

# Levels of Anxiety and Attitude of Grade 6 Pupils Towards Modular Approach in Learning English Language

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## ABSTRACT

This study looked into the level of anxiety and attitude of Grade 6 pupils towards modular approach in Learning English Language.

Specifically, the profile of respondents; the level of attitude and anxiety manifested towards modular approach in learning English Language as to attitude/anxiety towards modular approach, and attitude/anxiety towards teachers, and the significant contribution of profile and attitude to their level of anxiety towards modular approach in learning English Language were determined.

Descriptive design was used having a researcher-made questionnaire as the main of obtaining the data from 302 pupils from identified highland and island elementary schools in DepEd, Surigao City Division. Data were treated with the use of frequency count and percent; weighted mean and standard deviation and multiple logistic regression.

This study revealed that: most respondents are females having parents who did not finish a college degree and having a GPA between 81-85; the attitude of pupils towards the modular teaching and to their teachers is found to be favorable while their anxiety level towards the modular teaching and to their teachers is labeled as **Anxious**, and the computed p-value of 0.000 lesser than the prescribed significance level shows that some of the predictors indicate significant contribution in the anxiety towards modular approach in learning English Language.

This study concluded that pupils are aware of the situations of the education. They understand why flexible learning is needed during pandemic. Although they accept the fact that they need to have an alternative learning through various learning modules, still they have apprehension on the process of learning and doing module activities in their respective houses thus, anxiety occurs.

This study recommends that pupils' confidence will be boosted and lessened their anxiety towards modular approach in learning English Language when teachers regularly monitor their pupils' performance and parents involve themselves during the teaching-and learning process during this time of Pandemic.

## Chapter 1

### PROBLEM AND REVIEW OF LITERATURE

This chapter presents the introduction, review of literature, conceptual framework, statement of the problem, significance of the study, scope and limitation and definition of terms.

#### Introduction

The Pandemics today has so much affected the people in all walks of life. The Department of Education in particular being true to its mission of ensuring that learning must continue, presented its education strategies in response to the COVID-19 global crisis.

As part of the Philippines' short and long term strategies, Secretary Briones introduced the Basic Education-Learning Continuity Plan (BE-LCP) as a guideline for the department on how to deliver education in time of the COVID-19 pandemic while ensuring the health, safety, and welfare of all learners, teachers and personnel of DepEd. DepEd secretary emphasized that online learning is one option from the menu of learning modalities. These modalities will be offered appropriately depending on the situation of the learners' households.

She further said, "We have come out with a variety, with menu of options, online is not the only answer, there's a huge debate in the Philippines on how useful or whether it is really a good way of teaching learners, so we have online, we have televisions, we have radio. If all else fails, then learning modules are being printed so that these will be delivered in various pick-up points or either parents or for the village officials to distribute to the learners," she said.

However, switching and adapting to new routines and learning environment have a difficulty to adjustments. In such time, there are reports that the new normal education has an impact to mental health issues of the students. In fact, due to lack of face-to-face interaction, it has been affected by many students' mental and physical health that linked to anxiety, depression, and perceived attention problems. It's clear that the ongoing pandemic has utterly disrupted students' education.

In light of the new normal setting and the aid towards continuing education amidst COVID 19 crisis, DepEd has designed learning distance modalities to ensure options for no school children will be excluded from learning. Thus, modular distance learning is one of the alternative modes in the learning modalities where learners undertake independent or self-directed learning throughout the course. English language as a second medium of communication can be difficult in learning phase because it requires understanding and skill from adult literate to acquire the language fully. This can be resulted to frustration or anxiety to the learners especially that the teacher cannot give direct instruction or face-to-face teaching delivery. It is very important to recognize what hinders language learning and that is why, the researcher came up with this study to address the level of anxiety of the pupils in learning English language through modular distance learning.

## Review of Literature

This portion of research presents the literature and studies conducted by different researchers both foreign and local that have important bearing to the present investigation.

The adoption of government policies centered upon competency-based training has provided the impetus for the development and implementation of modular courses on a large scale in English language which organized thematically.

**Attitude Towards Learning a Subject.** Getuno et al., (2015) defines attitude as a 'learned predisposition to respond positively or negatively to a specific object, institution or a person'. A student's attitude towards a subject of study is affected in various ways depending on the teaching method employed. He argues that attitude affects students in everything they do and in fact reflects what they are and hence a determining factor of their behavior. This makes the issue of students' attitude critical to education since most educators define learning as "a change in behavior".

**Challenges Encountered on Modular Learning Approach.** Cornfold (2016) emphasized that modular learning approach, because they tend to be intensely concentrated particularly in terms of time and content, rarely have enough time allocated to ensure adequate practice and feedback. The author frequently encounters teachers of modular courses who complain about the number of students who have not securely learned skills from previous modules which are essential prerequisites for success on the current module. Adequate practice and feedback are elements absolutely essential to ensure retention in long-term memory and refinement of initial schemas to more sophisticated levels to assist in later problem-solving and use with difficult skill applications. One assumption that many modular courses presently reflect is that effective learning proceeds via self-contained chunks of information. However, as indicated above, research into the development of expertise, schemas and skill development, and the cognitive processes engaged in by more effective learners, indicates clearly that successful learning is dependent upon the integration of units of information into coherent wholes to form schemas, particularly if effective problem solving is a desired outcome.

