

Implementation of Basic Education Learning Continuity Plan at Anomar National High School, Surigao City, Philippines

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ABSTRACT

This study assessed the implementation of the Basic Education Learning Continuity Plan (BE-LCP) at Anomar National High School, focusing on Grades 11 and 12 students' engagement with Most Essential Learning Competencies (MELCs) delivered via modular learning. Drawing on cognitive and behavioral learning theories, the study examined the roles of students' interest and attitude, parental involvement, and teachers' support in shaping educational outcomes in a self-directed learning modality. Using a descriptive research design, data were collected through structured surveys and analyzed with statistical tools Simple Frequency Count and Percentages, Mean and Standard Deviation, Analysis of Variance, T-test, Pearson's R Correlation, and Multiple Regression Analysis. Findings indicated that while Grade 11 students achieved a "Satisfactory" level in learning assessment, Grade 12 outcomes were "Average," suggesting a need for additional support. High levels of interest and positive attitudes were noted among students, yet challenges with progressive skill development and external support highlighted areas for improvement. Parental involvement positively influenced learning environments but showed variability in effectiveness. The weak correlation between interest, attitude, and learning outcomes suggests that additional factors may impact student success. Recommendations include tailored interventions, enhanced parental guidance, and further exploration of curriculum adaptability and resource availability.

Keywords: BE-LCP, MELCs, modular learning, self-directed learning, student engagement, parental involvement, learning assessment, Anomar National High School, Surigao City, Philippines

I. INTRODUCTION

The onset of the COVID-19 pandemic brought unprecedented disruptions to education systems worldwide, challenging traditional teaching methods and necessitating rapid adaptation to ensure learning continuity. In the Philippines, the Department of Education (DepEd) responded with the Basic Education Learning Continuity Plan (BE-LCP), a strategic framework designed to maintain educational access and quality amidst the public health crisis. At Anomar High School, the implementation of the BE-LCP represents a critical effort to sustain student engagement, support diverse learning needs, and foster resilience within the school community.

This study investigated the current status of BE-LCP implementation at Anomar High School, examining how effectively the plan's objectives and components are being met within the school's context. Specifically, it explores the school's strategies for delivering essential learning competencies, the challenges faced by both students and educators in adapting to new learning modalities, and the roles

played by parents and stakeholders in supporting this transition. By assessing these areas, this study aims to provide a comprehensive understanding of Anomar High School's progress under the BE-LCP, highlighting successes, identifying obstacles, and proposing potential improvements for sustaining effective learning in the "new normal."

LITERATURE REVIEW

The transition to distance learning amid COVID-19 posed significant challenges for educational institutions worldwide. One critical issue has been the limited practical experience available to education teachers due to school closures. This lack of hands-on experience, identified as essential in teacher education programs (Allen and Wright, 2020), raises concerns about producing teachers more versed in theory than practice (Levine, 2020). Caires, Almeida, and Vieira (2020) argue that early practical experience significantly shapes teachers' future professional identities.

To address these unprecedented challenges, the Department of Education (DepEd) in the Philippines implemented the BE-LCP, guided by DepEd Order No. 012, series of 2020. This plan provides a framework to ensure that educational continuity, student welfare, and learning opportunities are sustained despite the crisis. Notably, UNESCO emphasized the importance of continuing education during the pandemic to avoid substantial losses in human capital (UNESCO, 2020).

Under BE-LCP, DepEd released the Most Essential Learning Competencies (MELCs) to streamline the K to 12 curriculum, prioritizing core competencies that align with the Sustainable Development Goals (DepEd, 2020). Additionally, Modular Distance Learning emerged as a primary modality, with Self-Learning Modules (SLMs) facilitating student-centered learning. However, many rural schools face challenges with inadequate internet access and limited resources, hindering effective implementation (Bayod, 2020).

Relevant educational theories support the shift to new learning modalities, emphasizing constructivism (Dewey, 1938; Vygotsky, 1978), self-determination (Deci & Ryan, 2021), and cognitive learning theories (Piaget, Vygotsky). These theories underscore the importance of fostering self-directed learning, collaboration, and cognitive growth to adapt to the educational disruptions caused by the pandemic.

This literature review synthesizes various perspectives on the BE-LCP, including its successes, limitations, and the underlying theories guiding its implementation.

