, 2020). For the record, Printed Modular Modality is the modality utilized by the majority of public schools in the Bislig City Division (BCD) for the school year 2020-2021 (R. C. Gue, personal communication, May 22, 2020). Tabon M. Estrella National High School (TMNHES), as one of the public high schools in BCD and the locale of this study, applied Printed Modular Modality to cater students' educational needs for the school year 2020-2021 (Teacher III M. G. Tuyor, personal communication, May 31, 2021).

Given the paradigm shift of education, the abrupt transition from face-to-face to distance learning modality greatly affected students' engagement which requires intelligently a sense of sensitivity to the online format with rich activities to keep students engaged (Lagua, 2020). By definition, "student's engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education" (The Glossary of Education Reform, 2016). Students' engagement is now becoming a big challenge in Distance Learning in which Klawitter (2020) mentioned that distractions, motivations, feeling left behind and technical issues which include weak internet connection and hardware malfunctions are some of the challenges that students are facing today. Moreover, their engagement is affected because of emotional stress, family financial problems, illness and they are not comfortable with the system being used (Morin, n.d.). For students' engagement in Modular Distance Learning, the study of Dangle and Sumaoang (2020) in La Union and Baguio City found that students had a hard time answering their modules, siblings are most preferred by students to help them in answering followed by friends and classmates, parents also lack academic knowledge to guide them.

Parents play a very important role in this trying time in ensuring that their children feel supported in their academics as they also are adjusting to new normal education (Ndhine, 2020). The article of Azubuike & Aina (2020), revealed that in 30 states of Nigeria, the majority of parents were actively helping their children in new normal education. Also, those parents who did not support their children attained secondary education and lower education as compared to those parents who attained post-secondary education who actively helped their children (Azubuike & Aina, 2020). Family financial status is also a contributory factor for students' engagement. As stated by Georgetown Psychology Professor Anna Johnson in an article written on Georgetown University (2020) website, Professor Johnson emphasized that low-income families are deeply affected by this pandemic in which kids are more like to have difficulties in accessing the internet, don't have devices to connect to teachers and teachers resulting for learning in remote instruction to shrank (Georgetown University, 2020). Lastly, the proliferation of electronic gadgets in new normal education is also significant, as it brings advantages in this new normal education in delivering instructions, giving and retrieving assignments, posting reminders, and streaming discussions for the class with the application fun and exciting apps (Catane, 2020).

The abovementioned literature pointed out four key indicators that have a direct impact on students' engagement in new normal education. This includes environmental and internal distractions, parental guidance, family's financial capability, and students' electronic gadgets/device availability. For this study, these key indicators will be used to measure the degree of engagement in printed modular distance learning among Junior High School learners. And additional indicator which is the promptness on the submission of Printed Modular outputs among the respondents is added. In this context, the researcher is determine and eager to assess students' engagement in the sudden and abrupt transition from face to face classes to Printed Modulat Modality Distance Learning caused by Covid-19 global pandemic.

### **Purpose of the Study:**

The end goal of this study is to investigate the degree of engagement among Junior High School students who undergone purely Printed Modular Modality under New Normal Education.

### **Research Questions:**

The study revolved on the following questions to extract significant data and achieve the main objective.

1. What is the profile of Junior High School students in terms of;
  - 1.1. Grade level
  - 1.2. Sex
  - 1.3. Parents' Marital status, Education, Financial Status
  - 1.4. Gadget Availability
  
2. What is the Junior High School students' degree of engagement on Printed Modular Modality in the New Normal Education in terms of;
  - 2.1. Degree of Internal and External Distraction
  - 2.2. Degree of Family Involvement
  - 2.3. Degree of Family Financial Status
  - 2.4. Degree of Gadgets and Internet availability
  - 2.5. Degree of Output Submission
  
3. Is there a significant relationship between the profile of the respondents vis-à-vis Internal and External Distractions, Family Involvement, Family Financial Status, Gadget Availability, Output Submission.

4. Is there a significant difference among Junior High School students' Internal and External Distractions, Family Involvement, Family Financial Status, Gadget Availability, and Output Submission in Printed Modular Modality?

### **Hypotheses:**

**H0<sub>1</sub>:** There is no significant relationship between the profile of the respondents vis-à-vis Internal and External Distractions, Family Involvement, Family Financial Status, Gadget Availability, Output Submission.

**H0<sub>2</sub>:** There is no significant difference among Junior High School students' Internal and External Distractions, Family Involvement, Family Financial Status, Gadget Availability, and Output Submission in Printed Modular Modality?

## **II. Material and Methods**

This is a descriptive quantitative study utilized a survey-questionnaire to gather needed data among respondents living nearest to the school premises applying health protocols enforced by the Government. This study applied a probability-stratified sampling which involved Junior High School students' Degree of Engagement on Printed Modular Modality in terms of; Profile, Internal and External Distractions, Parental Involvement, Financial Status, Gadget Availability, and Output Submission. The respondents were composed of 65 Grade 7 students, 57 Grade 8 students, 49 Grade 9 students, and 45 Grade 10 students.

**Study Design:** Descriptive Quantitative

**Study Location:** This study was conducted in Tabon M. Estrella National High School located in Tabon, Bislig City, Philippines.

**Study Duration:** August-December, 2021

**Sample size:** 216 Junior High School students

**Sample size calculation:** For the School Year 2020-2021, Tabon M. Estrella National High School had 1,323 Junior High School students residing from different barangays and far localities. Following the implementation of strict health protocols and avoidance of travel and going to another boarders and places to prevent the spread of Covid-19, the study involved the barangay Tabon which is nearest from the school premises and with the highest percentage of students residing. The total students reside in Barangay Tabon is 496, applying the Finite Population formula, the sample is 216 respondents.

**Subjects & selection method:** The respondents were chosen applying Probability Stratified Sampling. Respondents involved was computed following stratified calculation composed of Grade 7, Grade 8, Grade 9, and Grade 10 students. Only students enrolled and pass the School Year 2020-2021 is allowed to participate in the study. The students were the ones allowed to answer the survey-questions and if necessary parents can assist their children.

Respondents were as follows:

Grade 7- with 34 male and 31 female, a total of 65 students

Grade 8- with 31 male and 26 female, a total of 57 students

Grade 9- with 4 male and 25 female, a total of 49 students

Grade 10- with 27 male and 18 female, a total of 45 students

### **Inclusion criteria:**

1. Respondents reside in Barangay Tabon.
2. Respondents utilized Printed Modular Modality in School Year 2020-2021.
3. Respondents passed, no failing grades, and promoted in School Year 2020-2021.
4. Respondents is officially enrolled as Junior High School for School Year 2020-2021.

### **Exclusion criteria:**

1. Not a Barangay Tabon residence.
2. Did not pass the School Year 2020-2021.
3. Not enrolled in pure Printed Modular Modality.
4. Not officially enrolled as Junior High School for School Year 2020-2021.

## **Procedure methodology**

### **Research instrument**

A researcher made survey-questionnaire was used as an instrument to gather all needed data in this study. It was validated by language teachers and the survey questions revolved on Degree of Engagement among the respondents in purely Printed Modular Modality.

The survey-questionnaire is composed of two main parts. The first part involved the profile of the respondents in terms of Grade level, Sex, Parents' Education, Family Financial Status, Parents' Marital Status, and available gadget to be used in New Normal Education. The second part focused on extracting information about the factors that affected their degree on engagement in Printed Modular Modality such as; internal and external distractions, parental involvement, financial status, gadget availability, and output submission. To quantify respondents' responses, a four-point Likert Scale was used with the following assigned interpretations; 4- Strongly Agree, 3- Agree, 2- Disagree and 1- Strongly Disagree.

### **Validation of Instrument**

The researcher made survey-questionnaire was subjected to scrutiny by the following persons; Daisy Marie L. Ligutom, a Senior High School teacher who has a background in the field of research and at the same time an award winning English teacher and researcher, Sheila Mae T. Seraspe, an English Elementary Teacher who won several contests both local and national and a Learning Materials Writer, and Bernadette O. Comiling, a Mother Tongue Elementary Teacher and the one who translated the English Version of the survey-questionnaire into Bisaya Version. The translation of the English survey questionnaire into a commonly spoken local dialect called Bisaya version was done. This way, it allowed the participants to choose which language version they preferred to answer that they could understand and relate easily.

The researchers also did a pilot survey of the survey questionnaire on select students equivalent to at least 10 percent of the total number of actual respondents and were not included in the final survey. Pilot testing is very important to find flaws in the survey- questionnaire before the actual survey as it serves as a rehearsal of the study to test the research approach in a smaller number of participants before conducting the main study (Wright, 2021).

### **Data Gathering Procedure**

This study select Junior High School students who successfully finished and passed School Year 2020-2021. Due to the threat of Covid-19 global pandemic, this selection complies with the health protocol implemented by Inter-Agency Task Force (IATF) which is to lessen going and traveling to farther places and neighboring territories (IATF, 2021). In doing so, a letter of request requesting a permission to conduct this study were sent to the School Principal and Barangay Captain. A letter of intent were also sent to the respondents and their parents informing them about the study and asked their approval to be part of it.

As approved, this study was successfully conducted in the last quarter of 2021 when the school year 2020-2021 ended. The researcher was the one who employed the survey- questionnaire and visited respondents in their homes to gather data adhering to the health protocols set by the IATF. Text messages and phone calls were used to contact some of the respondents. Also, Facebook was the chosen social media platform to communicate and contact other respondents because based on Pulse Asia Survey as reported in GMA News Website, aside from Youtube, Facebook is the most used social media platform by the Filipinos (Malig, 2021).

