

Teachers' Implementation, Compliance, And Effectiveness in The Use of Self-Learning Modules

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Abstract

This study aimed to determine the extent of teachers' implementation, compliance, and effectiveness in using self-learning modules (SLMs) in the Schools Division of Iloilo City for the school year 2024-2025. Conducted in March 2025, the study involved all 203 Grade 3 teachers in the division. A descriptive-correlational research design was employed, with age, sex, civil status, highest educational attainment, and length of teaching experience as independent variables, and implementation, compliance, and effectiveness in SLM use as dependent variables. Data were collected using a researcher-made questionnaire adapted from Miller (2021), Hargreaves (2003), and Gibson (2013), then analyzed using SPSS. Descriptive statistics included frequency, percentage, and mean, while inferential statistics involved the Mann-Whitney U Test, Kruskal-Wallis H test, and Spearman's rho at a 0.05 alpha level. Findings revealed that teachers' implementation of SLMs was "To a Very Great Extent", compliance was "Very High", and effectiveness was "Very High", regardless of demographic classification. No significant differences were observed in implementation, compliance, or effectiveness across age, sex, civil status, educational attainment, or teaching experience. Correlation analysis showed moderate positive relationships between implementation and compliance, implementation and effectiveness, and compliance and effectiveness, indicating that adherence to SLM guidelines reinforced both implementation and teaching effectiveness. The results highlight that consistent and systematic use of SLMs promotes structured, independent, and effective learning experiences for students.

Keywords: Self-Learning Modules, Teachers' Implementation, Compliance, Teaching Effectiveness

Introduction

The COVID-19 pandemic significantly disrupted the delivery of basic education in the Philippines, leading to the closure of schools and community learning centers nationwide. This sudden shift hindered the traditional conduct of face-to-face classes and necessitated urgent measures to ensure the continuity of learning while prioritizing the health and safety of learners and teachers. In response to these challenges, the Department of Education (DepEd) emphasized that education must continue despite uncertainties and changing circumstances, prompting the development of strategic interventions to sustain learning delivery. To address this concern, the Department of Education formulated the Basic Education Learning Continuity Plan (BE-LCP) through DepEd Order No. 012, s. 2020. The plan aimed to ensure uninterrupted learning by aligning learning materials, adjusting the curriculum, and providing necessary training for teachers and school leaders. One of the major innovations under the BE-LCP was the implementation of Self-Learning

Modules (SLMs), which were designed to complement various learning delivery modalities and cater to learners with diverse needs, circumstances, and available resources. Printed SLMs, in particular, became essential for learners in areas with limited access to technology and internet connectivity.

Since 2020, teachers have continuously utilized Self-Learning Modules not only during the height of the pandemic but also during times when face-to-face classes were suspended due to natural disasters and other unforeseen events. While SLMs serve as vital instructional tools in ensuring learning continuity, their effectiveness depends largely on how teachers implement them, comply with established guidelines, and use them to facilitate meaningful learning experiences. Variations in teachers' practices may influence the quality of instruction and learners' academic progress, making it necessary to examine these aspects systematically.

In this context, the present study focuses on determining the teachers' implementation, compliance, and effectiveness in using Self-Learning Modules (SLMs) among 203 Grade 3 teachers in the Schools Division of Iloilo City for the School Year 2024–2025. Assessing these variables is essential in understanding teachers' instructional practices in modular learning and in identifying areas that may be strengthened to enhance the delivery of basic education in the new normal.

This study aimed to determine the teachers' implementation, compliance, and effectiveness in using Self-Learning Modules (SLMs) in the Schools Division of Iloilo City for the School Year 2024–2025. Specifically, it sought to assess the extent of teachers' implementation, the level of their compliance with prescribed guidelines, and their effectiveness in utilizing SLMs when respondents are taken as a whole and when classified according to age, sex, civil status, highest educational attainment, and length of teaching experience. Furthermore, the study examined whether there are significant differences in teachers' implementation, compliance, and effectiveness based on these profile variables, as well as significant relationships among implementation, compliance, and effectiveness in the use of self-learning modules among the 203 Grade 3 teacher-respondents in the Schools Division of Iloilo City.

Methodology

This study employed a descriptive-correlational research design to determine the teachers' implementation, compliance, and effectiveness in using Self-Learning Modules (SLMs) in the Schools Division of Iloilo City for the School Year 2024–2025. The descriptive aspect of the design was used to describe the current levels of implementation, compliance, and effectiveness of teachers in utilizing SLMs, while the correlational component examined the relationships among these variables. This design was deemed appropriate as it allowed the researcher to systematically analyze existing conditions and determine associations among variables without manipulating them.

The respondents of the study consisted of 203 Grade 3 teachers from the Schools Division of Iloilo City. Purposive sampling was employed, wherein the entire population of Grade 3 teachers was included to ensure complete and accurate representation. The independent variables of the study were age, sex, civil status, highest educational attainment, and length of teaching experience, while the dependent variables were teachers' implementation, compliance, and effectiveness in the use of Self-Learning Modules.

Data were gathered using a researcher-developed questionnaire composed of four parts. Part I collected the respondents' demographic profiles. Part II measured the extent of teachers' implementation of SLMs, Part III assessed their level of compliance, and Part IV evaluated their effectiveness in using SLMs. The questionnaire items were based on established frameworks by Miller (2021), Hargreaves (2003), and Gibson (2013). The instrument underwent face and content validation by experts and was pilot-tested

among 30 teachers outside the study area, yielding a Cronbach's Alpha coefficient of 0.945, indicating high reliability.