Theoretical Background of the Study

This study draws on a range of established learning theories to provide a conceptual foundation for understanding how students, parents, and teachers are navigating the implementation of the Basic Education Learning Continuity Plan (BE-LCP) at Anomar High School. UNESCO (2022) describes learning as a transformative process where individuals develop and modify knowledge, skills, and values through personal and environmental experiences. Grounded in theories such as Piaget's and Vygotsky's Cognitive Learning Theory, Dewey's Constructivism, Weiner's Attribution Theory, and Watson's Behavioral Theory, this study examines the interplay between students' cognitive processes, social interactions, and environmental stimuli in the learning process. Specifically, it explores how learning theories influence students' engagement with self-directed modules, parents' participation in the educational process, and teachers' role in preparing these modules. The research follows an Input-Process-Output framework to analyze various factors, including students' interest and attitude towards the self-directed learning modality, parents' involvement, and the challenges teachers face in implementing BE-

LCP. By assessing these elements, the study aims to generate insights that can enhance the effectiveness of BE-LCP, contributing to a more adaptive and inclusive educational approach amid the challenges posed by the pandemic.

Statement of the Problem

1. What is the profile of the respondents in terms of:
 - 1.1 Students
 - 1.1.1 School;
 - 1.1.2 Year Level; and
 - 1.1.3 Track or Strand?
 - 1.2. Parents
 - 1.2.1 Age;
 - 1.2.2. Sex;
 - 1.2.3 Profession;
 - 1.2.4. Highest Educational Attainment; and
 - 1.2.5 Estimated Monthly Income?
 - 1.2.6. Time Spent to assist Children working with modules?
2. What is the level of Students Learning Assessment as to the Delivery of Most Essential Learning Competencies (MELCs) using Modules as the learning materials for:
 - 2.1 Grades 11 in thirteen subject areas;
 - 2.2 Grade 12 in five subject areas?
3. What is the level of students towards the Self-Directed Learning Modality using the modules as Learning Materials in Anomar High School in the aspects of:
 - 3.1. Grade 11 students' interest and attitude and
 - 3.2 Grade 12 students' interest and attitude?
4. Is there a significant degree of variance in the level of Students' Attitude toward the self-directed learning modality using modules as the learning materials?
5. What is the extent of parents' participation in the implementation of BE-LCP as assessed by the parents themselves:
 - 8.1 Readiness and Preparedness as to Intellectual Capacity;
 - 8.2 Quality of Time Spent; and
 - 8.3 Motivational Support of the Parents to their Children?
6. Is there a significant degree of variance in the extent of parents' participation in all grade levels in tri-division as to:
 - 9.1. readiness and preparation as to the intellectual capacity
 - 9.2. quality of time spent
 - 9.3. motivational support of parents to their children?
7. Is there a significant degree of correlation between the Students' Interest and Students' Attitude toward the self-directed learning modality using modules as the learning materials in Anomar National High School?
8. Is there a significant degree of relationship among the independent variables such as the students' level of interest, students' level of attitude, and parents' participation in the dependent variable, with the level of student learning on MELCS?

9. Based on the results of the study, what recommendations may be proposed?

II.METHOD

This study employed a descriptive research design using a survey questionnaire to quantitatively assess the implementation of the Basic Education Learning Continuity Plan (BE-LCP) at Anomar National High School. Focusing on Grades 11 and 12, the research explored the delivery of the Most Essential Learning Competencies (MELCs) through printed modules, students' interest and attitudes toward self-directed learning, and parental participation. The sampling approach involved clustering classes for logistical efficiency, followed by convenient random sampling within each class to select student respondents. Additionally, purposive sampling was used to focus on specific grade levels. Four sets of questionnaires targeted different respondent groups: Grade 11 and 12 students, parents, and teachers, with sections addressing demographic information, learning assessments, and open-ended feedback on BE-LCP challenges and opportunities.