Modules however, by their very structure, tend to fragment knowledge rather than to integrate it. Practical experience indicates that, effective learning from modular courses where there are instructions to review previous modules, time pressures in teaching content in the new module tends to reduce the review to token coverage. Few courses adopting modularization specifically plan for time and special modules to review past learning relatively extensively so that learners can easily construct links. Yet modules devoted specifically to review and integration appear necessary to ensure that adequate attention is paid to these aspects of learning and teaching, and also that time is provided for these activities. Specific planning for integration and revision becomes even more of an issue with modular courses than with conventional courses, which tend to be presented at regular time intervals, because modules may be and often are widely separated over time.

**English Language through Modular or Self-Directed Learning.** Using a module to teach the English language as compared to the traditional method of using a textbook is meant to increase active learning and improve critical thinking, as well as problem solving skills. It also gives the lecturer the opportunity for conducting formative assessment in the classroom. Standardized textbooks have their own styles, and their contents, depth of coverage of materials, and organization, may affect the teaching and learning environment. Thus, the use of a module presents a more flexible learning environment for both instructors and learners (Cheng, et al., 2015).

**Methods and Strategies on Modular Learning.** Kiselev (2017) states that ‘differing students will use different strategies on different tasks.’ They stress the importance of ‘learning-for-understanding’ and ‘learning-for-knowledge’ orientations, with learning being a continuous process of development back and forth between the two. Seeking to incorporate the above to a learning module can offer a greater likelihood of fostering a deep approach to learning; leading to sustained interaction with content and the others, ability to relate new ideas to previous knowledge; provide explicit explanations & a clear knowledge base to students; structure in a reasonable student workload; provide opportunities for students to pursue topics in depth through self-learning; and ensure an appropriate formative & summative assessment strategy.

As a result, one standardized module would be inappropriate as the needs of the students would be different. Moreover, the level of proficiency, interest and learning styles of the students would also vary. It is recommended that instructors should provide varied opportunities for students to pursue topics in depth through self-learning. Thus more diverse teaching methods as well as attractive instruction media should be employed in order to encourage students to be more active and autonomous in their English Language learning; bearing in mind their differing learning styles, interests, aptitudes, and differences. A variety of teaching methodology will assist lecturers in setting a learning environment which would be conducive for students to learn the language at all times and place. Besides that, varying activities and making the learning experience meaningful for students will increase the effectiveness of the learning process (Rankhumise and Setlhako, 2015).

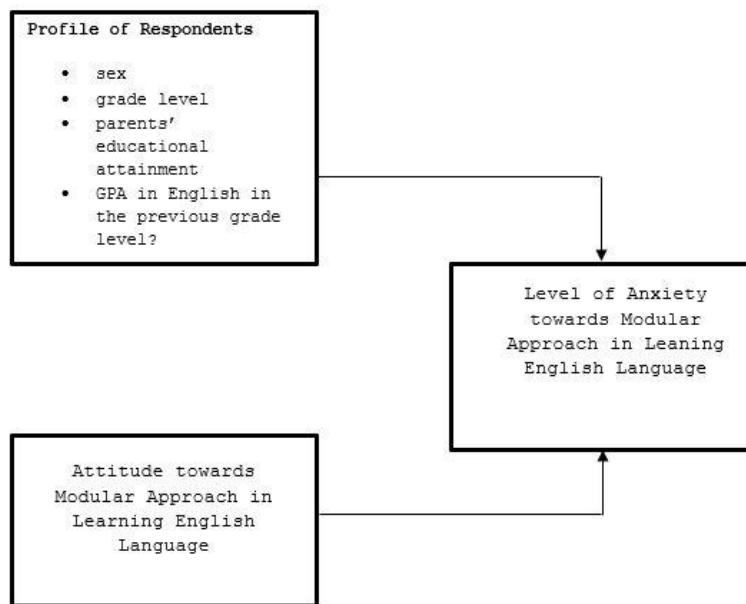
*Synthesis.* The foregoing literatures and studies have some bearings to the present study because they critically defined, analyzed and differentiated the level of anxiety and attitude of elementary pupils towards English language proficiency through modular learning. Thus, from the aforementioned review of literature the researcher has conceptualized the whole study. However, its difference lies on the scope and limitation of the study.

### **Conceptual Framework**

This study is anchored on the study of Baloran (2020) who elaborated that since the start of the COVID-19 pandemic, the psychological and emotional impact is also evident. Its emergence and spread create a lot of concern for people leading to increased levels of anxiety. COVID-19 crisis has also made an impact on the context of Philippine Education. Classes were postponed due to lockdown. The majority of higher and basic education also faced current challenges with virtual learning. In particular, the Department of Education is prompted to establish management approaches regarding pandemics to encourage positive health behavior and continued interest among learners though face-to-face instruction is prohibited. This is the reason why do modular learning approaches are utilized to be the primary modality in this time of the Pandemic. However, learners are still reluctant of this new normal way of conducting classes, thus, most of them are experiencing anxiety and negative attitude toward the use of modular approach.

Presented in Figure 1 is the flow of the present study as depicted in the paradigm. The first box in the extreme left contained the profile variables of the respondents in terms of sex, grade level, parents' educational attainment and the GPA in English in the previous grade level.

With the directional arrow pinpointing the second box in the extreme right signifies as to whether the respondents' viewpoints when they are grouped according to their profile in the first box have caused different attitude when exposed to modular approach in learning English language.



**Figure 1 Research Paradigm Statement of the Problem**

This study looked into the level of anxiety and attitude of Grade 6 pupils towards modular approach in Learning English Language.

