

# THE EFFECTIVENESS OF MODULAR DISTANCE LEARNING IN ENTREPRENEURSHIP COURSE OF SENIOR HIGH SCHOOL STUDENTS

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## ***Abstract***

*This paper examines the effectiveness of modular distance learning in Entrepreneurship course of senior high school students in Matnog National High School. This study is descriptive and quantitative in nature wherein a survey-questionnaire was utilized to gather data using convenience sampling. 28 senior high school students and 9 ABM teachers were involved in the study and frequency count, percentage, mean, and performance level were used to analyze the data. Findings show that MDL is satisfactorily effective in the learners' development of knowledge, content, skills, and values in Entrepreneurship. Moreover, majority of the students are highly proficient in knowledge, content, and skills development however, they are proficient to nearly proficient in values development. Teachers' limited contact with the learners, complex activities and insufficiency of financial resources are the difficulties encountered by the learners in Entrepreneurship Course in MDL. In addition, utilizing electronic technologies, providing role models who have entrepreneurial skills and engaging external school stakeholders are innovative activities to scaffold the modular distance learning in Entrepreneurship Course. The study recommended that strong partnership with home and school be intensified, teachers' monitoring be conducted, technology and practical work activities be included in the learning materials.*

**Keywords:** *Content, Skills and Values Development, Entrepreneurship course, Modular Distance Learning, Difficulties*

## **Introduction**

Education is the most effective means available to society to challenge the future. Progress depends increasingly more on the capacities to research, innovate and adapt of the

new generations. Without education, youth participation in the cultural and socio-economic life is impossible. Education will obviously not solve all the problems that humanity faces today, but it is essential in the effort to connect the

members of the society, generate new relationships and respect to environmental needs. But in this time of pandemic the global trends in education changes rapidly with the use of innovative approach because education is in crisis.

For nearly 77 million children, the pandemic has taken away their classrooms for the past 18 months. School children worldwide have lost 1.8 trillion hours and counting of in-person learning due to COVID-19 lockdowns. The right to go to school and learn is central to every child's development, safety, and well-being. Yet in too many countries classrooms remain closed while social gatherings continue to take place in restaurants, salons, and gyms. This generation of children and youth cannot afford any more disruptions to their education,

The cost of school closures on students' learning, health and well-being has been devastating. The repercussions for every child, their family, their community, and their economy will be felt for years to come. Many children will never catch up. School closures impact every child, but the most vulnerable children are affected the hardest. Some students have been able to access remote learning during school closures, but many of them have struggled due to a lack of support. At least a third of the world's schoolchildren had no access to remote learning at all.

The study of Tadesse and Muluve <sup>[1]</sup> pointed out that coronavirus affects the education system in the world. School closure brings difficulties for students, teachers, and parents. So, distance learning is a solution to continue the education system. However, the lack of network infrastructures, computers, and internet access is challenging distance learning in developing countries. Hence, countries design a strategy to use educational technology, zero-fee internet educational resources, free online learning resources, and broadcasts teaching. During closures, educational institutions design

curriculum, prepare teaching-learning strategies for post-coronavirus. Therefore, developing countries enhance broadcast teaching, online teaching, and virtual class infrastructures.

The scenario presented above is one of the many attempts of society to combat the ill effects of this pandemic to the educational system. This catastrophe challenges everyone specially the authority to be seriously involved in bringing about operative results for the sake of millions of learners around the world. That's why a keen and thorough examination has been adopted to ensure that humanity may come out of this devastation still renewed and empowered through accessible, within reach and effective education.

The Coronavirus Disease 2019 (COVID-19) pandemic has greatly affected all sectors of the society. This public health crisis has compelled countries around the world to revisit their education systems and adopt the most appropriate delivery modalities for their learners. In response to this, one of the key responses in the Philippines was the nationwide closure of all learning institutions in the hopes of preventing schools from becoming centers for COVID-19 case clustering. Furthermore, this pandemic brought about the massive implementation of alternative learning methods through distance learning modalities. While this facilitated learning continuity and maximized the implementation of distance learning modalities, there are major challenges in the teaching and learning process affecting adjustment and development of learners.