The researcher obtained all necessary approvals from the school administration and ensured compliance with ethical considerations, particularly regarding respondent confidentiality. Data collection was conducted in person, with parents completing questionnaires at home and teachers responding via Google Forms. To validate the instruments, experts reviewed the questionnaire content, and a pilot test yielded a Cronbach's Alpha of 0.973, indicating excellent reliability. Data analysis employed various statistical tools, including frequency counts, percentages, mean, and standard deviation calculations, as well as ANOVA, T-tests, Pearson's R Correlation, and multiple regression analysis to examine relationships among variables. A 4-point Likert scale was used to interpret responses, providing clear verbal interpretations for both independent and dependent variables. This systematic approach allowed for a thorough exploration of the BE-LCP's impact and the factors influencing learning outcomes at Anomar National High School.

III. RESULTS AND DISCUSSION

Table 1. Profile of the Grade 11 and 12 Respondents

Profile	Age/Characteristic	Frequency (f)	Percentage (%)
Age	16 y/o	13	14.77
	17 y/o	30	34.09
	18 y/o	33	37.50
	19 y/o	8	9.09
	20 y/o	4	4.55
	21 y/o	0	0.00
	22 y/o	0	0.00
	23 y/o	0	0.00
	24 y/o	0	0.00
Sex	Male	32	36.36
	Female	56	63.64
Strand/Track	STEM	0	0.00
	GAS	36	40.91
	TVL	52	59.09

	ADT	0	0.00
	ABM	0	0.00
	HUMSS	0	0.00
	ICT	0	0.00
	SPORTS	0	0.00
Grade Level	11	68	77.27
	12	20	22.73

The data revealed that the majority of students were between 17 and 18 years old, making up over 70% of the sample. Females were slightly more predominant, comprising 63.64% of the group, compared to 36.36% male. In terms of academic track, the Technical-Vocational-Livelihood (TVL) track was the most represented, with 59.09% of students enrolled, while 40.91% were in the General Academic Strand (GAS); no students from MS-3 were enrolled in STEM, HUMSS, ABM, or other specialized tracks. Grade 11 students represented a significantly larger portion (77.27%) compared to Grade 12 (22.73%), indicating that the majority of respondents were in their initial year of senior high school. This distribution provided insights into the demographic and academic profile of MS-3 students, which could inform targeted interventions within the BE-LCP framework at Anomar National High School.

Table 2. Profile of the parents as to age, sex, profession, highest educational attainment, estimated monthly income, and the time spent to assist children working with modules.

Category	Details	Frequency (f)	Percentage (%)
Age Range	24 - 30	2	5.88
	31 - 37	5	14.71
	38 - 44	14	41.18
	45 - 51	6	17.65
	52 - 58	4	11.76
	59 - 65	2	5.88
	66 - 72	1	2.94
Sex	Male	2	5.88
	Female	32	94.12
Profession	Housewife/Housekeeper	23	67.65
	Barangay Worker	4	11.76
	Construction Worker	1	2.94
	Other (Cashier, Farmer, OFW, Online Seller)	Various	2.94 each
Educational Attainment	Elementary Level	10	29.41
	High School Level	16	47.06
	College Level	8	23.53
Monthly Income	Less than Php 10,481	10	29.41
	Php 10,481 - 20,962	2	5.88
	Php 20,962 - 41,924	1	2.94

Time Spent on Assistance	Less than 1 hour	14	41.18
	1 - 2 hours	17	50.00
	3 - 4 hours	3	8.82

The profile of parents who assisted their children with modules revealed that most were women (94.12%), primarily aged 38-44 (41.18%), and often housewives or housekeepers (67.65%). Educational attainment varied, with nearly half having reached high school (47.06%) and a smaller percentage (23.53%) having a college-level education. The majority had an estimated monthly income below Php 10,481 (29.41%), indicating limited financial resources. In terms of time spent helping their children, half dedicated 1-2 hours daily (50%), while 41.18% spent less than an hour, reflecting varied levels of available support based on their circumstances.