### **Statistical analysis**

All the collected data was treated appropriately by the following statistical methods:

**Frequency Distribution-** This method was used to identify the frequency and distribution of respondents' profiles through percentage.

**Four-Point Likert Scale-** This method was used to measure students' responses on survey-questionnaire through numerical data scaling.

**Weighted Mean-** This method was applied to identify the grand mean of the degree of distraction, parental involvement, family financial status, gadget and internet availability, and output submission of the respondents.

**Statistical Package for the Social Sciences (SPSS)-** This is the software used for Pearson's  $r$  correlation and T-test to numerically measure any significant relationships between the profile of the respondents and degree of engagement, and per Grade Level differences towards their engagements in Printed Modular Modality. The level of significance (p-value) is set at .05 which served as the reference point whether to accept or not accept the Null hypothesis.

### III. Result

#### Profile of the respondents

**Table 1.** Respondents Grade Level and Sex

<i>Grade level</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Grade 7</i>	34	31	65
<i>Grade 8</i>	31	26	57
<i>Grade 9</i>	24	25	49
<i>Grade 10</i>	27	18	45
<i>Total</i>	<b>116</b>	<b>100</b>	<b>216</b>

Table 1 shows that there are 216 total respondents for this study of which 116 were males and 100 were females. The table also shows the distribution of respondents per grade level with the corresponding sexes. In Grade 7, there were 65 respondents with 34 males and 31 females. In Grade 8, there were 57 respondents with 31 males and 26 females. In Grade 9, there were 49 respondents with 24 males and 25 females. Lastly, in Grade 10, there were 45 respondents with 27 males and 18 females.

**Table 2.** Respondents' Parents/Guardians Monthly Income

<i>Family Income</i>	<i>Responses</i>	<i>Percentage</i>
<i>P5,000 below</i>	101	47%
<i>P5,000-P10,000</i>	68	31%
<i>P10,001-P15,000</i>	28	13%
<i>P15,001-P20,000</i>	6	3%
<i>P20,001-P25,000</i>	5	2%
<i>P25,001-P30,000</i>	4	2%
<i>P30,000 up</i>	4	2%
<i>Total</i>	<b>216</b>	<b>100</b>

Table 2 shows the monthly income of respondents' parents and guardians. It reveals that the majority of their parents/guardians have an income of 5,000 pesos and below (47%) followed by 5,000-10,000 pesos (31%). The 10,001-15,000 pesos comes third (13%) and the least was 30,000 pesos above (2%). The finding is linked to the social classes in the Philippines in which the Philippine Statistics Authority (PSA) officially identified that 10,481 pesos is the poverty threshold in the country as the minimum amount of a family of five to buy basic food and non-food items (Virtuz, 2021). This simply means that if one's family income is lower than the poverty threshold, a family is considered as poor by the government. Knowing the poverty threshold set by the PSA, it is right to say that majority (78%) of the respondents are living in the poverty threshold with family income of 10,000 pesos and below.

**Table 3.** Respondents' Parents Marital Status

<i>Marital Status</i>	<i>Responses</i>	<i>Percentage</i>
<i>Parents are not separated</i>	150	69%
<i>Parents are separated</i>	35	14%
<i>Single Mother</i>	23	11%
<i>Single Father</i>	8	4%
<i>Total</i>	<b>2916</b>	<b>100%</b>

Table 3 shows that majority of respondents parents are not separated (69%), separated parents (14%) comes second, single mothers (11%) comes third and last is single fathers (4%). Follow up survey questions revealed that those respondents with separated parents, single mothers, and single fathers are living with their relatives only. These 66 respondents with broken family are being taken care of by their grandparents and aunts acting as their immediate guardians. However, there are also 8 respondents who's parent are not separated yet being taken care of by their grandparents.

**Table 4.** Respondents' Parents/Guardians Education

Education	Mother		Father		Guardian	
	Responses	Percentage	Responses	Percentage	Responses	Percentage
Elementary Level	16	7%	29	13%	0	0%
Elementary Graduate	5	2%	12	6%	0	0%
High School Level	50	23%	35	16%	0	0%
High school Graduate	66	31%	58	27%	5	23%
College Level	36	17%	48	22%	12	55%
College Graduate	43	20%	30	14%	5	23%
Vocational Course	0	0%	4	2%	0	0%
<b>Total</b>	<b>216</b>	<b>100%</b>	<b>216</b>	<b>100%</b>	<b>22</b>	<b>100%</b>

Table 4 reveals the respondents' parents' and guardians' educational attainment. The results show that the majority of Mothers was high school graduate (31%) followed by high school level (23%). Only 43 (20%) of them completed tertiary education and 16 (7%) did not finish the elementary level. For Fathers, the majority of them was high school graduate (27%) followed by college level (22%). Only 30 of them (14%) completed tertiary education while 29 among them (13%) did not finish the elementary level. Lastly, out of 22 guardians involved in this study, the 12 of them were college level (55%) followed by 5 high school graduates and 5 college graduates sharing the same percentages (23%).

**Table 5.** Respondents Possessed Gadget  
Gadget Availability

	Responses	Percentage
Yes	139	64%
No	77	36%
<b>Total</b>	<b>216</b>	<b>100%</b>
<b>Gadgets possessed by 139 Respondents</b>		
	Responses	Percentage
Smartphone	134	96%
Tablet	0	0%
Laptop	2	1%
Desktop Computer	3	2%
<b>ToTal</b>	<b>139</b>	<b>100%</b>

Table 5 reveals that 64% of the respondents possess gadgets and only 36% of them do not have any gadgets. When the 139 respondents were asked what type of gadgets they have and used for New Normal Education, their answers showed that Smartphone (96%) was the top gadget they possessed. This was followed by Desk Computer (2%) and laptop (1%). Follow-up questions were also done to survey those 77 respondents with no gadgets of their own. They were asked from whom they borrowed gadgets to know school updates and announcements and communicate with their teachers and classmates. It was revealed that out of 77 respondents with no gadgets, only 20 of them exerted to borrow gadgets from their parents, 5 borrowed from their older brothers, other 7 from their friends. There were also 4 among them who borrowed from their Lolas, 3 from their older sisters, 2 from aunts, and 4 respondents from their younger siblings, uncle, cousin, and neighbor. But the remaining 32 respondents had no one from their family, relatives and even friends whom they can borrow a gadget.

**Junior High School Students’ degree of knowledge on purely printed modular modality in terms of Internal and External Distractions, Parental Involvement, Family Financial Status, Gadget Available, and Output Submission**

**Internal and External Distractions**

**Table 6.** Respondents’ Degree of Internal & External Distraction

Questions	Weighted mean	Interpretation
1. I am distracted by vehicle noises as I answer my modules/LAS and quarterly exams.	2.11	Disagree
2. I am distracted by barking of dogs and other animal sounds as I answer my modules/LAS and quarterly exams.	2.47	Disagree
3. I am distracted by my siblings’ voices and cries as I answer my modules/LAS and quarterly exams.	2.11	Disagree
4. I am distracted by household chores and responsibilities as I answer my modules/LAS and quarterly exams.	2.55	Agree
5. I am distracted by quarrels and shouting from our neighbors as I answer my modules/LAS and quarterly exams.	2.15	Disagree
6. I am distracted by loud TV and radio sound as I answer my modules/LAS and quarterly exams.	2.2	Disagree
7. I am distracted by loud karaoke from our neighbors as I answer my modules/LAS and quarterly exams.	2.07	Disagree
8. I am distracted by my responsibility of taking care of my younger siblings as I answer my modules/LAS and quarterly exams.	2.06	Disagree
9. I am distracted by my side line/part time job as I answer my modules/LAS and quarterly exams. Specify side line/part job; _____	1.6	Strongly Disagree
10. I am distracted by my responsibility of taking care of my parents due to health reasons as I answer my modules/LAS and quarterly exams. Specify sickness/illness _____	1.61	Strongly Disagree
11. I am distracted by recurring headaches due to prolong gadgets use as I answer my modules/LAS and quarterly exams.	2.38	Disagree
12. I am distracted by frequent eye blurredness and strain due to prolonged use of gadgets as I answer my modules/LAS and quarterly exams.	2.27	Disagree
13. I am distracted by numbness in my hand caused by many writings as I write and answer my modules/LAS and quarterly exams.	2.75	Agree
14. I am distracted by my health condition as I answer my modules/LAS and quarterly exams. Specify sickness/illness; _____	1.83	Disagree
15. I am distracted in answering my modules/LAS and quarterly exams because I am not used in this kind of modality.	2.87	Agree
16. I am distracted by long and many activities in my modules as I answer it.	2.82	Agree
17. I am distracted by long and too many information to read in my modules.	2.71	Agree
18. I am distracted by facebook, other social media site, and mobile/online games in my cellphone as I answer my modules/LAS and quarterly exams.	2.44	Disagree
<b>Grand Mean</b>	<b>2.28</b>	<b>Disagree</b>
<b>Legend:</b>	<b>1.0 - 1.75 = Strongly Disagree</b>	<b>1.76 - 2.50 = Disagree</b>
	<b>2.51 - 3.25 = Agree</b>	<b>3.26 - 4.0 = Strongly Agree</b>

Table 6 reveals the weighted mean and grand mean results of respondents’ Degree of Distraction as they answer and accomplish their printed modules. It has 18 item questions and Items 1 to 7 are the common external sounds and noises that can cause distractions among the respondents. While Items 8 to 18 are internal distractions that can affect the respondents’ performance in answering their printed modules. The results revealed a Grand Mean of 2.28 which indicates that majority of the items gained disagree answers. Yet, out of these 18 items, there are 5 five critical internal distractions in which the respondents agreed that affected their focus and engagement in printed modular distance learning. First, they agreed that household chores responsibilities in their homes (2.55) caused distractions among them as they find difficulties in managing the balance between home learning and doing the chores. Second, they were not used to this Printed Modular Modality (2.87). Third, respondents got distracted by numbness in their hands caused by long hand writings as they answered their modules/Learning Activity Sheets (LAS) and quarterly exams (2.75). Fourth, they also



agreed that the printed modules had many pouring activities (2.82) and got distracted by long informational texts to read in their printed modules (2.71).