Since education attempts to uplift people's condition in various means and process, it must be prioritized and given much attention by the state's leadership. The development of actual and achievable programs and projects that would cater to the holistic growth of the learners during the pandemic is crucial and indispensable. Furthermore, massive and concrete actions should be undertaken so as to

contest deficiencies brought about by this current upheaval in today's trying times.

According to Azzihuck and Shmis<sup>[2]</sup>, China is a country in Asia where education continued regardless of school closures, taking place through internet and distance learning. However, other countries or school systems are less prepared. Access to technology in most households may vary, and access to high bandwidth internet, or to smartphones is related to income even in middle income countries. Therefore, programs that can quickly target those in most need are crucial. This set up is a representative of how certain countries address the repercussions of this pandemic to the educational system.

In essence, the Economic Commission for Latin America and the Caribbean (ECLAC)<sup>[3]</sup> pointed out that in the sphere of education, many of the measures that the region's countries have adopted in response to the crisis are related to the suspension of face-to-face classes at all levels, which has given rise to three main areas of action: the deployment of distance learning modalities through a variety of formats and platforms (with or without the use of technology); the support and mobilization of education personnel and communities; and concern for the health and overall well-being of students.

The abovementioned movements toward continues delivery of education in the different countries in the world only manifest that there is still hope for everything even in the times of upheaval. The switch to uncommon seems to be the best and urgent answer to ensure stability on learners' opportunity and right for education. Although the different types of learning modalities were created, their effectiveness is measured on how they fit the context and circumstances.

The resolution to embrace modular distance learning is the very effective and updated modality of continuous education in

pandemic times. This breakthrough has been adopted by numerous schools around the globe to preserve life and resources. This is supported by the study of Aksan<sup>[4]</sup> and revealed that students had positive perceptions regarding modular distance learning approach in Mathematics and learning Math had little challenges. This also had positive effect to students' performance in which students performed very satisfactory in Mathematics which means they had good quality performance.

In the present education situation, having knowledge of an academic subject is no longer sufficient for a new graduate. Students are increasingly required to have skills and abilities which will increase their employability, such as: the retrieval and handling of information; communication and presentation; planning and problem solving; and social development and interaction. Entrepreneurial education and training provide individuals with the ability to recognize commercial opportunities, self-esteem, knowledge, and skills to act on them. It includes instruction in opportunity recognition, commercializing a concept, managing resources, and initiating a business venture. It also includes instruction in traditional business disciplines such as management, marketing, information systems and finance.

Entrepreneurship or the move towards self-employment is, and will continue to become, an increasingly important element of economic growth and development. It is essential to have the infrastructure required to facilitate entrepreneurial mind-set and encourage self-employment. Having a culture of the creation of a new enterprise is a critical aspect of this infrastructure, as it will encourage students to take the risk of starting a business. The purpose of this paper is to describe the design and introduction of the entrepreneurial mind set for senior high school learners.

Entrepreneurship education aids students from all socioeconomic backgrounds to think outside the box and nurture unconventional talents and skills. It creates opportunities, ensures social justice, instills confidence, and stimulates the economy. Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Introducing young kids to entrepreneurship develops their initiative and helps them to be more creative and self-confident in whatever they undertake and to act in a socially responsible way.

There are many ways entrepreneurship lessons can be integrated in the school curriculum<sup>[5]</sup> This integration, if effective, will drive students to acquire entrepreneurial knowledge and skills that are necessary in their holistic development.

In European countries, the primary purpose of entrepreneurship education should be to develop entrepreneurial capacities and mindsets in higher education level. In this context, entrepreneurship education programmes can have different objectives, such as: a) developing entrepreneurial drive among students (raising awareness and motivation); b) training students in the skills they need to set up a business and manage its growth; c) developing the entrepreneurial ability to identify and exploit opportunities. Currently the teaching of entrepreneurship is not yet sufficiently integrated in higher education institutions' curricula. Available data show that most entrepreneurship courses are offered in business and economic studies. The diffusion of entrepreneurship is particularly weak in some of the Member States that joined the EU in and after 2004<sup>[6]</sup>

On the contrary, in the Philippines, entrepreneurship has always been considered as a driver of economic growth of nation. Entrepreneurship is founded on innovation and

change that leads to productivity and economic competitiveness. The initiatives to formalize entrepreneurship education from academic institutions and government agencies have shown the importance and need for the development of entrepreneurial skills. However, little research on entrepreneurship education has been conducted to describe or evaluate entrepreneurship education. This paper aims to contribute to the limited literature on entrepreneurship education, focusing on the Philippine experience. The research presented the development and process of entrepreneurship education in the Philippines in the basic education.