Table 3. Level of Students Learning Assessment as to the Delivery of Most Essential Learning Competencies (MELCs) using Modules as the learning materials of Grade 11 in thirteen subject areas in Anomar National High School

Core Subjects	Mean	Qualitative Description (QD)
21st Century Literature from the Philippines and the World	2.93	Satisfactory
Contemporary Philippine Arts from the Region	2.51	Satisfactory
Disaster Readiness and Risk Reduction	2.87	Satisfactory
Earth and Life Science	2.76	Satisfactory
Earth Science	2.75	Satisfactory
General Mathematics	2.63	Satisfactory
Introduction to Philosophy of the Human Person	2.69	Satisfactory
Komunikasyon sa Pananaliksik sa Wika at Kulturang Pilipino	3.07	Satisfactory
Media and Information Literacy	2.65	Satisfactory
Oral Communication in Context	2.59	Satisfactory
Pagbasa at Pagsusuri ng Iba't Ibang Teksto tungo sa Pananaliksik	2.79	Satisfactory
Personal Development	2.67	Satisfactory
Physical Education and Health	2.64	Satisfactory
Average Mean	2.73	Satisfactory

Scale	Interval	Verbal Interpretation (VI)	Qualitative Description (QD)
4	3.25-4.00	Always	Excellent
3	2.50-3.24	Often	Satisfactory
2	1.75-2.49	Sometimes	Average
1	1.00-1.74	Never	Poor

The data in Table 3 reveals that the delivery of Most Essential Learning Competencies (MELCs) through modular learning for Grade 11 students across thirteen core subjects at Anomar National High School generally achieved a "Satisfactory" level. All subjects had mean scores between 2.50 and 3.24, aligning with the "Satisfactory" qualitative description. The highest mean was for "Komunikasyon sa Pananaliksik sa Wika at Kulturang Pilipino" (3.07), while the lowest was for "Contemporary Philippine Arts from the Region" (2.51). The overall average mean score was 2.73, indicating that the modules effectively facilitated learning, although there is room for improvement to reach higher levels of competency delivery, as none of the subjects achieved an "Excellent" rating.

Table 4. Level of Students Learning Assessment as to the Delivery of Most Essential Learning Competencies (MELCs) using Modules as the learning materials for 12 in five subject areas

Core Subjects	Mean (MS-3)	Qualitative Description (QD)
Physical Education and Health	2.60	Satisfactory
Physical Science	2.27	Average
Reading and Writing	2.48	Average
Statistics and Probability	2.07	Average
Understanding Culture, Society, and Politics	2.43	Average
Average Mean	2.37	Average

Scale	Interval	Verbal Interpretation (VI)	Qualitative Description (QD)
4	3.25-4.00	Always	Excellent
3	2.50-3.24	Often	Satisfactory
2	1.75-2.49	Sometimes	Average
1	1.00-1.74	Never	Poor

Table 4 indicated that the delivery of Most Essential Learning Competencies (MELCs) using modules for Grade 12 students in MS-3 primarily resulted in "Average" assessments across most subjects, with only "Physical Education and Health" rated as "Satisfactory" (2.60). The remaining subjects—"Physical Science," "Reading and Writing," "Statistics and Probability," and "Understanding Culture, Society, and Politics"—were all scored in the "Average" range, with individual means between 2.07 and 2.48. The overall average mean for MS-3 was 2.37, suggesting that while modular learning had some benefits, significant improvements were necessary to achieve higher competency delivery levels in these areas.

Table 5. Level of Interest and Attitude of Students Towards the Self-Directed Learning Modality using Modules as Learning Materials – Grade 11 at Anomar National High School

Indicators	Mean	Qualitative Description (QD)
1. Informative texts are clear and readable, motivating interest.	2.85	High

2. Activities are logical, arousing curiosity to engage comprehensively.	3.05	High
3. Instructions are clear, motivating comprehensive responses.	3.15	High
4. Lesson objectives align with intended goals and measure knowledge and skills.	3.15	High
5. Module design is well arranged, enhancing interest to engage.	2.82	High
6. Grading rubrics are fair, encouraging effort and high performance.	2.73	High
7. Activities use inductive or deductive approaches, stimulating interest and skills.	2.72	High
8. Activities are presented progressively to improve skills step-by-step.	2.47	Average
Average Mean	2.87	High

Level of Attitude towards Self-Directed Learning Modality

Indicators	Mean	Qualitative Description (QD)
1. Optimism in finding ways to complete modules despite connectivity issues.	2.61	High
2. Acceptance of current situation fosters openness to future possibilities.	2.55	High
3. Diligent teachers inspire timely module submission.	2.44	Average
4. Asks for help from family when facing difficulties in learning tasks.	2.55	High
5. Dedication to meeting content and performance standards in each activity.	2.64	High
6. Supportive teachers and parents motivate diligence in learning.	2.47	Average
7. Distance from school inspires commitment to pursue higher education.	2.69	High
8. Overcoming communication barriers to complete modules.	2.66	High
9. Teachers' prompt responses enhance perseverance in finishing tasks.	2.67	High
10. Teachers' understanding during disasters fosters compliance with module requirements.	2.60	High
Average Mean	2.59	High