### Family Involvement

**Table 7.** Respondents' Degree of Family Involvement

Questions	Weighted mean	Interpretation
1. I am guided and facilitated by my parents/guardian in answering my modules. Who guides you the most? ( ) Mother ( ) Father ( ) Guardian	2.63	Agree
2. I let my parents/guardian answer my modules to save time and to help me. Who answers your modules? ( ) Mother ( ) Father ( ) Guardian	1.99	Disagree
3. I am guided and facilitated by my siblings in answering my modules. Who among the siblings guides you most? ( ) Older brother ( ) Older Sister ( ) younger siblings	2.14	Disagree
4. I let my siblings answer my modules to save time and help me. Who answers your modules? ( ) Older brother ( ) Older Sister ( ) younger siblings	1.91	Disagree
5. I am guided and facilitated by relatives as I answer my modules. Specify relatives; ( ) Cousin ( ) Auntie ( ) Uncle	1.88	Disagree
6. I let my relatives answer my modules to save time and help me. Specify relatives; ( ) Cousin ( ) Auntie ( ) Uncle	1.71	Strongly Disagree
7. I let my parents/guardians answer my summative and performance tests. Who guides you the most? ( ) Mother ( ) Father ( ) Guardian	1.84	Disagree
8. I let my siblings answer my summative and performance tests. Who answers your tests? ( ) Older brother ( ) Older Sister ( ) younger siblings	1.80	Disagree
9. I let my relatives answer my summative and performance tests. Specify relatives; ( ) Cousin ( ) Auntie ( ) Uncle	1.67	Strongly Disagree
<b>Grand Mean</b>	1.95	<b>Disagree</b>
<b>Legend:</b> 1.0 - 1.75 = Strongly Disagree 2.51 - 3.25 = Agree	1.76 - 2.50 = Disagree 3.26 - 4.0 = Strongly Agree	

Table 7 exposed a challenging result of 1.95 grand mean which means that respondents were not generally guided by their parents, guardians or relatives in answering their printed modules. Only few mothers (2.63) guided and facilitated their children in answering their modules (37%) mostly from the Grade 7 level. On lighter side, when asked whether someone answered their summative tests, respondents answered that their parents, guardians, and even relatives did not answer their summative tests nor other learning activities. The study exposed that 17% let their friends and classmates answered their printed modules and summative tests and this needs deeper investigation for this matter.

### Family Financial Status

**Table 8.** Respondents' Degree of Family Financial Status

Questions	Weighted mean	Interpretation
1. I was able to answer my modules/LAS and quarterly exams properly even though my family is facing financial problem due to pandemic.	3.17	Agree
2. I was able to answer my modules/LAS and quarterly exams properly even though my parents/guardian cannot afford to buy me gadgets and internet to be used.	2.89	Agree
3. I was able to answer my modules/LAS and quarterly exams properly even though my parents/guardian lost his/her job. Specify parent who lost job; ( ) Father ( ) Mother ( ) Guardian	2.60	Agree
4. I was able to answer my modules/LAS and quarterly exams properly even though I have my side line/part-time job to earn money. If you have part-time job, specify _____	1.65	Strongly disagree
<b>Grand Mean</b>	2.58	<b>Agree</b>
<b>Legend:</b> 1.0 - 1.75 = Strongly Disagree 2.51 - 3.25 = Agree	1.76 - 2.50 = Disagree 3.26 - 4.0 = Strongly Agree	

It can be gleaned in Table 8 that it has Grand Mean of 2.58. This result implies an Agree response conveying that despite of financial trials (3.17), respondents were able to answer and complete their printed modules and summative tests resulting to a passing grade they earned at the end of school year 2020-2021. Moreover, even to those who do not own a gadget, they still agreed that they answered and completed all the learning activities (2.89) and this is expected because all the answers of every printed modules activities and exams are can be found on the modules itself. And the answer keys are attached at the back page of the printed modules. When surveyed on the number of parents/guardians who lost their jobs, 78 (36%) among the respondents Agreed. Findingrevealed that it was their father (73%) who were the most affected by job loses, followed by their mother (17%), and lastly their guardian (4%) due to global pandemic. Further, it was found out that 17 (8%) of the respondents have sideline/part time job. Results greatly revealed that 8 of them are doing labor jobs as part-time jobs to earn an extra income for their families.

### Gadget Availability

**Table 9.** Respondents' Degree of Gadget Availability

Questions	Weighted mean	Qualitative Description
1. I can answer my modules/LAS and exams easily if there are gadgets and internet available.	2.72	Agree
2. I can answer my modules/LAS and exams even I don't have gadgets and internet.	2.85	Agree
3. I use gadget and internet to contact my classmates and ask how to answer my modules/LAS and exams.	2.71	Agree
4. I use gadget and internet to contact my teachers if I have questions on how to answer my modules/LAS, exams and deadlines of submission.	2.90	Agree
5. I use gadget and internet to share my answers to my classmates and schoolmates.	2.17	Disagree
<b>Grand Mean</b>	<b>2.67</b>	<b>Agree</b>
<b>Legend:</b>	<b>1.0 - 1.75 = Strongly Disagree</b>	<b>1.76 - 2.50 = Disagree</b>
	<b>2.51 - 3.25 = Agree</b>	<b>3.26 - 4.0 = Strongly Agree</b>

Table 9 clearly shows that respondents earned a Grand Mean of 2.67 which indicates that they Agreed that they answered and completed their modules and summative tests with or without gadget. Those respondents with gadgets agreed that they did answer their printed modules with the use ofgadgets and internet (2.72).moreover, the 64% respondents who possessed gadgetsagreed that they used it to contact their classmates (2.71) for queries on how to answer the printed modules and they disagreed that they shared their answers with one another and even to their schoolmates (2.17). Next, it was also found out that respondents agreed that they contacted and communicated with their teachers to asked instructions and clarifications on how to answer their printed modules and alsodeadlines of submission(2.90).

### Output Submission

**Table 10.** Respondents' Degree of Output Submission

Questions	Weighted mean	Qualitative Description
1. I submit my completely answered modules on or before deadlines.	2.69	Agree
2. I submit my completely answered summative and performance tests on or before deadlines.	2.69	Agree
3. I follow the Weekly Home Learning Plan given to me by my teachers in answering my modules and exams.	2.45	Disagree
4. I create and follow my own timeline in answering my modules and exams.	2.81	Agree
5. I answer my modules and exams if the deadlines are near.	2.31	Disagree
<b>Grand Mean</b>	<b>2.59</b>	<b>Agree</b>
<b>Legend:</b>	<b>1.0 - 1.75 = Strongly Disagree</b>	<b>1.76 - 2.50 = Disagree</b>
	<b>2.51 - 3.25 = Agree</b>	<b>3.26 - 4.0 = Strongly Agree</b>

Table 10 on the investigation of Respondents Degree of Output Submission shows a Grand Mean of 2.59 in which majority of the respondents Agreed that they submitted their outputs on or before the deadlines and schedules set by the school. On the other side, the respondents disagreed that they followed Weekly Home Learning Plan set by the school in answering their printed modules and exams (2.45) as they have followed their

own personal timeline and schedule (2.81). For the attitude of answering their printed modules and summative tests, respondents disagreed (2.31) that they only answered their modules and exam when the deadlines were near, they did not do cramming. Generally, the findings in their Degree of Output Submission indicates a positive attitude among the respondents. But let us not set side the fact that there was a high percentage of 42% respondents who failed to submit on or before deadlines with the following reasons; 39 students (43%) were not able to finish all their printed modules, 32 students (36%) did not know the schedules and deadline due to no gadget available, 17 (19%) of respondents are doing part-time jobs who did not submit on time, and the remaining 2 respondents (2%) reasoned that they were unable to submit on or before deadline due to serious health conditions.

### **The Significant Relationship between the Profile of Junior High School students and their Degree of Engagement on Printed Modular Modality**

#### **Respondents' Profile vs Degree of Internal and External Distraction Correlation**

Table 11 next to this page reveals the correlation of respondents' profiles to their Engagement in Printed Modular Modality in terms of their Degree of Distraction. It was found out that the majority of the factors such as Grade level (p-value=.73), Sex (p-value=.73), Family Income p-value=.75), and Parents' Marital Status (p-value=.70) had no direct relationship to their Degree of Distraction. Gadgets possessed by respondents (p-value=.53) did not have a linear relationship to their distraction as they finished and accomplished their learning activities regardless of the presence of gadgets. The Guardian education (p-value= .81) also do not have a relationship to respondents' distraction or focus but only the Mother Education (p-value= .05) has a significant relationship to their degree of distraction in a way that the higher the educational attainment a mother has can affect the focus and distraction of the respondents. It was found out that mothers (37%) were the ones who guided the most their children in completing modular education followed by Guardian (12%) and last is Father (8%). Talking about fathers' relationship to students' degree of distraction, it was also found out that Father Education (p-value=.13) has no direct impact on respondents' distraction.