Matnog National High School as an implementing unit of basic education adopted the basic education learning continuity plan as a guide in the implementation of modular distance learning especially for 628 senior high school students and 273 of them took entrepreneurship subject as part of their academic course. Thus, several challenges are encountered by the school administrator, teachers, students and parents from the preparation of modular distance learning, reproduction of self-learning modules, distribution and retrieval of learning activity sheets. But at the end it was successfully implemented with the help of internal and external stakeholders.

The implementation of modular distance learning as one of the identified modalities mandated by the Department of Education highlighted the importance of localization and contextualization in crafting learning modules. The need to utilize these approaches ensures every learner to understand concepts since learning materials are simple, focused, interesting and within one's familiarity. Torres (2015)<sup>[7]</sup> emphasized that using the pedagogies, teachers can present the lesson in a more meaningful and relevant context based on the learners' previous experiences and real-life situations.

Furthermore, based on the results in the previous quarterly tests for senior high school students in Matnog National High School, only 42% (116 out of 273) got the passing scores with an average percentage. Such was associated to varied reasons. Some students were not actively engaged in self-learning module in entrepreneurship due to lack of resources such as internet connectivity, supplemental reference or resources, and issue on the educational attainment of parents and other members of the family who served as learning facilitators at home.

This unsatisfying result is supported by Villegas<sup>[8]</sup> stating that students have been forced to rely on learning materials to continue their education and has resulted in a learning crisis in which poor content quality in modules and distance learning materials are prevalent. This is synonymous with the abovementioned result of the test conducted to senior high school learners. Although numerous factors contribute to this failure, it is important to note that instructional materials given to learners are powerful enough to make or unmake them.

With this alarming condition, the researcher was motivated and urged to conduct this present study to support and assist learners in mastering the learning competencies in Entrepreneurship course. This objective would be realized through the self-learning modules, learning activity sheets and other learning tasks that were given to them in specific time frame. Since the researcher is handling Entrepreneurship subject in senior high school, this achievement is surely a big step to introduce lessons which aim to fully equip learners with all the concepts and skills they need to acquire.

Alongside this issue, entrepreneurship teachers developed learning modules that are contextualized and localized to combat deficiencies among students in terms of acquisition of knowledge and skills and mastery of learning competencies. This action has been

formulated in order to aid learners discover their potentials and work independently relying on the instructions of teachers in the learning materials. In addition to this, this present study enables the researcher to develop an output, Innovative Activities for Entrepreneurship Course to Scaffold Modular Distance Learning, that would answer the difficulties encountered by the senior high school learners enrolled in the said course. This output was designed to fit distant learning delivery modality which targets effective implementation based on the context of the learners and their environment to offer curriculum and instruction.

With the issues presented, the researcher considered the urgency of conducting this research to assess the effectiveness of the modular learning modality and what really is its impact to the learning capability of the students. This undertaking would assuredly bench mark the best practices of entrepreneurship teachers in crafting learning modules and at the same time administering how learning effectively takes place using the modality. This study should be prioritized since the Department of Educations is committed and dedicated in its mission to provide the best to the learners so that they will be developed and honed to be 21st century learners who are competitive, goal driven, technologically advanced, skill oriented and morally upright.

## **OBJECTIVES OF THE STUDY**

This study evaluated the effectiveness of modular distance learning of Entrepreneurship course in senior high school students of Matnog National High School in the municipality of Matnog in the province of Sorsogon, school year 2021-2022. Likewise, it identified the performance level of the respondents as well as the difficulties they encountered in using modules along content, skills, and values development. Most importantly, this study

developed innovative activities designed to scaffold the modular distance learning.