Specifically, it answered the following questions:

1. What is the profile of respondents as to:
  - a. sex;
  - b. grade level;
  - c. parents' educational attainment, and
  - d. GPA in English in the previous grade level?
2. At what level do respondents manifest attitude and anxiety towards modular approach in learning English Language as to:
  - a. attitude
    1. attitude towards modular approach, and
    2. attitude towards teachers?
  - b. anxiety
    1. anxiety towards modular approach, and
    2. anxiety towards teachers?
3. Do the profile and attitude of respondents significantly contribute their level of anxiety towards modular approach in learning English Language?

### Hypothesis

Problem 4 is hypothesized and tested at 0.05 level of significance as follows:

**Ho1:** The profile and attitude of respondents do not significantly contribute their level of anxiety towards modular approach in learning English Language.

### Significance of the Study

This study may give significant contributions to the following individuals or groups:

**School Administrators.** They may be able to sustain their orientation campaign to the entire academic community on the relevance and timeliness in the use of modular learning approach as a teaching-learning modality in this time of pandemic.

**Teachers.** Findings of this study may provide them the essential insights on what strategy they could employ in setting the mind of their learners on the new teaching modality in this challenging and trying time of the pandemic.

**Pupils.** The results of this study may enable them to embrace the new paradigm shift in the teaching-learning process brought about by Covid-19 pandemic and may become more productive with the self-directed learning strategy.

**Researchers.** Findings of this study may provide essential ideas when similar studies may be replicated in the future.

### Scope and Limitation of the Study

This section presents the focus, respondents, and the place and time of the study.

**Focus.** The study focused on the attitude and the level of anxiety among grade 6 pupils towards modular approach in learning English language.

**Respondents.** The respondents of the study were the grade 6 pupils in a select Highlands and Islands Elementary Schools of the Division of Surigao City.

**Place and Time.** The study was conducted at DepEd Surigao City Division during the Second Semester, School Year 2020-2021.

### Definition of Terms

To facilitate clearer understanding of the content and purpose of this study, the following terms were defined:

**Anxiety.** This refers to a feeling of worry, nervousness, or unease, typically about the present teaching-learning modality used in DepEd as a result of the pandemic brought about by COVID-19.

**Attitude.** This refers to a settled way of thinking or feeling about the use of modular approach as a primary teaching-learning modality used by DepEd in this time of pandemic.

**GPA.** This refers to the academic performance of the pupils as measured in terms of their grade in the previous grade level.

**Modular Approach.** This refers to a unit of work in a course of instruction that is virtually self-contained and a method of teaching that is based on the building up skills and knowledge in discrete units.

## Chapter 2

### METHODS

This chapter introduces the mechanics involved in gathering and analysis of data to answer the problems cited in the study.

#### Research Design

This study utilized the quantitative research method. Cross-sectional survey design was deemed appropriate for this study as samples from a population group that is known in advanced were surveyed on a single point in time to describe the profile, attitude towards modular approach, and level of anxiety of the respondents.

Correlational research design was also utilized as it determined if the profile and attitude of the respondents towards modular approach significantly contribute to their anxiety.

**Research Environment**

This study was conducted in select public elementary schools, Highlands and Islands, to each seven (7) district in the Division of Surigao City.



*Plate 1 Map of Surigao City Division*

**Highland Schools**

**Arturo Borja Elementary School** is located at Upper Sangay, Barangay Anomar, Surigao City. It is a Multigrade School of District 7, Division of Surigao City. It is existed more or less forty-one (41) years ago and geographically situated along the mountains, which is twenty-three (23) kilometers from the Division of Surigao City. It can be reached either by land through multicabs, jeepney, van, and single motorcycle (habal-habal) by crossing the river.

**Capalayan Elementary School** is a public elementary school serving 450 pupils from Kindergarten to Grade 6 with a total number of 14 classrooms handled by 15 teachers and 1 school principal. The school is located at the eastern part of Surigao City along the highway bound to the municipality of Taganaan. It is bounded in the North by the Brgy. Orok, in the South by Brgy. Nabago, in the East by the Brgy. Nabago and for the West is Brgy. Mapawa.

**Day-asan Elementary School** is one of the island village schools of Surigao City Division which is rightly situated just within the city away from fine-looking mangrove forest of Barangay Day-asan. The school was opened in the year 1960 and was used from seven (7) years to nine (9) years of age just ideal for primary schooling. With just little number of enrollees, the school then came into its operation with combination classes with only three (3) teachers who catered for the learning needs of those young school children who were then entrusted under their custody.

**J.R. Clavero Memorial Elementary School** is DepEd managed partially urban public elementary school located in Barangay Poctoy, Surigao City. As to organization of classes, both in the primary grades and intermediate grades, one (1) teacher handles all the subject in a mono-grade setting.

**Martinez Elementary School** is located at Brgy. Mapawa, Surigao City which is 12 km from the city and can be reached through motorcycle or single motor for 30 minutes travel time. The school was founded on January 5, 1960. The site was donated by a former resident of the place named Mr. Abis. Martinez Elementary School is a complete Elementary School offers Kindergarten to Grade 6 mono classes based on integrative and interactive curriculum known as K to 12 Basic Education Curriculum as prescribed by the DepEd.

**Sukailang Elementary School** happens the culmination of World War II marked the massive rehabilitation of Philippine rural and urban communities devastated by the Act of Man prompted the Pilipino people to move-on and heal the wounded motherland. The people of Sukailang joined the said movement and thereby conceived a plan to establish primary school to give convenience and offer a better future for the children. It started with combination of Classes, Grades 1 and 2 and Grades 2 and 4 with the population of less than 50 accommodated in one building. After 15 years, the barangay requested for a complete elementary school would materialize. In 1962 the school became a complete elementary under the leadership of Mr. Balutan.