**Table 11.** Respondents' Profile vs Degree of Distraction

Respondents' Profile	Degree of Distraction			
	Pearson's r	Level of Significance	Interpretation	Decision
Grade Level	.02	.73	Not Significant	Accept Null Hypothesis
Sex	.02	.73	Not Significant	Accept Null Hypothesis
Family Income	.02	.75	Not Significant	Accept Null Hypothesis
Family Marital Status	.03	.70	Not Significant	Accept Null Hypothesis
Gadget Possessed	.04	.53	Not Significant	Accept Null Hypothesis
Mother Education	-.14	.05	Significant	Not Accept Null hypothesis
Father Education	-.10	.13	Not Significant	Accept Null Hypothesis
Guardian Education	.06	.81	Not Significant	Accept Null Hypothesis

#### **Respondents' Profile vs Degree of Family Involvement Correlation**

**Table 12.** Respondents' Profile vs Degree of Family Involvement

Respondents' Profile	Degree of Family Involvement			
	Pearson's r	Level of Significance	Interpretation	Decision
Grade Level	-.22	.001	Significant	Not Accept Null Hypothesis
Sex	-.03	.70	Not Significant	Accept Null Hypothesis
Family Income	.09	.17	Not Significant	Accept Null Hypothesis
Family Marital Status	.001	.99	Not Significant	Accept Null Hypothesis
Gadget Possessed	.06	.36	Not Significant	Accept Null Hypothesis
Mother Education	-.02	.81	Not Significant	Accept Null Hypothesis
Father Education	-.10	.13	Not Significant	Accept Null Hypothesis

Guardian Education	.29	.19	Not Significant	Accept Null Hypothesis
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Table 12 next to this page strongly reveals that only Grade Level (p-value=.001) signified direct correlation, meaning the degree of parents/guardians’ involvement as they guided and facilitated their children has a direct linear relationship to respondents’ Grade Levels. Based on the survey, it was found out that out of 216 respondents, 123 respondents were being guided and facilitated by their parents/guardian and most of these parents came from Grade 7 level. This also means that it is necessary to strengthen parental involvement as it can bring positive effects on students’ printed modular home schooling.

**Respondents’ Profile vs Degree of Family Financial Status Correlation**

Table 13 next to this page clearly shows the correlation of respondents’ profile and with this factor where it was found out that 4 factors that have no direct relationship to the Degree of Financial Status and 4 other factors did have. The Grade Level (p-value=.14), Sex (p-value=.86), Family Marital Status (p-value=.28), and Guardian Education (p-value=.15) do not have an impact to respondents Financial Status. Meanwhile, the Family Income (p-value=.03) has a significant correlation since if the family has a stable job it will result to a stable family financial status of course. Another is, the Respondents’ Gadget Possessed (p-value=.03) also have a direct relation to their Degree of Financial Status. This can be interpreted as whenever a respondents’ family has a stable Financial Status, chances are they also have the financial capability to purchase a Gadget that can be used by students in New Normal Education.

Lastly, the two factors Mother Education (p-value=.009) and Father Education (p-value=.03) also have a direct significant relationship to the Degree of Financial Status. Parents education can be a determinant of one family’s financial stability because parents who attained higher education tend to have a stable job and source of income. On contrary, those parents who had lower educational attainment might result to low degree of financial status.

**Table 13.** Respondents’ Profile vs Degree of Family Financial Status

Respondents' Profile	Degree of Family Financial Status			
	Pearson's r	Level of Significance	Interpretation	Decision
Grade Level	.10	.14	Not Significant	Accept Null Hypothesis
Sex	-.013	.86	Not Significant	Accept Null Hypothesis
Family Income	-.152	.03	Significant	Not Accept Null Hypothesis
Family Marital Status	.08	.28	Not Significant	Accept Null Hypothesis
Gadget Possessed	.15	.03	Significant	Not Accept Null Hypothesis
Mother Education	-.18	.009	Significant	Not Accept Null Hypothesis
Father Education	-.15	.03	Significant	Not Accept Null Hypothesis
Guardian Education	.32	.15	Not Significant	Accept Null Hypothesis

**Respondents’ Profile vs Degree of Gadget Availability Correlation**

**Table 14.** Respondents’ Profile vs Degree of Gadget Availability

Respondents' Profile	Degree of Gadget Availability			
	Pearson's r	Level of Significance	Interpretation	Decision
Grade Level	.18	.01	Significant	Not Accept Null Hypothesis
Sex	.15	.02	Significant	Not Accept Null Hypothesis
Family Income	.05	.46	Not Significant	Accept Null Hypothesis
Family Marital Status	-.05	.46	Not Significant	Accept Null Hypothesis
Gadget Possessed	-.27	.00006	Significant	Not Accept Null Hypothesis
Mother Education	.11	.11	Not Significant	Accept Null Hypothesis
Father Education	-.07	.30	Not Significant	Accept Null Hypothesis
Guardian Education	.21	.36	Not Significant	Accept Null Hypothesis

Table 14 reveals that Gadget possession has a strong relationship to the Degree of Gadget Availability among the respondents. This is quite obvious, needless to say, gadgets possessed is equals to gadget available to the respondents. Another is the Grade Level (p-value=.01) also has a positive correlation to Gadget Availability. This finding is can be interpreted in a way that the possession of particular gadgets is not concentrated only in one grade level. There are respondents in every grade level that do possess gadgets that they used in this New Normal Education. Based on the survey results, in Grade 10 Level, 69% out of 45 respondents have gadgets, in Grade 9 Level, 65% do possess gadgets out of 49 respondents, the Grade 8 Level also has 65% out of 57 respondents, and the lowest is Grade 7 level there is 62% percent respondents who have own gadgets out of 65 respondents. By looking at the data, we can also see that there is a simple pattern formed in which as the grade level increase, the percentage of possessed a gadgets also increased. Another factor that has a correlation is Sex (p-value=.02) and based on the survey, it was found out that out of 100 female respondents 71% of them have gadgets. While among the 116 male respondents, there is 59% among them possess their own gadget. We can say that the difference between the two sexes in percentage really affects the linear relationship of this factor to Gadget Availability. We can say that the females have the higher percentage of gadget possession compared to males. But in the over-all results, majority of the respondents do possess a gadgets.

The Family Income (p-value= .46) has no significant correlation to Gadget Availability. Surprisingly, with the given financial status of the students, still majority of the respondents do possess and have their own gadget even though they belong poor status. So, the correlation can be viewed as their poor status was not an indicator to say that parents/guardians cannot provide gadgets to their children especially in this New Normal Education. Another factor is the parent Marital Status (p-value= .46) which also do not have a direct correlation to gadget availability. Whether their parents are separated or not, they can still provide gadgets to their children if they could. Lastly, the Mother Education (p-value= .11), Father Education (p-value= .30), and Guardian Education (p-value= .36) do not have a direct relationship to Degree of Gadget Availability. Regardless of what educational attainment, both parents and guardians can still provide gadgets to their children with their own ways and means.

### Respondents' Profile vs Degree of Output Submission Correlation

**Table 15.** Respondents' Profile vs Degree of Output Submission

Respondents' Profile	Degree of Output Submission			
	Pearson's r	Level of Significance	Interpretation	Decision
Grade Level	-.10	.16	Not Significant	Accept Null Hypothesis
Sex	.10	.15	Not Significant	Accept Null Hypothesis
Family Income	.06	.39	Not Significant	Accept Null Hypothesis
Family Marital Status	-.11	.11	Not Significant	Accept Null Hypothesis
Gadget Availability	-.10	.13	Not Significant	Accept Null Hypothesis
Mother Education	-.06	.36	Not Significant	Accept Null Hypothesis
Father Education	-.04	.51	Not Significant	Accept Null Hypothesis
Guardian Education	.19	.40	Not Significant	Accept Null Hypothesis

The Degree of Output Submission refers to the timeliness and manner of respondents in answering and submission of their printed modules, summative tests, and other learning activities relative to the given schedules set by the school. With regards to the correlation, it can be gleaned in the Table 15 that all the 8 factors are not significantly correlated to respondents' output submission. This simply means that whether what Grade level (p-value= .16) a respondent belongs, or what Sex (p-value= .15) and Family Income (p-value= .39) that he/she had do not necessarily have an impact to his/her output submission. The same also with the other 5 remaining factors in which no matter what is the Parents' Marital Status (p-value= .11) the respondents have, whether separated or not, they were still able to submit outputs and passed the school year. The same is true also with their mother education (p-value= .36), Father Education (p-value= .51), and Guardian Education (p-value= .40) indicating that no matter what are the educational attainment of their parents or guardians had no direct impact on their willingness to submit their modules. But let us not set side the fact that there are still 90 (42%) respondents who failed to submit on or before deadlines which needs attention and interventions.