Permission to conduct the study was secured from the Office of the Schools Division Superintendent prior to data collection. The questionnaires were personally administered by the researcher to ensure clarity and completeness of responses. Data collection was conducted in March 2025, after which the gathered data were organized, tabulated, and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as frequency, percentage, and mean were used, while inferential statistics including the Mann-Whitney U Test, Kruskal-Wallis H Test, and Spearman's rho were applied to test differences and relationships among variables at a 0.05 level of significance.

Results

The findings of the study revealed that Grade 3 teachers in the Schools Division of Iloilo City demonstrated very high levels of implementation, compliance, and effectiveness in using Self-Learning Modules (SLMs) during the School Year 2024–2025. When respondents were taken as a whole, the extent of teachers' implementation of SLMs obtained an overall mean of 4.39, interpreted as "To a Very Great Extent." The highest-rated indicators included regular evaluation of SLM effectiveness in achieving learning outcomes ($M = 4.58$), timely provision of SLMs to learners ($M = 4.55$), and encouragement of independent and responsible completion of modules ($M = 4.54$). The lowest-rated indicator, although still within the same descriptive category, was the use of strategies to sustain learners' engagement with SLMs ($M = 4.26$).

When classified according to age, sex, civil status, highest educational attainment, and length of teaching experience, teachers' implementation consistently remained at "To a Very Great Extent." The mean scores across classifications ranged from 4.35 to 4.45, indicating that teachers implemented SLMs effectively regardless of their demographic characteristics.

In terms of compliance, the teachers registered an overall mean of 4.40, described as "Very High." The indicators that received the highest ratings were timely distribution of SLMs ($M = 4.55$), full coverage of curriculum content ($M = 4.55$), and consistent communication with learners regarding SLM instructions ($M = 4.55$). The lowest mean score was observed in guiding learners to strictly follow SLM procedures ($M = 4.18$), which was still interpreted as "High." These results indicate that teachers generally adhered closely to DepEd guidelines in the utilization of SLMs.

When respondents were classified by profile variables, compliance levels remained "Very High" across all groups, with mean scores ranging from 4.32 to 4.45. Minor variations were noted among classifications; however, these did not significantly affect the overall level of compliance.

With respect to effectiveness, the teachers obtained an overall mean of 4.41, interpreted as "Very High." The highest-rated indicators included effective integration of SLMs with other learning modalities ($M = 4.58$), provision of clear instructions ($M = 4.55$), and clear explanation of SLM objectives ($M = 4.54$). Lower yet still very high ratings were observed in promptly addressing learners' questions ($M = 4.15$), monitoring learners' progress ($M = 4.23$), and sustaining learner engagement through SLMs ($M = 4.28$). When classified according to age, sex, civil status, highest educational attainment, and length of teaching experience, teachers' effectiveness in using SLMs consistently remained at a "Very High" level, with mean scores ranging from 4.34 to 4.45. These findings suggest that Grade 3 teachers were highly capable of facilitating meaningful learning through Self-Learning Modules across all demographic groups.

Findings

The findings of the study revealed that Grade 3 teachers in the Schools Division of Iloilo City demonstrated consistently high performance in the use of Self-Learning Modules (SLMs). Overall, teachers showed a very high level of implementation, with practices carried out to a very great extent, indicating that SLMs were regularly and properly utilized to support learning continuity. Teachers also exhibited a very high level of compliance with established guidelines, particularly in the timely distribution of modules, coverage of required learning competencies, and communication with learners regarding instructions and deadlines. Furthermore, teachers were found to be very highly effective in using SLMs, as evidenced by their ability to provide clear instructions, explain learning objectives, integrate SLMs with other learning modalities, and facilitate learner understanding. These high levels of implementation, compliance, and effectiveness were consistently observed regardless of teachers' age, sex, civil status, highest educational attainment, and length of teaching experience, indicating uniform instructional practices among Grade 3 teachers in the Schools Division of Iloilo City.

Conclusion

Based on the findings of the study, it is concluded that Grade 3 teachers in the Schools Division of Iloilo City demonstrated a very high level of implementation, compliance, and effectiveness in using Self-Learning Modules (SLMs) during the School Year 2024–2025. Teachers consistently implemented SLMs to a very great extent, strictly complied with established guidelines, and effectively facilitated learning despite the challenges of modular instruction. These results indicate that teachers were well-prepared, committed, and capable of sustaining learning continuity through the proper use of SLMs, regardless of differences in age, sex, civil status, educational attainment, and length of teaching experience. The consistent performance across demographic profiles further suggests a strong institutional culture of accountability and professionalism in modular learning delivery.

Recommendations

In view of the findings, it is recommended that the Schools Division of Iloilo City sustain and further strengthen teachers' competencies in modular instruction through continuous professional development programs focused on enhancing learner engagement, monitoring learner progress, and providing timely feedback. School administrators may provide additional instructional support and monitoring mechanisms to maintain high levels of compliance and effectiveness in SLM implementation.

Teachers are encouraged to continue refining their strategies in using SLMs to address learners' diverse needs and learning difficulties. Moreover, future researchers may conduct related studies involving other grade levels, learning delivery modalities, or additional variables to further enrich understanding of effective modular learning practices in basic education.

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