### **Island Schools**

**Alang-Alang Elementary School** is one of the multigrade island schools in District 7 located at Brgy. Alang-Alang, Surigao City. It takes more than one hour reaching the island from city proper by boat. It is still established in combination class in a ratio of 1 teacher for 2 grades.

**Bilabid Elementary School** is identified as small school and one of the multigrade island schools in the Division of Surigao City located at Brgy. Bilabid, Surigao City. It is part of the Hikdop Island and its adjacent barangays are Brgy. Libuac, Brgy. Alang-Alang, Brgy. Alegria, and Brgy. Sidlakan. Its population denotes a negative growth rate since 2015.



**Catadman Elementary School** is one of the multigrade island schools of district 6 located at Brgy. Catadman, Surigao City. It is headed by a Head Teacher with 4 teachers. It takes almost an hour to travel to the city by a pump boat. As to organization of classes, both in the primary grades and intermediate grades, one (1) teacher handles all the subject in one to two classes. The 360 minutes of actual teaching per day is being implemented as there is no implementation teacher assigned.

**Hanigad Elementary School** is classified as a monograde class in the island school of district 4 located at Brgy. San Pedro, Surigao City. The barangay represented 0.56% of the total population of Surigao City and denotes a positive growth rate since 2015. Barangay San Pedro shares a common border with Barangay Aurora.

**Manjagao Elementary School** is situated at approximate geographic coordinates 9.763806 degrees North, 125.634333 degrees East. It could be reached through a pumpboat ride within 40-50 minutes from the city proper and vice-versa. Long before, Manjagap was only sitio of Barangay San Jose, Surigao City. It had no school and the school age children went to neighboring places to study. Most of them enrolled in Barangay San Jose. Time has come that the residents of the place felt need of having a school in the place for its growing population. Negotiations took place and at long last it was decided to open the school in Sitio Manjagai by June, 1960.

**Talisay Elementary School** is one of long-time established public educational institutions under the management of DepEd in Surigao City which is exactly 7 decades and 3 years old now. On January 20, 1947, the school was first operated to really get into planning and implementing the sets of procedures for the welfare of the native children. In the year 1949, the school was officially and successfully opened for its first school year. It started with a combination and multigrade classes. For the span of the years, the population increased due to influx of families who chose to settle down in the place. Until such time the concerned important people committedly extend their help to have more classrooms for the prescribed standard ratio of teacher and pupils.

**Thomas Florya Elementary School** is one of the mutigrade island schools in District 6 situated at Brgy. Sidlakan, Surigao City. It is headed by a head teacher and a ratio of 1 teacher for 2 classes. This barangay shares a common border with Brgy. Libuac, Brgy. Catadman, and Brgy. Bilabid. The population of Sidlakan represented 0.20% of the total population of Surigao City.

**Respondents**

The respondents of the study were the Grades 6 pupils in select public elementary schools, Highlands and Islands, in DepEd, Surigao City Division. This study considered a sample from grade 6 with the use of a random sampling. The grades 6 pupils were considered as respondents of the study because they are more matured as compared to the lower grades and that, reliable results are expected in this study.

**Table 1 presents the distribution of respondents of the study.**

**Table 1 Distribution of Respondents**

Schools	Sample	Percent
<i>Highlands</i>		
Day-asan Elementary School	35	12%

Martinez Elementary School	32	11%
J.R Clavero Memorial Elementary School	40	13%
Tugonan Elementary School	21	7%
Sukailang Elementary School	28	9%
Arturo Borja Elementary School	12	4%
Capalayan Elementary School	32	11%
<b>Islands</b>		
Alang-Alang Elementary School	12	4%
Catadman Elementary School	16	5%
Thomas Florya Elementary School	7	2%
Talisay Elementary School	16	5%
Bilabid Elementary School	6	2%
Manjagao Elementary School	19	7%
Hanigad Elementary School	22	8%
<b>Total</b>	<b>302</b>	<b>100%</b>

### Research Instrument

A researcher-made survey instrument was utilized as a tool in gathering the needed data in the study from the respondents (Appendix A).

The researcher-made survey instrument is consist of three (3) parts. Part 1 elicited preliminary information about the respondents' profile as to sex, grade level, parents' educational attainment, and GPA in English in the previous grade. Part II asked on the attitude of respondents towards modular approach in learning English language. Part III determined the anxiety level of respondents towards modular approach in learning English language.

The extent of attitude of the respondents was measured with the use of the scale below:

	Scale	Parameter	Verbal	Qualitative Interpretation	Description
4	3.50 – 4.00	Strongly Agree	Highly Favorable		
3	2.51 – 3.49	Agree	Favorable		
2	1.50 – 2.50	Disagree	Less Favorable		
1	1.00 – 1.49	Strongly Disagree	Not Favorable		

The level of anxiety of the respondents was measured with the use of the scale below:

	Scale	Parameter	Verbal	Qualitative Interpretation	Description
4	3.50 – 4.00	Strongly Agree	Much Anxious		
3	2.51 – 3.49	Agree	Anxious		
2	1.50 – 2.50	Disagree	Less Anxious		
1	1.00 – 1.49	Strongly Disagree	Not Anxious		

### Ethics and Data Gathering Procedure

The researcher prepared a letter of intent to the dean of the graduate school informing the office of the conduct of the study (Appendix B). Another letter was addressed to the school principals of in all Elementary Schools considered in the study asking permission approval on the distribution of research

questionnaire to the target respondents of the study (Appendix C). When a go signal was sought from the school authorities, the researcher went to the pupils to personally administer the research questionnaire to them with strict observance of the health and safe protocols.