### The Significant Difference among Junior High School students in their Degree of Engagement in Printed Modular Modality

### Grade 7 vs Grade 8 Significant Difference

Table 16 next to this page shows the significant difference between Grade 7 and Grade 8 in their engagement in Printed Modular Modality. And Out of the five factors being studied, the results revealed that there are no significant differences between the two Grade Levels. It simply means that Grade 7 and Grade 8 are in the same range of means in terms of their Degree of Distraction (p-value= .46), Family Involvement (p-value= .06), Financial Status (p-value= .94), Gadget Availability (p-value= .27), and Output Submission (p-value= .57). Therefore, the null hypothesis there is no significant difference between Grade 7 and Grade 8 level in their Degree of Distraction, Family Involvement, Financial Status, Gadget Availability, and Output Submission in Printed Modular Modality is Accepted.

**Table 16.** Grade 7 vs Grade 8 Degree of Engagement Correlation

Variable	Grade 7 vs Grade 8			
	t	Level of Significance	Interpretation	Decision
<b>Degree of Distraction</b>	-.75	.46	Not Significant	Accept Null Hypothesis
<b>Degree of Family Involvement</b>	-1.82	.71	Not Significant	Accept Null Hypothesis
<b>Degree of Family financial Status</b>	.36	.94	Not Significant	Accept Null Hypothesis
<b>Degree of Gadget Availability</b>	-1.11	.27	Not Significant	Accept Null Hypothesis
<b>Degree of Output Submission</b>	-.57	.57	Not Significant	Accept Null Hypothesis

### Grade 8 vs Grade 9 Significant Difference

**Table 17.** Grade 8 vs Grade 9 Degree of Engagement Correlation

Variable	Grade 8 vs Grade 9			
	t	Level of Significance	Interpretation	Decision
<b>Degree of Distraction</b>	0.32	0.75	Not Significant	Accept Null Hypothesis
<b>Degree of Family Involvement</b>	3.20	0.002	Significant	Not Accept Null Hypothesis
<b>Degree of Family financial Status</b>	-2.50	0.02	Significant	Not Accept Null Hypothesis
<b>Degree of Gadget Availability</b>	-0.95	0.34	Not Significant	Accept Null Hypothesis
<b>Degree of Output Submission</b>	1.15	0.25	Not Significant	Accept Null Hypothesis

The Grade Level 8 and Grade 9 level significant differences were also computed and significant results were found. Table 17 reveals that there were 2 factors with significant difference. Their Degree of Family Involvement (p-value= .002) and Degree of Financial Status (p-value= .02) shows a significant difference which means that the Grade Levels do differ with each other. There are differences do exist in terms of weighted means and Degree of Involvement in guiding and facilitating them in answering and accomplishing their learning activities at home. It was mentioned earlier that majority of the respondents did not receive parental involvement in their printed modular education but there were still parents/guardians who did get involve to their children. Between the Grade 8 and Grade 9 respondents, it was the respondents in Grade 8 who received higher means and percentage (68%) in parents involvement compared to Grade 9 respondents (58%). Another factor that had significance difference is Degree of Financial Status (p-value= .02). Due to the global pandemic which really affects the economy, some respondents' parents unfortunately lost their jobs this affects the correlation between Grade 8 and Grade 9 respondents, where the parents of Grade 9 respondents gained the highest percentage of whose parents who lost their jobs (47%) compared to Grade 8 level (32%). This fact validates that there exists a difference between the said two grade levels in terms of financial status in relation to unemployment and losses of jobs percentage. On the other side, their Degree of Distraction (p-value= .75), Gadget Availability (p-value= .34), and Output Submission (p-value= .25) do not have a significant difference with each other. Both the grade levels were not generally distracted by internal and environmental factors in

answering their printed modules and exams, the lack of gadget also did not hinder their determination to finish and complete their learning activities, and they submitted their outputs on or before deadline.

Therefore, the null hypothesis there is no significant difference between Grade 8 and Grade 9 level in their Degree of Distraction, Family Involvement, Financial Status, Gadget Availability, and Output Submission in Printed Modular Modality is Not Accepted since their Degree of Family Involvement and Financial Status had significant difference.

### Grade 9 vs Grade 10 Significant Difference

**Table 18.** Grade 9 vs Grade 10 Degree of Engagement Correlation

Variable	Grade 9 vs Grade 10			
	t	Level of Significance	Interpretation	Decision
<b>Degree of Distraction</b>	-.09	.93	Not Significant	Accept Null Hypothesis
<b>Degree of Family Involvement</b>	.90	.37	Not Significant	Accept Null Hypothesis
<b>Degree of Family financial Status</b>	1.26	.21	Not Significant	Accept Null Hypothesis
<b>Degree of Gadget Availability</b>	-.28	.78	Not Significant	Accept Null Hypothesis
<b>Degree of Output Submission</b>	.52	.60	Not Significant	Accept Null Hypothesis

The next correlation that this study is investigated was the Respondents Degree of Engagement in Printer Modality in terms of their Degree of Output Submission. The results were summarized and presented in Table 18 which shows the significant difference between Grade 9 and Grade 10 respondents. It can be gleaned in the same table that there are no significant differences between the two Grade Levels. Therefore, the null hypothesis there is no significant difference between Grade 9 and Grade 10 Level in their Degree of Distraction, Family Involvement, Financial Status, Gadget Availability, and Output Submission in Printed Modular Modality is Accepted.

## IV. Discussion

At present, there was no study being conducted among schools in Bislig City Division that investigates the engagement of students in purely printed modular modality. The Printed Self Learning Materials or Modules being used contain the Most Essential Learning Competencies initiated by the Department of Education (Department of Education, DepEd Order No. 12, s. 2020,) and also the localized and contextualized learning materials (Department of Education, DepEd Order 32, s. 2015). As described by Anzaldo (2021) in her study, Modular Distance Learning refers to the use of Modules made by teachers with different tasks and learning activities based on the essential learning competencies.

This study investigates the students' degree of engagement in answering all given printed modules comprising 8 to 9 subjects where academic subjects utilized printed modules from Central Office and locally teacher-made Learning Activity Sheet (LAS). The remaining Technology Vocational Education (TVE) specializations utilized locally teacher-made LAS. (R. C. Gue, personal communication, May 22, 2021).

This study is a descriptive quantitative type of research aimed to investigate Junior High School students' engagement in purely printed modular modality. This was conducted in Tabon M. Estrella National High School-Bislig City Division, Bislig City, Philippines from September-December, 2021 amidst Covid-19 global pandemic.

### Respondents' Profile

This study involved 216 total respondents which 116 were males and 100 were females. In Grade 7, there were 65 respondents with 34 males and 31 females. In Grade 8, there were 57 respondents with 31 males and 26 females. In Grade 9, there were 49 respondents with 24 males and 25 females. Lastly, in Grade 10, there were 45 respondents with 27 males and 18 females. This sample size is based on finite population and stratified computation of respondents.

The respondents' parents differ when it comes to financial status, it reveals that the majority of their parents/guardians have an income of 5,000 pesos and below (47%) followed by 5,000-10,000 pesos (31%). The 10,001-P15,000 pesos comes third (13%) and the least was 30,000 pesos above (2%). The findings is can be linked to the social classes in the Philippines in which the Philippine Statistics Authority (PSA) officially identified that 10,481 pesos is the poverty threshold in the country as the minimum amount of a family of five to buy basic food and non-food items (Virtuz, 2021). This simply means that if one's family income is lower than the poverty threshold, a family is considered as poor by the government. Knowing this poverty threshold set by

the PSA, it is right to say that majority (78%) of the respondents are living in the poverty threshold with family income of 10,000 pesos and below.

The marital status of their parents were also investigated and exposed that majority of their parents are not separated (69%), respondents with separated parents (14%) comes second, single mothers (11%) comes third and last is single fathers (4%). Follow up survey questions revealed that those respondents with separated parents, single mothers, and single fathers are living with their relatives, not with their parent. The 66 respondents with broken family are being taken care of by their grandparents and aunts acting as their immediate guardians. However, there are also 8 respondents who's parent are not separated yet being taken care of by their grandparents. This study investigated how guardians and parents affect the engagement of the respondents in Printed Modular Modality.

In their education, The results show that the majority of their Mothers was high school graduate (31%) followed by high school level (23%). Only 43 (20%) of them completed tertiary education and 16 (7%) did not finish the elementary level. For their Fathers, the majority of them was high school graduate (27%) followed by college level (22%). Only 30 of them (14%) completed tertiary education while 29 among them (13%) did not finish the elementary level. Lastly, out of 22 guardians involved in this study, the 12 of them were college level (55%) followed by 5 high school graduates and 5 college graduates sharing the same percentages (23%). The educational background of respondents' parents and guardians were surveyed because they play a critical role in influencing the respondents in learning at home. Parents play a very important role in this trying time in ensuring that their children feel supported in their academics as they also are adjusting to new normal education (Ndihine, 2020). The study of Azubuike & Aina (2020), revealed that in 30 states of Nigeria, the majority of parents were actively helping their children in new normal education. Also, those parents who did not support their children attained secondary education and lower education as compared to those parents who attained post-secondary education who actively helped their children (Azubuike & Aina, 2020). Knowing the mentioned studies, the researchers also investigated the involvement and influence of the parents/guardians towards the respondents and to find out if they share same instances and results.