## MATERIALS AND METHODS

This study is descriptive and quantitative in nature which dealt largely on assessing the effectiveness of modular distance learning of entrepreneurship course in senior high school. In the same manner, it identified the assessment of teachers and learners on the effectiveness of modular learning in Entrepreneurship, the performance level of senior high school students along the learning area cited and the difficulties encountered by the respondents in using modules in Entrepreneurship along knowledge and content, skills, and values development.

The data collected in this study was treated systematically to arrive at conclusions and recommendations which are vital in any research. Furthermore, this research design enabled the researcher to develop an output which was materialized after identifying the root cause and finally providing solution to the problem.

## RESPONDENTS

There were 2 sets of respondents in this study. The first set is composed of senior high school students enrolled in Entrepreneurship and the second set is composed of teachers handling the subject. The destination of sampled respondents is shown in Table A.

**Table A**  
**The Respondents**

<b>Respondents</b>	<b>Section</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Students	Grade 11-ABM-1	10	8	<b>18</b>
	Grade 11-ABM-2	5	5	<b>10</b>
Teachers	Grade 11	2	7	<b>9</b>

It is clearly observed that 28 students and 9 teachers were considered as sources of

data needed in the completion of this study. The 28 student-respondents were the total enumeration of Grade 11-ABM enrollees for schoolyear 2021-2022. These samples were considered since they are used to this type of subject in Accountancy Business and Management, and it is a core subject for senior high school students.

Interestingly, 9 teachers who are all ABM major were included in this study because they are the immediate persons who are involved in the learning modality implemented in the school. These identified teachers crafted, utilized, and even adopted Learning Activity Sheets for Entrepreneurship which were sent to senior high school students in response to modular distance learning during the pandemic.

## RESEARCH INSTRUMENTS

There are two types of instruments utilized by the researcher to collect data from the respondents. However, the researcher-made survey questionnaire was the main instrument which is composed of various indicators with the mode of assessing the effectiveness of modular distance learning modality. This tool has 3 variables; knowledge and content development, skills development, and values development, with 5 items for respondents to evaluate. In the same manner, this instrument also identified the challenges encountered by senior high school students in the implementation of modular distance learning.

The teacher-made test is another instrument used by the researcher. There were three (3) selected topics in Entrepreneurship in which fifty (50) questions were formulated. These topics include selecting the best product or service that meet the market need, developing a brand name and implementing the business plan. To test the validity of this instrument, the researcher conducted a dry-run and item analysis was employed.

Before utilizing the instrument, the researcher sought advice from the research adviser as to the type of tools appropriate to be used in gathering data. With the latter's help and guidance, the researcher was able to come out with the output.

## RESEARCH PROCEDURE

The completion of this study underwent a step-by-step process which turned out to be fruitful to everyone who were involved. To start with the procedure, a written permission from the school head was secured by the researcher. After obtaining the permission, the textbooks, reference books, most essential learning competencies were gathered. The topics were carefully examined to acquaint the researcher on how to go about it in actual teaching.

After securing permission from the school principal, the researcher conducted an observation and informal interview with senior high teachers who were handling the subject. This step is necessary so as to understand and relate the problem to what was actually happening in the field. Moreover, the researcher crafted a survey-questionnaire and asked master teachers, panel members and research adviser to validate the said tool for data gathering. Hence, some suggestions were very much helpful particularly on the related and substantial items such as the indicators that need to be included in the instrument. After revisions were made, the researcher came out with the final copy of the instrument, however, the research adviser once again ran through the pages to ensure that everything was correct.

Next, there was a need for dry run on the administration of the survey questionnaire. Therefore, the researcher selected 10 respondents for each of the two groups of respondents. It was found out that the items included in the instrument need additional indicators and so the researcher added them to the tool and so revision was done again.

Next to this was the distribution of survey-questionnaire to the respondents thru online and face to face encounter with them. This was made possible since there was a strict implementation of health protocol like social distancing and limited face to face interaction. In this case, some appointments and interactions with the respondents were done online specifically for students who were staying at home for MDL. However, for teachers who report at school to prepare materials to be sent to the students, the researcher had time to talk to them and administer the instrument personally.