When the survey instruments were already answered, retrieval immediately follow where tallying, tabulation, and interpretation of data were done using the statistical tools indicated under the data analysis of this study.

**Data Analysis**

This study utilized the following statistical tools in analyzing the data:

**Frequency Count and Percent.** These were used in describing the profile of the respondents.

**Weighted Mean and Standard Deviation.** These tools were utilized in describing the attitude and level of anxiety of the respondents towards modular approach in learning English Language.

**Multiple Logistic Regression.** This tool was utilized to determine if the profile and the attitude of the respondents significantly contribute to their anxiety towards modular approach in learning English Language.

**Chapter 3**

**RESULTS AND DISCUSSIONS**

This chapter presents, interprets and analyses the obtained data from the retrieved survey-instrument from the respondents under study. The discussion of results is based on the problem posted in Chapter 1.

**Profile of Respondents**

Table 2 presents the profile of respondents as to sex, educational attainment and GPA of pupils in English in he previous grade level.

**Table 2 Profile of Respondents**

Profile		Count	Percent (%)	Mode
Sex	Male	124	41.1	Female
	Female	178	58.9	
<b>Total</b>		<b>302</b>	<b>100</b>	
Educational attainment	college graduate	22	7.3	Elem Level/Graduate
	college level	36	11.9	
	elem level/grad	123	40.7	
	high school level/grad	114	37.7	
	vocational degree	7	2.3	
<b>Total</b>		<b>302</b>	<b>100.0</b>	
GPA in English in the previous grade level	96-100	0	0	<b>81-85</b>
	91-95	12	3.9	
	86-90	86	28.5	
	81-85	150	49.7	
	76-80	54	17.9	
<b>Total</b>		<b>302</b>	<b>100.0</b>	

**Sex.** Seen in the Table that out of the 302 respondents, 178 (58.9%) are females while 124 (41.1%) are males. The result indicates that females outnumbered the male respondents.

**Educational Attainment.** The Table reveals that out of the total respondents of 302, majority of them are elementary graduate/level having 123 (40.7%); followed by high school level/grad having 114 (37.7%); 36 (11.9%) are college graduate, 22 (7.3%) are college level and only 7 (2.3%) has earned a vocational degree.

**GPA in English in the previous grade level.** The Table shows that majority of the respondents which is 150 (49.7%) have a GPA within the grade bracket of 81-85; 86 (28.5%) within the grade bracket of 86-90; 54 (17.9%) are within the grade bracket of 76-80 and 12 (3.9%) are in 91-95.

**Attitude of Pupils towards the Modular Distance Learning**

Table 3 presents the attitude of pupils towards the modular distance learning. The Table has two (2) sub-aspects the attitude of the pupils towards the modular distance learning and their attitude towards their teachers.

**Attitude towards Modular Distance Learning.** It can be seen that the average mean of **2.93**, described as **“Favorable”** implies that the pupils are demonstrating a positive outlook on the teaching modality that DepEd has embraced in this time of Pandemic. This also entails that the pupils have shown satisfaction in a manner by which modular distance learning is implemented.

Specifically, item 5 *“develops and foster bonding among members in the family”* ranked first with mean of **3.23**, described as **“Favorable”**. This entails that because the children are at home, bonding is looked after.

The finding is confirmed by the study of Wang et al., (2020), which revealed that when parents and children collaborate in learning activities, bonding between parents and children increases as they are able to spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (Wang, Zhang, Zhao, Zhang, & Jiang, 2020).  
Online schooling

**Table 3 Attitude of Pupils towards the Modular Distance Learning**

<b>On Attitude towards Modular Distance Learning.</b> As a pupil, I feel that learning English as a subject through modular learning approach	<b>Mean</b>	<b>OR</b>	<b>Qualitative Description</b>
s better than the normal classroom setting.	2.93	4.5	Favorable
gives a sense of accomplishment since it has given too much freedom of time to do the task.	2.92	6	Favorable
creates a fun and challenging task in accordance with the personality, learning styles, strengths and limitations.	2.93	4.5	Favorable

allows learning the subject matter directly in the context of real life so that it is more meaningful and useful.	3.04	2	Favorable
develops and foster bonding among members in the family.	3.23	1	Favorable
overcomes the limitations and weaknesses in the learning modules so that pupils succeed in learning optimally.	2.95	3	Favorable
provides opportunities for pupils to pursue topics in depth so that they can understand the materials for themselves.	2.85	7	Favorable
is more effective in teaching-learning process as compared to ordinary teaching methods because in modular approach the pupils learn at their own pace.	2.62	8	Favorable
<b>Average Mean</b>	<b>2.93</b>		<b>Favorable</b>
<b>On Attitude towards Teachers.</b> As a pupil, I feel that teachers through modular learning approach	<b>Mean</b>	<b>OR</b>	<b>Qualitative Description</b>
enable pupils to get things done in a safe and relaxing environment.	3.18	1	Favorable
have more time to reflect and examine the answers whether it be wrong or right.	3.10	2	Favorable
are flexible in giving requirements.	2.99	3	Favorable
are considerate in the submission of posttests.	2.98	4	Favorable
entertain pupils either in phone or actual.	2.87	5	Favorable
<b>Average Mean</b>	<b>3.02</b>		<b>Favorable</b>

system with parental support guidelines could help in improving the bond between children and their parents.