In this New Normal Education, gadgets are truly in great use in making communications with teachers and classmates accessing the internet for educational purposes. This study found out that 139 (64%) of respondents had available gadgets and only 77 of them (36%) did not possess any gadgets. When the 139 respondents were asked what type of gadgets they have and used for New Normal Education, their answers showed that Smartphone (96%) was the top gadget they possessed. This was followed by Desk Computer (2%) and laptop (1%). This results complement the report of BusinessWorld (2021) revealing that there was a spike in smartphone demand that caused a 27% increase in the smartphone market in the First Quarter of the year when the Global Pandemic hit the Education system. We can also say that the smartphone is the top most gadget owned by the majority of the respondents because of its direct relation to their Family Income, which was identified as under the poverty threshold as mentioned earlier. Since smartphones are quite cheaper and affordable compared to a tablet, laptops, and desktop computers. Unfortunately, it is good to note that the majority of the respondents were poor, so it is expected that not all of them possessed smartphones or other gadgets. Follow-up questions were also done to survey those 77 respondents with no gadgets of their own. This study did not include the jobs and career of the parents and this factor is can be included to further this study.

They were asked from whom they borrowed gadgets to know school updates, announcements and to communicate with their teachers and classmates, it shows that out of 77 respondents with no gadgets, 20 of them borrowed gadgets from their parents, 5 borrowed from their older brothers, other 7 from their friends. There were also 4 among them who borrowed from their Lolas, 3 from their older sisters, 2 from aunts, and 4 respondents from their younger siblings, uncle, cousin, and neighbor. But the remaining 32 respondents had no one from their family, relatives and even friends whom they can borrow a gadget. This finding raises concerns since the announcement and giving of further instructions were delivered by teachers through social media platforms and telecommunication services. These identified 32 respondents must be a priority for the next batch of free tablet program by the Division Office. Aside from text messages and phone calls, Facebook was the chosen social media platform used by teachers to communicate and contact students because next to youtube, Facebook is most used social media platform by the Filipinos (Malig, 2021).

### **Junior High School students' Degree of Engagement in Printed Modular Modality in terms of Distractions, Parental Involvement, Family Financial Status, Gadget Availability, and Output Submission**

#### **Internal and External Distractions**

The study classified distraction as external distractions involving the environment where respondents reside and internal distractions that are link to emotions. Vierstra (n.d.) identified distractions in distance learning as environmental and internal distractions, which the latter involves emotional state of learners in this pandemic era. Example of external are environmental noises like ring a doorbell, family noises, someone



cooking for lunch, people or pets' movement and others sounds at home that can make a student got distracted to focus in schoolwork (Vierstra, n.d.). A respondent from the study of Belgica et. al. (2020) stated that noisy neighbors, crying of baby, barking dogs and some vehicle noises caused distraction. The mentioned distractions are considered external or environmental but internal distractions experienced by learners are also be considered in this study. By definition, internal distractions are thoughts and emotions, like thoughts on responsibilities or pleasant things that you'd rather be doing, emotions about life circumstances, fears, worries, and personal struggles can be sources of internal distractions (The Learning Center, n.d.). Moreover, anxiety, self-doubt, or hunger are other examples of internal distractions which can hinder productivity and effective study (USQ, 2019).

The results revealed a Grand Mean of 2.28 which indicates that majority of the items gained disagree answers implying that the respondents were not generally distracted specially the external ones. Yet, out of these 18 items, there are 5 five internal distractions that affected respondents' engagement. They agreed that household chores responsibilities in their homes (2.55) caused distractions among them as they find difficulties in managing the balance between home learning and doing the chores. Second they agreed that they were not used to this Printed Modular Distance Learning Modality (2.87) and this result is expected among them because they were used to have the face-to-face education from their early childhood education prior to the Global Pandemic's shift to New Normal Modular Education. And based on Morin (n.d.), students are not comfortable with the system being used today and causes emotional stress. Also, students' engagement is now becoming a big challenge in Distance Learning in which distractions, motivations, feeling left behind and technical issues which include weak internet connection and hardware malfunctions are some of the challenges that students are facing today (Klawitter, 2020).

Third is, the findings revealed that respondents got distracted by numbness in their hands caused by long hand writings as they answered their modules/LAS and quarterly exams (2.75) since all answers are hand written. Moreover, they also agreed that the printed modules had long and many activities (2.82) which caused distraction among them. Lastly, they are also distracted by long and many informational texts to read in their printed modules (2.71).

### **Degree of Parental Involvement**

The family involvement in terms of guidance and facilitation was also investigated and this factor was included in order to determine the degree of their parents, also their guardians, and relatives' intervention and guidance in their home schooling. Whether these individuals facilitated or the ones who answered respondents' modules and summative tests. Parents play a very important role in this trying time in ensuring that their children feel supported in their academics as they also are adjusting in new normal education (Ndihine, 2020). The respondents' Degree of Family Involvement gained a Grand Mean of 1.95 which means that they were not generally guided by their parents and guardians in answering their printed modules. Only few mothers (2.63) guided and facilitated their children in answering their modules (37%) mostly from Grade 7 respondents. Also, their relatives did not guide and facilitate them in answering their modules. The findings are related to the study of Azubuike & Aina (2020) in Nigeria in which parents who did not support their children attained secondary education or lower education compared to those parents who attained post-secondary education who supported their children's home schooling. Another is their parents' education where the study of Garbe et. al. (2020) pointed out parents' common difficulties in remote learning such as balancing their responsibilities, learner motivation on how to motivate their children, accessibility to technology and teacher, parents lack content and pedagogical knowledge and learning outcomes of their children in terms of their children's academic progress. It can be recalled that based on profiling, most parents of the respondents did not earn a tertiary education.

Yet on lighter side, when asked whether someone answered their summative tests, respondents answered that their parents, guardians, and even relatives did not answer their summative tests nor other learning activities. Respondents were also asked if there were other persons outside their family circle that guided and facilitated them in answering their modules. Their answers revealed that 68% of them were not guided and facilitated by their friends and classmates in answering and completing their printed modules and summative tests. In addition, 83% of them answered that their friends and classmates did not answer their summative tests. Unfortunately, some of them (17%) let their friends and classmates answered their printed modules and summative tests. This result is can be linked to the fact that there are respondents doing a part-time jobs among the respondents and others struggled to finished the modules and few got sick.

### **Degree of Family Financial Status**

Next factor that this study deeply investigatted was the Degree of Family Financial Status which could affect respondents' engagement in printed modular learning. We can recall, as mentioned earlier, the majority of the respondents had a family monthly income of 10,000 pesos and below belonging to the poverty threshold or poor status (Virtuz, 2021). In this trying times due to the global pandemic, there are workers and employees who

lost their job and others search for jobs because of economic paralysis brought by the Covid-19 global pandemic (de Vera, 2021). Professor Johnson mentioned that low-income families are deeply affected by this pandemic resulting to difficulties in accessing internet, don't have devices to connect to teachers and teachers (Georgetown University, 2020). A study by Bonal & González (2020) in Catalonia regarding the impact of school lockdown in learning gap among children enrolled in school (public/private) with diverse family economic, social and cultural capital, and family living conditions revealed that learning opportunities varied significantly where the middle-class families maintain higher standards of education quality in a critical context, while socially disadvantaged families resulted for their children to have only few learning opportunities both in terms of time and learning experiences.

The results show a Grand Mean of 2.58 which implies an Agree response conveying that despite of financial trials (3.17) the respondents and their families experienced they were able to answer and complete their printed modules and summative tests resulting to a passing grade they earned at the end of school year 2020-2021. Moreover, even to those who do not own a gadget, they still agreed that they answered and completed all the learning activities (2.89). This is expected because all the answers of every printed modules activities and exams are can be found on the modules itself and answer keys are attached at the back page of each printed modules of all 8 to 9 subjects.

When surveyed on the number of parents/guardians who lost their jobs, 78 (36%) among the respondents answered Yes. Follow up questions done by the researchers revealed that it was their father (73%) who were the most affected by job loses, followed by their mother (17%), and lastly their guardian (4%). The last item number 4 asked the respondent if they have a part-time/sideline job to help their parents in financial burden, it was found out that 17 (8%) of the respondents have sideline/part time job. Results greatly revealed that 8 of them are doing labor jobs. This type of job exerts physical strength as a form of services to the one who hired them such as grass cutting, cleaning someone's house, lifting heavy objects for delivery, gardening, house helper. The other 4 of them were working in construction related tasks as an assistant of masons and carpenters, 1 is working as computer shop attendant, 1 as baby sitter of her neighbor, other 1 is working as carwash boy, 1 as manicurist, 1 as tattoo artist assistant. This type of students need more flexible form of education and mechanism.

### **Degree of Gadget Availability**

In the New Normal Education, gadgets play a very vital role for the delivery of instructions, giving and retrieving assignments, posting of reminders, and in streaming discussions for the class with the application fun and exciting apps (Catane, 2020). Based on the study of Muthuprasad et. al. (2021) in India, the data revealed that the majority of the respondents opt, online classes, in which they preferred to use a smartphone for their online learning. Moreover, students preferred also a recorded class with a quiz at the end, they expressed that the flexibility and convenience of online classes influenced them to choose it but internet connectivity in rural areas remains a challenge (Muthuprasad et. al., 2021).