In the same manner, after giving them ample time, the researcher retrieved the tool in any manner where respondents were comfortable. The data collected were recorded, interpreted, and analyzed to generate comments, suggestions, and recommendations to strengthen the conduct of the study.

## DATA ANALYSIS

To determine the effectiveness of modular distance learning in Entrepreneurship course, specifically on the development of knowledge, skills and values the following scale was used.

Numerical Rating	Description
4.60– 5.00	Excellent Effective
3.60 – 4.59	Satisfactorily Effective
2.60 – 3.59	Moderately Effective
1.60 – 2.59	Fairly Effective
1.00 – 1.59	Not so Effective

Since there is a need to interpret the data collected, the statistical tools such as *frequency count, percentage, mean, and performance level* were utilized in this study. These tools were, likewise, applied in determining the academic performance of the student-respondents in Entrepreneurship along knowledge and content development, skills development, and values development.

Furthermore, *frequency and rank* were used to measure the difficulties encountered by senior high school students in using learning modules.

## RESULTS AND DISCUSSION

After a comprehensive and systematic examination of the data gathered, the researcher was able to provide the outcomes of this study.

*Table 1.1 Assessments of Teachers and Learners on the Effectiveness of Modular Distance Learning in Entrepreneurship in terms of Knowledge and Content Development*

Indicators	Teachers	Learners
	X Description	X Description
Facilitates the acquisition of content standards.	3.83 Satisfactorily  Effective	4.00 Satisfactorily  Effective
Leads to the development of the essential concepts about Entrepreneurship.	3.67 Satisfactorily  Effective	3.59 Satisfactorily  Effective
Employs different methods/strategies right for student's ability necessary for the acquirement for knowledge development.	3.41 Satisfactorily  Effective	3.78 Satisfactorily  Effective
Provides alternative learning opportunities platform via online, RBI or TV-Based Instruction which is essential for knowledge development.	3.92 Satisfactorily  Effective	3.33 Satisfactorily  Effective
<b>Average</b>	<b>3.71</b> <b>Satisfactorily</b> <b>Effective</b>	<b>3.68</b> <b>Satisfactorily</b> <b>Effective</b>

Table 1.1 presents the data gathered from the assessments of teachers and learners on the effectiveness of modular distance learning in Entrepreneurship in terms of knowledge and content development. There were five (5) indicators assessed by the two groups and although variations are noticeable in the ratings, the groups perceived modular distance learning in the same level which is satisfactorily effective with a weighted mean of 3.71 for teachers and 3.68 for learners. In essence, the data point out that teachers' greatest perspective for learners'

knowledge development is providing alternative learning opportunities platform with 3.92 weighted mean while learners greatly view MDL as facilitating the acquisition of content standards with 4.00 percentage.

Considering the above result, there is a clear manifestation that the two groups shared the same level of assessments regarding the effectiveness of modular distance in Entrepreneurship in terms of knowledge and content development. Likewise, the results express a satisfying impact of modular distance learning in the acquisition of knowledge and content in the area of Entrepreneurship. The result also implies that the modular distance learning is good enough to enable the process of acquisition of content standards of Entrepreneurship and suggests an idea that the learning modality in time of pandemic has been found to be a learning modality that allowed learners to develop entrepreneurial concepts.

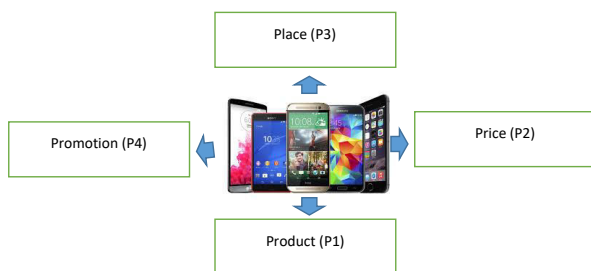
As evident in the table, the adopted MDL qualified teachers to employ varied methods and strategies appropriate for students' ability and necessary for the acquisition of knowledge and content relative to Entrepreneurship. This result pinpointed that teachers and learners were both satisfied to the type of instructional materials such as learning modules being reproduced in the field. Moreover, the two groups of respondents found out how satisfactorily effective the modular distance learning in terms of providing opportunity for some alternative learning platforms to be integrated in the learning process. Because of this integration content and knowledge development in entrepreneurship has become possible.