On the other hand, item 8 “*is more effective in teaching-learning process as compared to ordinary teaching methods because in modular approach the pupils learn at their own pace*” got the lowest mean of **2.62**, but still described as “**Favorable**”. This implies that modular learning emphasizes the natural manner of learning where the pupils are not forced nor obliged and provide opportunities for pupils to pursue topics in depth so that they can understand the material for themselves.

The result is in collaboration with the findings of the study conducted by Sejpal (2013) that modular teaching is one of the most widespread and recognizes teaching learning techniques. Modular approach is used today as the teaching modality since it considers the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace. The utilization of such packages takes into account individual differences and sanctions students to work at their own pace. That is why Loughran and Berry (2000) pointed out that individual learnt more at their own pace, because “Telling is not edifying and heedfully aurally perceiving is not learning. However, it is a process of first understand and then express the idea or knowledge. One of the largest changes in recent years has been the addition of technology education facilities with individualized instructional modules.

**Attitude towards Teachers.** Indicated in similar Table is the attitude towards teachers. The average mean of **3.02**, described as “**Favorable**” implies that the pupils positively embrace the new normal including their attitude towards their teachers. Specifically, the teachers in item 1 “*enable pupils to get things done in a safe and relaxing environment*” obtained the highest mean of **3.18**, described as “**Favorable**”. This entails that when pupils come to school for a very important purpose, the teachers see to it that they are safe by enforcing the health protocols inside the school/classroom. On the other, though item 5 “*entertain pupils either in phone or actual*” got the lowest mean, nevertheless it got the description of Favorable to imply that teachers are accommodating to their pupils either actual or virtual.

**Level of Anxiety on Modular Learning Approach**

Table 4 presents the level of anxiety on modular learning approach. The Table has two (2) sub-aspects, the level of anxiety of towards the modular distance learning and their anxiety level towards their teachers.

**Level of Anxiety on Modular Learning Approach.** The average mean **1.91**, described as “**Less Anxious**” indicates that the pupils are at ease with the new teaching modality that DepEd is currently implementing.

Specifically, item 1 “*frustrates the pupils on how certain words are said in the context and might confuse the interpretation and the intention of the context*” got the highest mean of **1.97** described as “**Less Anxious**”. This goes to show that the pupils are not so frustrated with the words used in the modules and how these words are being contextualized. Other statements are described “**Less Anxious**” especially item 7 “*frustrates me because my parents are not good enough or not well-educated in English.*” which got the lowest mean of **1.84**. This entails

**Table 4 Level of Anxiety on Modular Learning Approach**

<b>On anxiety level towards the modular distance learning. As a pupil, I feel that learning English as a subject through modular learning approach</b>	<b>Mean</b>	<b>OR</b>	<b>Qualitative Description</b>
frustrates me because my parents are not good enough or not well-educated in English.	1.84	7	Less Anxious
lacks social interaction within my classmates because it is for independent study.	1.90	5	Less Anxious
lacks motivation because i am learning depending on my time.	1.93	3	Less Anxious
limits opportunities for involvement in any related English skills activities.	1.88	6	Less Anxious
no one facilitates me in a particular lesson that needs to be discussed further like grammar, pronunciation, listening and reading comprehension, and difficult words	1.91	4	Less Anxious
very often the way that English text appears on the page and the way that is pronounced and delivered in normal classroom are quite different	1.96	2	Less Anxious
frustrates the pupils on how certain words are said in the context and	1.97	1	Less Anxious

might confuse the interpretation and the intention of the context.			
<b>Average Mean</b>	<b>1.91</b>		<b>Less Anxious</b>
<b>On anxiety level towards teachers in modular distance learning.</b> As a pupil, I feel that my teacher	<b>Mean</b>	<b>OR</b>	<b>Qualitative Description</b>
cannot give inputs as compared to face-to-face instruction.	1.63	2.5	Less Anxious
cannot provide with learning needs of the pupils.	1.63	2.5	Less Anxious
tries to do too much in the modules that causes a major cause of burnout.	1.61	4	Less Anxious
losses the sense of fulfilment since there is no reward or positive feedback coming from teachers and/or pupils.	1.60	5	Less Anxious
has less opportunity to practice the oral language skills with the teacher and/or pupils.	1.78	1	Less Anxious
<b>Average Mean</b>	<b>1.65</b>		<b>Less Anxious</b>

that even their parents tends to be not good in English, this does not give the anxiety in working out for the course requirements vital in passing the English subject.

**On Anxiety Level Towards Teachers in Modular Distance Learning.** Similar Table emphasizes the anxiety level of pupils towards their teachers. The average mean of **1.65**, described as “**Less Anxious**” imply that the pupils are really have less worry and uneasiness with their teachers in the modular approach of teaching and learning.

Specifically, item 5 “*has less opportunity to practice the oral language skills with the teacher and/or pupils*” got the highest mean of **1.78**, described as “**Less Anxious**”. This entails that even they are deprived of the opportunity to drill their language skills, still they are not so anxious of it because they might have adjusted already of the new normal that everybody is adopting today.

Nevertheless, item 4 “*losses the sense of fulfillment since there is no reward or positive feedback coming from teachers and/or pupils*” got the lowest mean of **1.60**, described as “**Less Anxious**”. This means that the pupils still possess the sense of fulfillment even their teachers cannot immediately give them the motivation and direct them toward a goal-oriented behavior. This finding is contrasted the findings of the study conducted by Al Lily et al., (2020) which indicated that this crisis has caused teachers to suffer problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly.