Legend:

Scale	Interval	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Always	Very High
3	2.50-3.24	Often	High
2	1.75-2.49	Sometimes	Low

1	1.00-1.74	Never	Very Low
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Table 5 reflected that Grade 11 students at Anomar National High School generally showed a "High" level of both interest and attitude towards self-directed learning using modules. For the **Level of Interest**, students rated most aspects "High," with mean scores ranging from 2.72 to 3.15. Elements such as clear instructions, logical activities, and well-aligned lesson objectives were effective in engaging students. However, the progressive presentation of activities (mean of 2.47) received an "Average" rating, indicating that a more structured step-by-step approach might have further boosted their interest. The **Level of Attitude** also averaged as "High" (2.59), with students expressing optimism, dedication, and resilience despite challenges like connectivity issues and physical distance from school. Still, areas such as teacher diligence inspiring timely submission (mean of 2.44) and parental support (mean of 2.47) were rated "Average," suggesting that students might have needed more consistent external support and encouragement to sustain a positive attitude towards self-directed learning.

Table 6. Level of Interest and Attitude of Students Towards the Self-Directed Learning Modality using Modules as Learning Materials of Grade 12 in Anomar National High School

Indicators	Mean (MS-3)	Qualitative Description (QD)
1. Informative texts are clear and readable, motivating interest.	2.99	High
2. Activities are logical, arousing curiosity to engage comprehensively.	2.85	High
3. Instructions are clear and easy to follow, motivating interest.	3.09	High
4. Lesson objectives align with intended goals and measure knowledge and skills.	2.91	High
5. Module design is well arranged, enhancing interest to engage.	2.93	High
6. Grading rubrics are fair, encouraging effort and high performance.	2.86	High
7. Activities use inductive or deductive approaches, stimulating interest and skills.	2.53	High
8. Modular activities are presented progressively to improve skills step-by-step.	2.45	Average
Average Mean	2.83	High

Level of Attitude towards Self-Directed Learning Modality

Indicators	Mean	Qualitative Description (QD)
1. Optimism in finding ways to complete modules despite connectivity issues.	2.90	High
2. Acceptance of current situation fosters openness to future possibilities.	2.71	High
3. Diligent teachers inspire timely module submission.	2.80	High

4. Asks for help from family when facing difficulties in learning tasks.	2.63	High
5. Dedication to meeting content and performance standards.	2.74	High
6. Supportive teachers and parents motivate diligence in learning.	2.64	High
7. Distance from school inspires commitment to pursue higher education.	2.81	High
8. Overcoming communication barriers to complete modules.	2.76	High
9. Teachers' prompt responses enhance perseverance in finishing tasks.	2.54	High
10. Teachers' understanding during disasters fosters compliance with module requirements.	2.74	High
Average Mean	2.73	High

Legend:

Scale	Interval	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Always	Very High
3	2.50-3.24	Often	High
2	1.75-2.49	Sometimes	Low
1	1.00-1.74	Never	Very Low

The analysis of Grade 12 students' interest and attitude towards the self-directed learning modality using modules at Anomar National High School reflects a generally high level of engagement and adaptability. Students find the modules to be well-designed and clear, with informative texts that are readable and motivating (2.99), and instructions that are easy to follow (3.09). Logical activity sequencing (2.85) and alignment of lesson objectives with intended educational goals (2.91) further contribute to maintaining students' interest and understanding. Additionally, the fair grading rubrics (2.86) and the use of inductive and deductive approaches (2.53) help encourage active participation and skill development, even if some activities only moderately support progressive skill-building (2.45). Overall, an average mean of 2.83 indicates a high level of interest in the modular learning approach.