To further explicate and authenticate the result, below is an image of a learning activity from the learning activity sheets given to students who were enrolled in Entrepreneurship.

### Plate 1

TASK 2: Directions: Using the 4 Ps in the marketing mix will guide you how to promote a product? Study what is given below.





The image above clearly states how MDL serves as channel for learners to understand concept and knowledge through discussion and learning task. As a matter of fact, this Task 2 in the picture is concrete evidence that learners are given challenges so as to develop their cognitive skills and capabilities. Accomplishing this activity would mean effective transfer of content and knowledge made possible through the modality which best suit the safety of the learners and the aim for continuous education-the modular distance learning.

Interestingly, to sustain the above outcome, the study of Aksan<sup>[4]</sup> investigated the instructional competencies of teachers in the existence of COVID-19 pandemic. Based on the result, the study revealed that students' perceptions agreed on using modular distance learning approach (MDLA). It means the students had positive perceptions regarding MDLA particularly in Mathematics. The study also revealed that students agreed on using modular distance learning approach (MDLA) in Math have little challenges. It had also a positive effect to students' performance in which students performed very satisfactory in Mathematics which means they had good quality performance.

Furthermore, Abude<sup>[9]</sup> determined the effectiveness and shortcomings of modular distance learning. First, it fulfills the diversified needs of learning of students of all levels. Second, students learn at their own pace. Lastly, the modularization promoted positive changes in teaching style. However, some studies have shown the negative impact of modular distance learning which resulted in the decreased rate of academic performance of

students. Parents had claimed that time allotment to finish the learning tasks, too many activities incorporated in the modules, less interaction of the teachers and learners, and educational attainment of parents were the reasons for their hard time as facilitators to their children.

*Table 1.2 Assessments of Teachers and Learners on the Effectiveness of Modular Distance Learning in Entrepreneurship in terms of Skills Development.*

Indicators	Teachers		Learners	
	X	Description	X	Description
Facilitates the acquisition of performance standards	3.81	Satisfactorily Effective	3.96	Satisfactorily Effective
Assists in designing business plan	4.17	Satisfactorily Effective	4.44	Satisfactorily Effective
Enables learners to master emerging skills along entrepreneurship	3.50	Satisfactorily Effective	3.91	Satisfactorily Effective
Helps the students develop necessary skills by performing entrepreneurial activities.	4.17	Satisfactorily Effective	4.19	Satisfactorily Effective
Improves the students' skills by presenting simple business plan.	4.00	Satisfactorily Effective	4.04	Satisfactorily Effective
<b>Average</b>	<b>3.93</b>	<b>Satisfactorily Effective</b>	<b>4.11</b>	<b>Satisfactorily Effective</b>

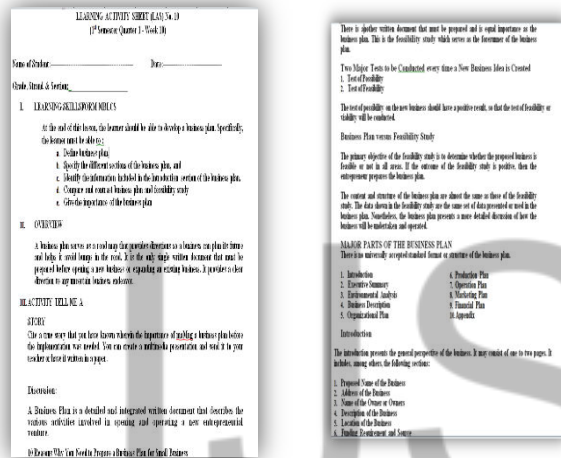
The data above reflect the impact of modular distance learning in the skill development of learners in Entrepreneurship as assessed by the teachers and the learners' groups along identified indicators. It can be observed that a 4.17 weighted mean was recorded on teachers' perception that MDL is effective in assisting learners in designing business plan and helping them develop necessary skills through entrepreneurial activities. Additionally, learners also perceive MDL as effective in assisting them in designing business plan with 4.44 weighted mean. Furthermore, reflected in the table that all indicators acquired mean values that fall within 3.50 – 4.44 range with satisfactorily effective description. These results have been parallel to the assessments of both the learners and teachers' respondents.