**Significant Contribution of Profile and Attitude to the Level of Anxiety towards Modular Approach in Learning English Language**

**Table 5 presents the model summary for independent and dependent variables.**

**Table 5**

**Model Summary for Independent and Dependent variables**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
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1	0.349 <sup>a</sup>	0.122	0.107	.49658
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a. Predictors: (Constant), Attitude\_Teacher, GPA, sex, Parents\_educ\_level, Attitude\_MDL

Seen in the Table that an adjusted R square of 0.107 or 10.7 % of the total variability in anxiety were explained in the model and since the R square 0.122 and adjusted R square of 0.107 has little discrepancy the model suggests that the independent variable that included in the regression model is not redundant.

Table 6 illustrates the difference of profile and attitude of respondents on their level of anxiety towards modular approach in learning English language.

**Table 6**  
**Difference Of Profile and Attitude of Respondents on Their Level of Anxiety towards Modular Approach in Learning English language**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.112	5	2.022	8.201	.000 <sup>a</sup>
	Residual	72.993	296	.247		
	Total	83.104	301			
a. Predictors: (Constant), Attitude_Teacher, GPA, sex, Parents_educ_level, Attitude_MDL						
b. Dependent Variable: Anxiety						

It can be seen in the Table that some of the independent variables helps to predict the dependent variable in terms of anxiety since the computed value of 0.000 is way lesser than the significance level of 0.05. This strongly suggests to reject the null hypothesis that the profile and attitude of respondents do not significantly contribute their level of anxiety towards modular approach in learning English Language.

Table 7 presents the relation of profile and attitude of respondents on their level of anxiety towards modular approach in learning English language.

**Table 7**  
**Relation of profile and attitude of Respondents on their Level of Anxiety towards Modular Approach in Learning English Language**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.985	.695		4.293	.000
sex	.008	.058	.008	.138	.890
Parents'educ level	.047	.032	.085	1.487	.138
GPA	-.214	.008	-.196	-2.707	.009
Attitude_MDL	-.067	.065	-.062	-1.034	.302
Attitude_Teacher	.388	.066	.350	5.910	.000



Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.985	.695		4.293	.000
sex	.008	.058	.008	.138	.890
Parents'educ level	.047	.032	.085	1.487	.138
GPA	-.214	.008	-.196	-2.707	.009
Attitude_MDL	-.067	.065	-.062	-1.034	.302
Attitude_Teacher	.388	.066	.350	5.910	.000
a. Dependent Variable: Anxiety					

The Table shows the relationship between the independent and the dependent variable. It can be seen that only GPA and Attitude towards Teacher significantly contributes to their level of anxiety towards modular approach in learning English Language. As the Unstandardized Coefficients under column B , the GPA with a value of -0.214 with significance value of 0.009, this means that in every increase of anxiety level there is a decreased of 0.214 in the GPA of the student. Similarly, in terms of attitude towards teacher for every increase of anxiety level there is also an increase of 0.388 response in the attitude towards teacher.

#### Chapter 4

#### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary and findings of the study and based of the findings, the conclusions were drawn and the recommendations are given.

#### Summary

This study looked into the level of anxiety and attitude of Grade 6 pupils towards modular approach in Learning English Language.

Specifically, it elicited the profile of respondents as to sex, grade level, parents' educational attainment, and GPA in English in the previous grade level; the level of attitude and anxiety manifested towards modular approach in learning English Language as to attitude/anxiety towards modular approach, and attitude/anxiety towards teachers, and the significant contribution of profile and attitude to their level of anxiety towards modular approach in learning English Language were determined.

Descriptive design was used having a researcher-made questionnaire as the main of obtaining the data from 302 pupils from identified elementary schools in DepEd, Surigao City Division. Data were treated with the use of frequency count and percent; weighted mean and standard deviation and multiple logistic regression.

**Findings.** This study revealed that:

1. Most respondents are females having parents who did not finish a college degree and having a GPA between 81-85.
2. The attitude of pupils towards the modular teaching and to their teachers is found to be favorable while their anxiety level towards the modular teaching and to their teachers is labeled as Anxious.

3. The computed p-value of 0.000 lesser than the prescribed significance level shows that some of the predictors indicate significant contribution in the anxiety towards modular approach in learning English Language.

### Conclusions

Based on the findings of this study, this study concluded that pupils are aware of the situations of the education. They understand why flexible learning is needed during pandemic. Although they accept the fact that they need to have an alternative learning through various learning modules, still they have apprehension on the process of learning and doing module activities in their respective houses thus, anxiety occurs. Specifically:

1. The pupils perform in their class on the average capacity since their parents could not assist them constantly of their learning modules because they are not graduates of a certain college degree.
2. The pupils are experiencing a little bit worry and uneasiness towards modular distance learning and to their teachers.
3. The attitude and the GPA of the respondents are predictors of their anxiety currently experienced by them.

### Recommendations

This study recommends that pupils' confidence will be boosted and lessened their anxiety towards modular approach in learning English Language when teachers regularly monitor their pupils' performance and parents involve themselves during the teaching-and learning process during this time of Pandemic.

**School Administrators.** They are encouraged to continually monitor the 'new normal' of teaching and learning without depriving the learners of their right to quality education. Further, home learning has emerged as a substitute to the conventional schooling methods, they should be made effective to provide essential learning skills to children at home using the limited available resources.

**Teachers.** They are reminded to always be flexible in dealing with their pupils and stretch their patience especially in asking the pupils to submit their answered learning modules.

**Parents.** They are encouraged to collaborate in learning activities and to bond with their children as it increases their level of positive attitude as they are able to spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety.

**Pupils.** They should realize that while the pandemic is still being confronted nowadays, they should embrace the current teaching modality that DepEd is implementing.