In terms of attitude, students exhibit a positive outlook towards self-directed learning. They demonstrate resilience by finding ways to complete modules despite connectivity challenges (2.90) and show an openness to future learning opportunities despite current difficulties (2.71). Support from teachers and family (2.63) also plays a critical role in their persistence, with the commitment to complete tasks enhanced by supportive teachers and prompt responses to questions (2.54). This positive attitude, with an average mean of 2.73, highlights students' adaptability and perseverance, underscoring a strong commitment to achieving academic goals in a self-directed learning environment.

Table 6. Significant Degree of Variance on the level of Students' Attitude towards the self-directed learning modality using modules as to the learning materials

Dependent	SS	df	MS	F	p-value	Decision
Attitude	34.97	6.00	5.83	20.14	0.000	Reject H ₀

Table 6 indicates a significant variance in students' attitudes towards the self-directed learning modality using modules as learning materials. The analysis reveals a sum of squares (SS) of 34.97 with 6 degrees of freedom (df), resulting in a mean square (MS) of 5.83. The F-value of 20.14, along with a p-value of

0.000, indicates that the variance observed is statistically significant at the 0.05 level. This outcome leads to the decision to reject the null hypothesis (Ho), suggesting that there is a substantial difference in students' attitudes across different aspects or groups. This result highlights that various factors related to the learning materials or student characteristics significantly impact their attitudes towards self-directed learning with modules.

Table 7 Extent of Parents’ Participation in the Implementation of BE-LCP as assessed by the Parents themselves of Grade11 and Grade in Anomar National High School

Dimensions	Indicators	MS3 Mean	Qualitative Description
Readiness and Preparedness	1. With my educational background, I can think and teach my children.	3.29	High
	2. I can recall lessons from schooling that help me assist my children.	3.03	High
	3. I monitor and help my children schedule study times and meet deadlines.	3.18	High
	4. I impose discipline on my children for timely completion of modules.	3.53	Very High
	Average Mean	3.26	Very High
Quality of Time Spent	1. I allot time to supervise and check my children’s work.	3.29	Very High
	2. I patiently give time when children need clarification.	3.03	High
	3. Despite being busy, I prioritize helping my children with modules.	3.38	High
	4. I ensure someone is available to help my children during schedule conflicts.	3.29	High
	5. I ensure my children follow a study schedule to complete modules.	3.35	High
	Average Mean	3.26	High
Motivational Support	1. I encourage my child to take breaks and continue work afterward.	3.26	High
	2. I motivate my children to understand the activities they do.	3.18	High
	3. I boost my children’s confidence with encouragement.	3.26	High
	4. I show understanding to reduce stress and trauma.	3.03	High
	5. I share life lessons to instill responsibility and self-discipline.	3.00	High
	Average Mean	3.12	High
Overall Mean		3.21	High

Legend:

Scale	Interval	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Always	Very High
3	2.50-3.24	Often	High
2	1.75-2.49	Sometimes	Low
1	1.00-1.74	Never	Very Low

The analysis of table 7 reveals that parents of Grade 11 and 12 students at Anomar National High School play a significant role in supporting their children’s learning under the self-directed learning modality. In terms of **Readiness and Preparedness**, parents feel equipped to assist due to their educational background, providing guidance and instilling discipline, with an overall rating of "Very High" (3.26). Their **Quality of Time Spent** is also rated "High" (3.26), as they consistently supervise and help with learning schedules. **Motivational Support** receives a "High" rating (3.12), indicating that parents encourage resilience, understanding, and responsibility. With an overall mean of 3.21, parents are actively engaged in enhancing their children’s educational experience, reinforcing their commitment to the self-directed learning approach.

Table 8. Significant Degree of Variance in the Extent of Parents’ Participation as to Readiness and Preparation as to the Intellectual Capacity, Quality of Time Spent, and Motivational Support of Parents to their Children

Dependent	SS	df	MS	F	p-value	Decision
Readiness and Preparation as to the intellectual capacity	7.28	2	3.64	11.40	0.000	Reject H _o
Quality of time spent	2.06	2	1.03	3.38	0.035	Reject H _o
Motivational Support of Parents to their children	11.24	2	5.62	10.08	0.000	Reject H _o