In line with the data presented, it can be inferred that MDL has paved the way for the development of Entrepreneurial skills as evident in the acquisition of performance standards. This is manifested in the accomplishment and ability of learners to design business plan and other related learning outcomes as stated in the curriculum guide. Moreover, MDL supported the attainment of emerging skills along entrepreneurship among senior high school

learners. This became possible since the developed learning modules designed by the teachers were in line to the curriculum guide, which directs teachers to craft instructional materials that would enhance the ability of learners to complete any output and learning tasks assigned to them.

To strongly back up the result, below are the images that show how skill development is intensified through modular distance learning.

**Plate No. 2**



Since business plan is one of the products that learners need to submit at the end of the semester, lessons were presented to them and some guides to accomplish it. In the onslaught of pandemic where learners stay at home and rely on to learning modules and activity sheets, they were given the opportunity to learn how to write this plan through the supervision of teachers through online or face to face encounter via home visits.

To support the above results, the findings of the study presented by Pei Li<sup>1</sup>, Li<sup>2</sup>† & Liu, Z.<sup>[10]</sup> highlighted the perceptions in understanding the university students during COVID-19. It was found out that Entrepreneurship education triggers students' innovative thinking and creativity on entrepreneurship thus, it was suggested that universities should set up an entrepreneurship

education centre to provide professional and business practice opportunities to students. Developing innovativeness and creativity among learners would mean independency of the latter to do projects and outputs expected of them.

In line with the abovementioned study is the research conducted by Irina Gennadievna Kuderova, Munirovich, E., Ryumshin, A., Gayazova, S., Romanova, E., Erzinkyan, E<sup>[11]</sup>. This determined whether students of distance learning are confident in the effectiveness of their education, as well as in their competitiveness with full-time students and readiness for entrepreneurship. The results showed students' positive attitude towards distance learning. It was confirmed by students' confidence in their successful employment and readiness to compete in the market. However, half of the respondents were not ready for their own business activities. The reason for this may be the lack of adequate educational materials, lack of easy access to university libraries and lack of practice during the educational process. Moreover, the favorable attitude of entrepreneurs towards students of this form of education was revealed but most entrepreneurs are not ready to do business with graduates of distance learning since insufficient practical training of students may also be the reason for this.

*Table 1.3 Assessments of Teachers and Learners on the Effectiveness of Modular Distance Learning in Entrepreneurship in terms of Values Development*

Indicators	Teachers	Learners
	X Description	X Description

Facilitates the acquisition of desirable work habits.	3.50 Satisfactorily Effective	3.78 Satisfactorily Effective
Develops students' values and desirable attitudes and habits like; honesty in performing simple business plan	3.58 Satisfactorily Effective	4.19 Satisfactorily Effective
Enhances confidence and open-mindedness.	3.58 Satisfactorily Effective	4.00 Satisfactorily Effective
Paves the way among learners to develop patience and love for work	3.67 Satisfactorily Effective	3.93 Satisfactorily Effective
Provides opportunities among learners to manifest persistence and resourcefulness.	3.58 Satisfactorily Effective	4.00 Satisfactorily Effective

<b>Average</b>	<b>3.58</b> Satisfactorily Effective	<b>3.98</b> Satisfactorily Effective
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The table above presents the data on the assessment of teachers and learners on the effectiveness of MDL in Entrepreneurship in terms of values development. It is noted that 5 indicators were considered by the researcher to evaluate whether values development is evident in the modality implemented. Moreover, with 3.58 weighted mean, teachers perceived that MDL develops students' values and desirable attitudes and habits, enhances confidence and open-mindedness, and provides opportunities among learners to manifest persistence and resourcefulness. Similarly, indicators 2, 3 and 5 were judged by learners as positive outcomes of MDL with weighted mean ranging from 4.00 to

4.19. To sum it up, it is clearly seen that both respondents' assessment falls under satisfactorily effective however, there is a slight difference on the numerical data wherein teacher-respondents' ratings are higher than that of the learner.