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## Appendix A

### Research Instrument

#### LEVEL OF ANXIETY AND ATTITUDE OF ELEMENTARY PUPILS TOWARDS ENGLISH LANGUAGE LITERACY ON THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING

#### I. Profile of Respondents

Name \_\_\_\_\_

Sex ( ) Male ( ) Female

Grade level \_\_\_\_\_

#### Highest Educational Attainment of Parents

- ( ) Elementary Level/Graduate ( ) With MA Units  
( ) High School Level/Graduate ( ) Full-Fledged MA  
( ) Vocational Graduate ( ) With PhD/EdD Units  
( ) College Level ( ) Full-Fledged PhD/EdD  
( ) College Graduate

**GPA in English from previous grade:** \_\_\_\_\_ %

*(To be obtained in the class record of the concerned teachers.)*

**Part II. Attitude of Pupils towards modular distance learning.** Please check the box that corresponds your attitude using the scale below:

- 4 – Strongly Agree (SA)
- 3 – Agree (A)
- 2 – Disagree (D)
- 1 – Strongly Disagree (SD)

<b>On Attitude towards Modular Distance Learning.</b> As a pupil, I feel that learning English as a subject through modular learning approach	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. is better than the normal classroom setting.				
2. gives a sense of accomplishment since it has given too much freedom of time to do the task.				
3. creates a fun and challenging task in accordance with the personality, learning styles, strengths and limitations.				
allows learning the subject matter directly in the context of real life so that it is more meaningful and useful.				
develops and foster bonding among members in the family.				
overcomes the limitations and weaknesses in the learning modules so that pupils succeed in learning optimally.				
provides opportunities for pupils to pursue topics in depth so that they can understand the materials for themselves.				
is more effective in teaching-learning process as compared to ordinary teaching methods because in modular approach the pupils learn at their own pace.				
<b>On Attitude towards Teachers.</b> As a pupil, I feel that teachers through modular learning approach	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
enable pupils to get things done in a safe and relaxing environment.				
have more time to reflect and examine the answers whether it be wrong or right.				
are flexible in giving requirements.				
are considerate in the submission of posttests.				
entertain pupils either in phone or actual.				

**Part III. Level of Anxiety on modular learning approach.** Please check the box that corresponds your attitude using the scale below:

- 4 – Strongly Agree
- 3 – Agree
- 2 – Disagree

1 – Strongly Disagree

<b>On anxiety level towards the modular distance learning.</b> As a pupil, I feel that learning English as a subject through modular learning approach	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
frustrates me because my parents are not good enough or not well-educated in English.				
lacks social interaction within my classmates because it is for independent study.				
lacks motivation because i am learning depending on my time.				
limits opportunities for involvement in any related English skills activities.				
no one facilitates me in a particular lesson that needs to be discussed further like grammar, pronunciation, listening and reading comprehension, and difficult words				
very often the way that English text appears on the page and the way that is pronounced and delivered in normal classroom are quite different				
frustrates the pupils on how certain words are said in the context and might confuse the interpretation and the intention of the context				
<b>On anxiety level towards teachers in modular distance learning.</b> As a pupil, I feel that my teacher	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
cannot give inputs as compared to face-to-face instruction.				
cannot provide with learning needs of the pupils.				
tries to do too much in the modules that causes a major cause of burnout.				
losses the sense of fulfillment since there is no reward or positive feedback coming from teachers and/or pupils.				
has less opportunity to practice the oral language skills with the teacher and/or pupils.				

**Thank you for you cooperation!**

### Appendix C

#### Letter to the Dean of Graduate School

February 22, 2021

**DR. GEORGITO G. POSESANO**

Dean, Graduate School

Surigao State College of Technology

Sir:

The researcher is currently conducting the research study entitled **“LEVEL OF ANXIETY AND ATTITUDE OF ELEMENTARY PUPILS TOWARDS ENGLISH LANGUAGE LITERACY ON THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING”** in partial fulfillment of the requirements for the degree, Master of Arts in Education, major in English at Surigao State College of Technology, Surigao City.

In this connection, the researcher would like to ask permission from your good office to allow him to administer the questionnaire. This will greatly help in the realization of the said endeavor.

The researcher is hoping for your positive response regarding this matter.

Respectfully yours,

**MARLEY T. MIGULLAS**

Researcher

Noted:

**ELVIS P.PATULIN, PhD, EdD**

Adviser

Approved:

**GEORGITO G. POSESANO, PhD**

Dean, Graduate School

**Appendix D**  
**Letter to the Schools Division Superintendent**

February 6, 2019

**DR.KAREN L. GALANIDA, CESO VI**

Schools Division Superintendent

DepEd, Division of Surigao City

Madam:

The researcher is currently conducting the research study entitled “**LEVEL OF ANXIETY AND ATTITUDE OF ELEMENTARY PUPILS TOWARDS ENGLISH LANGUAGE LITERACY ON THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING**” in partial fulfillment of the requirements for the degree, Master of Arts in Education, major in English at Surigao State College of Technology, Surigao City.

In lieu to this, the researcher would like to ask permission from your good office to allow him to administer the questionnaire to the identified elementary schools in the Division. This will greatly help in the realization of the said endeavor.

The researcher is hoping for your positive response regarding this matter.

Respectfully yours,

**MARLEY T. MIGULLAS**

Researcher

Noted:



**ELVIS P.PATULIN, PhD, EdD**

Adviser

Approved:

**KAREN L. GALANIDA, PhD, CESO VI**

Schools Division Superintendent