Table 8 showed a significant variance in the extent of parents' participation across three areas: readiness and preparation for intellectual capacity, quality of time spent, and motivational support provided to their children. For **readiness and preparation**, the sum of squares (SS) was 7.28, with an F-value of 11.40 and a p-value of 0.000, leading to a rejection of the null hypothesis (H_o), indicating significant differences in this area. **Quality of time spent** also showed significant variance (SS = 2.06, F = 3.38, p = 0.035), suggesting meaningful differences in how time was allocated to support learning. Lastly, **motivational support** had an SS of 11.24, with a high F-value of 10.08 and a p-value of 0.000, which also led to the rejection of the null hypothesis, indicating substantial variance in the motivational support parents provided. These results suggested that parents’ involvement varied significantly across these dimensions, reflecting differing levels of support in intellectual readiness, time commitment, and motivation offered to their children.

Table 9. Significant Degree of Relationship among the Independent Variables such as to the Students’ Level of Interest, Students’ Level of Attitude and Parents’ Participation to the dependent Variable, With The Level Of Student Learning on MELCs

Model	R	R Square	Adjusted R Square
1	0.15 ^a	0.023	0.016

^a Predictors: (Constant), Mean, Interest, Attitude

Model	SS	df	MS	F	Sig.	
1	Regression	0.29	3	0.10	3.43	.017 ^b
	Residual	12.35	433	0.03		
	Total	12.65	436			

^a Dependent Variable: Learning

^b Predictors: (Constant), Mean, Interest, Attitude

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	3.05	0.07		43.06	0.000	
	Students' Interest	-0.02	0.02	-0.05	-0.94	0.351	Do not reject H ₀
	Students' Attitude	-0.03	0.02	-0.11	-1.97	0.050	Do not reject H ₀
	Parents' Participation	-0.01	0.02	-0.04	-0.84	0.401	Do not reject H ₀

^a Dependent Variable: Level of student learning

Table 18 presented an analysis of the relationship between independent variables—students’ interest, students’ attitude, and parents’ participation—and the dependent variable, student learning on MELCs (Most Essential Learning Competencies). The model’s R value of 0.15 and R Square of 0.023 indicated a weak relationship, explaining only 2.3% of the variance in student learning levels. The overall regression was significant (F = 3.43, p = 0.017), suggesting that, collectively, these factors may have had a minor influence on student learning. However, individually, none of the predictors (interest, attitude, and parents’ participation) significantly affected learning, as indicated by their p-values (all above 0.05). Thus, the null hypothesis was not rejected for each predictor, concluding that while the model was statistically significant, the individual contributions of interest, attitude, and parental participation to student learning on MELCs were negligible.

IV. CONCLUSIONS AND RECOMMENDATIONS

The modular learning approach for MELCs in Grade 11 and 12 at Anomar National High School demonstrated a generally positive, yet mixed impact on student learning outcomes. Grade 11 students appeared to benefit more from modular learning than Grade 12 students, highlighting a need for tailored interventions to support higher levels of engagement and comprehension in the latter group. Students’ high levels of interest and positive attitudes toward self-directed learning suggested that the modular system, when structured with clear instructions and engaging activities, fostered meaningful learning experiences. However, certain areas, like progressive skill development and consistent support, required

enhancement to maintain student motivation and task completion. Parental involvement emerged as a crucial factor, with high levels of participation across readiness, time management, and motivation positively contributing to students' learning environments, though variability in this support indicated that some families could benefit from targeted guidance. Despite these favorable aspects, the weak link between students' attitudes, interest, and parents' involvement with actual learning outcomes underscored that other variable—perhaps related to curriculum design, individual learning needs, or external resources—likely played a pivotal role in student success. This called for continued research and refinement of modular approaches to optimize educational outcomes in self-directed learning environments.

It is recommended that Anomar National High School enhance the modular learning approach for MELCs by implementing targeted support for Grade 12 students, focusing on areas such as engagement and comprehension. Structured, progressive skill-building activities and consistent support mechanisms should be incorporated to sustain student motivation and improve task completion rates. To optimize parental involvement, the school could offer resources or workshops to guide families in effectively supporting their children's self-directed learning. Additionally, given the weak correlation between students' interest, attitudes, and learning outcomes, further investigation into external factors—such as curriculum adaptability, access to resources, and individualized learning support—may provide insights for improving student success. These refinements aim to create a more effective, responsive modular learning environment that fully meets students' academic and personal development needs.

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