In connection, this study investigated the impact of Gadget Availability towards the respondents' degree of engagement in purely Printed Modular Modality. It can be recalled that based on the respondents' profile, 139 (64%) of them possess their own gadgets while 77 (36%) of them do not possess own gadgets. It was also found out that smartphone is the top most gadgets common among the respondents (94%). Given these findings, the researchers investigated whether the respondents can still answer and complete their printed modules and summative tests with or without any gadget. The data shows a Grand Mean of 2.67 which indicates that they Agreed that they answered and completed their modules and summative tests with or without gadget. Also, those respondents with gadgets agreed that they did answer their printed modules by searching the internet using their gadgets (2.72). When asked whether they could still answer and complete their printed modules even without gadget, those who possessed gadgets answered yes and agreed that they can still answer and complete their printed modules (2.85) even gadget is not available. This finding is not surprising because the Department of Education is advocating and using a Self-Learning Modules in which all the answers of all the learning activities and even summative tests are can be found in the printed modules itself and answer keys are can be found at the back page of all modules of all 8 to 9 subjects. The Printed Self Learning Materials or Modules being used contain the Most Essential Learning Competencies initiated by DepEd (Department of Education, DepEd Order No. 12, s. 2020) and also the localized and contextualized learning materials (Department of Education, DepEd Order 32, s. 2015, DepEd).

When the 64% respondents were asked on how they utilized their gadget, they agreed that they used it to contact their classmates (2.71) for queries on how to answer the printed modules. This finding gives us an idea that the respondents are communicating with their classmates and exchanged ideas regarding how to answer their printed modules. But when asked if they were copying or sharing answers with their classmates, they disagreed that they shared their answers with one another and even to their schoolmates (2.17). Next, it was also found out that respondents agreed that they contacted and communicated with their teachers to asked instructions and clarifications on how to answer their printed modules and also the deadline of submissions

(2.90). This finding is consistent with the claim of Darko-Adjei (2019) in Ghana about distance education which showed that distance learning students find smartphones as an easier tool in learning activities and performed remarkable roles among the distance learning academic activities. This study did not include what web browsers they used while surfing the internet and this can be used as another indicator to further this study.

### **Degree of Output Submission**

The last factor that this study investigated is the respondents' Degree of Output Submission. This factor was included to measure the timeliness of the respondents in submitting their outputs and their routines in answering their printed modules. To clarify, the word Output is the term used to refer to the answered sheets of all learning activities written in all printed modules and summative tests.

The study conducted by Dangle & Sumaoang (2020) in secondary schools in La Union and Benguet revealed that students found a hard time answering their modules and half of them had not enough time to accomplish all their 8 given modules within a week. It was also found that Siblings, friends, and classmates play a special role in helping them to answer their modules. The same study also revealed that parents of students living in Baguio City have enough time to academically assist their child/children in answering their modules and were able to retrieve and submit modules on a set schedule. But the study of Anzaldo (2021) in Calatagan and nearby towns, found out that parents are the ones answering their children's modules for the reason that they don't have enough time to teach because of chores, work from home set-up and other tasks. Also, the students are answering their modules for formality and to comply with requirements only. Given this two opposing results, this study investigated whether the respondents are the ones who answered their printed modules or others made it for them.

At present, there are still on going discussions regarding the setting up of deadline for the submission of students outputs, projects, and, assignments and whether to accept or not the late submission. In the study of Santelli et. al (2020) among university faculty and students on procrastination and delayed submission, they investigated how students perceived the 10% deductions on late submission of given tasks where students agreed that this late policy is effective and just right in its leniency. As mentioned by Nordby et. al. (2017) in the study of Santelli et. al. (2020), by Adopting a late policy that includes a late penalty may serve as a dual purpose: providing motivation for students to turn in assignments on time, as well as holding them accountable (Santelli et. al., 2020). It is imperative that setting deadlines on the submission of students outputs is quite necessary and at some point as part of the requirements.

But given the effects of the global pandemic in our educational system and students, it calls to have a deep consideration towards the students for their late submission of their outputs and exams. As an example, In Central Visayans, Philippines, where Modular Modality is also used, the Department of Education Regional Office gave students more time to answer their modules and allowed delayed submission of all learning activities. This was done to make parents and students not to feel burdened with strict deadlines by giving more time to finished their modules (Anadia, 2020).

The results yielded a Grand Mean of 2.59 in which majority of the respondents Agreed that they submitted their outputs on or before the deadlines and schedules set by the school. They Agreed that they submit their answered modules (2.69) and summative and performance tests (2.69) on or before deadlines. On the other side, they disagreed that they followed the Weekly Home Learning Plan set by the school in answering their printed modules and exams (2.45). Hence, they managed to complete and submit their printed modules and exams in their own pace and own time schedule because they followed their own personal timeline and schedule (2.81). Just to clarify, this Weekly Home Learning Plan is a structured plan of activities with complete details of every subject's learning activities and composed of time duration and daily schedules that a learner should follow in a given week in order to complete their printed modules of all the subjects.

For the attitude of answering their printed modules and summative tests, respondents disagreed (2.31) that they only answered their modules and exam when the deadlines. Generally, the findings in their Degree of Output Submission indicates a positive attitude among the respondents. Despite this New Normal Education they still did their best to complete and submit all given learning activities on or before deadline. But this study did not include whether the submitted outputs were complete and comprehensive, this factor is can be used to further this study.

But let us not set side the fact that there are still 42% respondents who failed to submit on or before deadlines. And when these students were asked, it was found out that the reasons were; 43% were not able to finish all their printed modules, 36% confessed that they did not know the schedules and deadlines because they were unable to received direct updates and announcements since they do not possess gadgets, 19% are doing part-time jobs who did not submit on time, and the remaining 2% reasoned that they were unable to submit on or before deadline due to serious health conditions.

### **The Significant Relationship between the Profile of Junior High School students**

### **and their Degree of Engagement**

#### **Respondents profile vs Degree of Distraction Correlation**

The study found out that the majority of the factors such as Grade level (p-value=.73), Sex (p-value=.73), Family Income p-value=.75), and Parents' Marital Status (p-value=.70) had no direct relationship to their Degree of Distraction. It simply means that the mentioned items did not affect the focus nor distraction of the respondents in answering their printed modules. No matter what grade level, sex, family income, and marital status of their parents had no direct impact towards them to finish and accomplish their learning activities. Moreover, gadgets possessed (p-value=.53) by respondents do not have a linear relationship to their distraction as they finished and accomplished their learning activities regardless of the presence of gadgets. The Guardian education (p-value= .81) also do not have a relationship to respondents' distraction or focus but only the Mother Education (p-value= .05) has a significant relationship to their degree of distraction in a way that the higher the educational attainment a mother has, can affect the focus and distraction of the respondents. Based on the profile, the majority of mothers attained a High School Graduate level. And though not majority of them, it was found out that mothers (37%) were the ones who guided the most their children in completing modular education followed by Guardian (12%) and last is Father (8%). Talking about fathers' relationship to students' degree of distraction, it was also found out that Father Education (p-value=.13) has no direct impact on respondents' distraction. This is quite evident as fathers ranked last in guiding and facilitating their children in printed modular education based on survey results.

#### **Respondents profile vs Degree of Parental Involvement Correlation**

In correlation between the profile of the respondents and their parents/family degree of family involvement in answering and completing the printed modules, it was found out that only 1 out of 8 factors has a direct relationship. Only the Grade Level (p-value=.001) correlates, meaning the degree of parents/guardians' involvement as they guided and facilitated their children has a direct linear relationship to respondents' Grade Levels. Based on the survey, it was found out that out of 216 respondents, 123 respondents were being guided and facilitated by their parents, relatives, and guardians from the Grade 7 level. This indicates a positive indication pointing out that parents are actively doing their part in New Normal Education.

#### **Respondents profile vs Degree of Family Financial Status Correlation**

The results on Family Financial Status in terms of Family Monthly Income were mentioned earlier in which majority of the respondents belong to the poverty threshold earning 10,000 pesos and below. The study found out that 4 items have no direct relationship and other 4 items did have. The Grade Level (p-value=.14), Sex (p-value=.86), Family Marital Status (p-value=.28), and Guardian Education (p-value=.15) do not have an impact to respondents Financial Status in a way that no matter what grade level, what is the sex or gender of respondents, whether their parents are separated or not, and guardian has high or low educational attainment do not necessarily affect the respondents' performance and engagement in answering and completing their printed modules. Meanwhile, the Family Income (p-value=.03) has a significant correlation and this can be viewed as, if the family has a stable job it will result to a stable family financial status of course resulting to gadget availability, no financial burden, and students need not to do part-time jobs. Another is, the respondents' Gadget Possessed (p-value=.03) also have a direct relation to their Degree of Financial Status. This can be interpreted as whenever a respondents' family has a stable Financial Status, chances are they also have the financial capability to purchase a Gadget that can be used by students in New Normal Education.

Lastly, the two factors Mother Education (p-value=.009) and Father Education (p-value=.03) also have a direct significant relationship to the Degree of Financial Status. Parents education can be a determinant of a family's financial stability because parents who attained higher education tend to have a stable job and source of income. In relation to the results, if all of the respondents' parents attained higher education it is possible that their financial status will increase because of many opportunities and higher salaries among them. On contrary, those parents who had lower educational attainment might result to low degree of financial status. It can be recalled that majority of the respondents' parents only finished high school level which can be linked to the fact that majority of them are living in poverty threshold.

#### **Respondents profile vs Degree of Gadget Availability Correlation**

The finding reveals that Gadget possession has a strong relationship to the Degree of Gadget Availability among the respondents. This is quite obvious, needless to say, gadgets possessed is equals to gadget available to the respondents. The relationship is linear in which the higher number of respondents with gadgets means a higher degree of gadget availability. Another is the Grade Level (p-value=.01) also has a positive correlation to Gadget Availability. This finding is can be interpreted in a way that the possession of gadgets is not concentrated only in one grade level. There are respondents in every grade level that do possess gadgets that they used in this New Normal Education. Based on the survey results, in Grade 10 Level, 69% out of 45

respondents have gadgets, in Grade 9 Level, 65% do possess gadgets out of 49 respondents, the Grade 8 Level also has 65% out of 57 respondents, and the lowest is Grade 7 level there is 62% percent respondents who have own gadgets out of 65 respondents. By looking at the data, we can also see that there is a simple pattern formed in which is the higher the grade level the higher percentage of respondents that possessed a gadget. Another factor that has a correlation is Sex (p-value=.02) and based on the survey, it was found out that out of 100 female respondents 71% of them have gadgets. While among the 116 male respondents, there is 59% among them possess their own gadget. We can say that the difference between the two sexes in percentage really affects the linear relationship of this factor to Gadget Availability. We can say that the females have the higher percentage of gadget possession compared to males. But in the over-all results, majority of the respondents do possess a gadgets.

The Family Income (p-value= .46) has no significant correlation to Gadget Availability and to explain this further we will look on the profile of the respondents as mentioned earlier. It is known that majority of the respondents are living in poverty threshold earning 10,486 pesos and below in a month. Surprisingly, with the given financial status, still majority of the respondents do possess and have their own gadgets. Knowing these facts, it is imperative to say that even though the respondents are living in poor status, their parents/guardians were able to provide gadgetsto be used in New Normal Education. So, the correlation can be viewed as their poor status was not an indicator to say that parents/guardians cannot provide gadgets.

Another factor is the parents' Marital Status (p-value= .46) which also do not have a direct correlation to gadget availability. Whether their parents are separated or not , they can still provide gadgets to their children if they could. Lastly, the Mother Education (p-value= .11), Father Education (p-value= .30), and Guardian Education (p-value= .36) do not have a direct relationship to Degree of Gadget Availability. Regardless of what educational attainment, both parents and guardians can still provide gadgets to their children with their own ways and means.

### **Respondents profile vs Degree of Output Submission Correlation**

The Degree of Output Submission refers to the timeliness and manner of respondents in answering and submission of their printed modules, summative tests, and other learning activities relative to the given schedules set by the school. With regards to the correlation, all the 8 items generally do not have significant correlation to respondents' degree of output submission. This simply means that whether what Grade level (p-value= .16) a respondent belongs, or what Sex (p-value= .15) and Family Income (p-value= .39) that he/she had do not necessarily impact his/her output submission. The respondents did complete all their learning activities and earned a passing final grade regardless of their grade level, sex, and family income. The same also with the other 5 remaining items in which no matter what is the Parents' Marital Status (p-value= .11) the respondents have, whether separated or not, they were still able to submit outputs and passed the school year. The same is true also with their mother education (p-value= .36), Father Education (p-value= .51), and Guardian Education (p-value= .40) indicating that no matter what are the educational attainment of their parents or guardians had no direct impact on their willingness to submit their modules.

But let us not set side the fact that there are still 42% respondents who failed to submit on or before deadlines. And when these students were asked, it was found out that thereasons were; 43% were not able to finish all their printed modules, 36% confessed that they did not know the schedules and deadlines because they were unable to received direct updates and announcements since they do not possess gadgets, 19% are doing part-time jobs who did not submit on time, and the remaining 2% reasoned that they were unable to submit on or before deadline due to serious health conditions. Knowing this fact, it is right to say that interventions must be applied to help these learners type.

## **The Significant Difference among Junior High School students in their Degree of Engagement in Printed Modular Modality**

### **Grade 7 vs Grade 8 Degree of Engagement Correlation**

This study investigated the significant difference between Grade 7 and Grade 8 in their engagement in Printed Modular Modality. And Out of the five factors being studied, the results revealed that there are no significant differences between the two Grade Levels. It simply means that Grade 7 and Grade 8 are in the same range of means in terms of their Degree of Distraction (p-value= .46), Family Involvement (p-value= .06), Financial Status (p-value= .94), Gadget Availability (p-value= .27), and Output Submission (p-value= .57). generally, both Grade Level Disagreed that they were distracted and were given so much guidance and involvement by their family as they answer and complete their printed modules and exams. They also Agreed that Degree of Financial Status and Gadget Availability did not necessary hinder them to accomplished all the learning activities. Lastly, both Grade 7 and Grade 8 Agreed that they submitted their answered modules and exams on or before deadlines.

Therefore, the null hypothesis there is no significant difference between Grade 7 and Grade 8 level in their Degree of Distraction, Family Involvement, Financial Status, Gadget Availability, and Output Submission in Printed Modular Modality is Accepted.

#### **Grade 8 vs Grade 9 Degree of Engagement Correlation**

The Grade Level 8 and Grade 9 level significant differences were also computed and significant results were found. Their Degree of Family Involvement (p-value= .002) and Degree of Financial Status (p-value= .02) shows a significant difference which means that the Grade Levels do differ with each other. There are differences do exist in terms of weighted means and Degree of Involvement in guiding and facilitating them in answering and accomplishing their learning activities at home. It was mentioned earlier that majority of the respondents did not receive parental involvement in their printed modular education but there were still parents/guardians who did get involve to their children. Between the Grade 8 and Grade 9 respondents, it was the respondents in Grade 8 who received higher means and percentage (68%) in parents/guardians involvement compared to Grade 9 respondents (58%).

Another factor that had significance difference is Degree of Financial Status (p-value= .02). Due to the global pandemic which really affects the economy, some respondents' parents unfortunately lost their jobs. Being unemployed can somehow affect the financial status of a family and this also affects the correlation between Grade 8 and Grade 9 respondents, where the parents of Grade 9 respondents gained the highest percentage of whose parents who lost their jobs (47%) compared to Grade 8 level (32%). This fact validates that there exists a difference between the said two grade levels in terms of financial status in relation to unemployment and losses of jobs percentage. On the other side, their Degree of Distraction (p-value= .75), Gadget Availability (p-value= .34), and Output Submission (p-value= .25) do not have a significant difference with each other. Both the grade levels were not totally distracted by internal and environmental factors in answering their printed modules and exams, the lack of gadget also did not hinder their determination to finish and complete their learning activities, and they submitted their outputs on or before deadline. These finding also in consonance to the findings found in Table 9.

Therefore, the null hypothesis there is no significant difference between Grade 8 and Grade 9 level in their Degree of Distraction, Family Involvement, Financial Status, Gadget Availability, and Output Submission in Printed Modular Modality is Not Accepted since their Degree of Family Involvement and Financial Status had significant difference.

#### **Grade 9 vs Grade 10 Degree of Engagement Correlation**

The next correlation that this study investigated was the Respondents Degree of Engagement in Printer Modality between Grade 9 and Grade 10 respondents. There are no significant differences between the two Grade Levels. This can be perceived that both Grade 9 and Grade 10 respondents have no differences with regards to their means and averages results in terms of their Degree of Distraction (p-value= .93), Family Involvement (p-value= .37), Financial Status (p-value= .21), Gadget Availability (p-value= .78), and Output Submission (p-value= .60). These findings validate the results where both Grade Levels Disagreed that they were generally distracted and were not given so much guidance by their family as they answer and complete their printed modules and exams yet they Agreed that Financial Status and Gadget Availability did not necessary hinder them to accomplished all the learning activities. Lastly, both Grade 9 and Grade 10 Agreed that they submitted their answered modules and exams on or before deadlines.

Therefore, the null hypothesis there is no significant difference between Grade 9 and Grade 10 Level in their Degree of Distraction, Family Involvement, Financial Status, Gadget Availability, and Output Submission in Printed Modular Modality is Accepted.

### **IV. Conclusion**

The finding of this study made the researcher come up with rational conclusion concerning on the degree of engagement among junior high school students utilizing purely printed modular modality last school year 2020-2021. The profile of the respondents equates to their degree of internal and external distractions, parental involvement, family financial status, gadget availability, and output submission. The results confirmed that they were not distracted by external distractions but internal distractions caused distractions among them as they were not used to the abrupt transition from face to face classes going to purely printed modular modality. The crafting of printed modules must be reconsider since they got distracted by its long texts readings and pouring activities. Based on the result, their Parents and guidance involvement with their printed modular homeschooling was not observed and not manifested. This fact needs attention since students need someone who can guide and facilitate them in their homeschooling. So, parents must be encourage to exert effort, have systematic feedbacking mechanism, and build communication between teachers which can help to guide their children. when it comes to family financial status, sadly, there were parents who lost their jobs and there were

some respondents doing part-time jobs. These respondents who are working must be monitored and be given more flexible way in completing their homeschooling. When it comes to gadget availability, majority of the respondents possessed a gadget, yet those respondents with no gadgets must be the next beneficiaries of Free Tablet Project shall continue. In this way, they can have the platform and medium to communicate with their teachers. Lastly, though majority of them submitted their outputs on or before deadline yet the high percentage of those who cannot submit on time must be given attention and intervention. The data identified the reasons why those respondents failed to submit their outputs on or before deadline and these were; 1. cannot finish all the printed modules within the given time schedule and deadline. 2. doing part-time jobs. 3. not aware of the latest announcements and updates because they do not have a gadget. 4. they are sick.

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