The unanimous evaluation of the respondents points toward the implication that MDL is an effective avenue for learners to develop their values such as honesty, open-mindedness, patience, love for work, persistence, and resourcefulness. This has been realized through the main discussion of the lesson and several learning activities found in the learning modules and activity sheets.

Since teachers are the experts in their field, producing learning modules and activity sheets are enclosed not only with knowledge and skills but also with



values enhancement. The image below testifies that teachers reflect these morals and standards in the delivery of the lesson in MDL.

### Plates No. 3

Significantly, the images above depict how values development works in learning modules distributed to senior high school students who took up Entrepreneurship. This specific lesson is found in the Learning Activity Sheet Week 2-Explore Job Opportunities for Entrepreneurship as a

Career. In this part, there is a thorough discussion of successful Entrepreneurs here in the Philippines and their journey to achievement. Discussing their humble beginnings translates the values of persistence, patience, love for work



and determination. This is parallel to the result of the respondents' assessment that MDL paves way for learners to develop their values through appropriate and effective learning resources.

In essence, there are studies that support the above claim that values development is possible through MDL. The study of Gabatbat, M.E. & Noel D. Santander <sup>[12]</sup> noted that students' practices may reinforce the values of education. As regards the specific values incorporated in online instruction, the research conducted found they are many of them, they are all positive or higher values, and they can be loosely classified either as institution-based core values, religious charism-based values, and faith-based values if not personal biased based values. All the cited specific values of the research participants are all necessary, but during this pandemic period there are appropriate values that must be promoted and intensified. The following values needed to be emphasized, are sensitivity, self-care, courage, perseverance, discipline, respect, accountability, faith, justice, peace, honesty, humility, love and therefore, can be categorized into personal character development, social and world development, and spiritual development.

*Table 2.1 Performance of Senior High School Students in Entrepreneurship in Terms of Knowledge and Content Development*

<b>Performance Level</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Highly Proficient (90 -100%)	22	79
Proficient (75 – 89%)	5	18
Nearly Proficient (50 – 74%)	1	3
<b>Total</b>	<b>28</b>	<b>100</b>

It can be noted from the table that among the 28 student respondents, 22 or 79% were within the performance level of 90 to 100 percent and described as highly proficient; 5 or 18 percent got a performance level of 75 to 84 percent and described as proficient; while 1 or 3

percent belonged to the performance level with a range of 50 to 74 percent which is described as nearly proficient. It can be noted that the performance level of most of the students were highly proficient along knowledge and content development.

An analysis of these results revealed that modular distance learning is an effective learning modality that resulted to a better performance of the students in Entrepreneurship course. This report is indeed conceivable since the learning resources prepared by experts in the field comprise the learning objectives found in the curriculum guide. This interrelatedness of the learning objectives and learning tasks convey mastery of the performance standards and learning competencies. That is why, doubtless to say, MDL has been implemented as means to aid learners widen their understanding of Entrepreneurial concepts and knowledge at times when face to face encounter is out of the vocabulary.

Parallel to these findings was the study of Mabini <sup>[13]</sup> on the use of different learning modalities and revealed that MDL is one of the effective learning modalities in terms of acquisition of knowledge, for learners are provided with printed materials as instructional learning materials. This statement conforms with the findings of the present study that senior high school learners are highly proficient in Entrepreneurship.

In lieu of the above result, the study of Hussain, S. et.al<sup>[14]</sup> concluded that modular learning group perform significantly better than the group taught by traditional method of teaching. The Modularization also promoted positive changes in teaching style however this study was deficient in respect of content covered and time used. In modular teaching, the students are provided the opportunities of learning at their own pace, according to their ability level and needs. Also, students in the modular approach outscored the students working in traditional learning mode have no priority over students taught by traditional method in retaining the learnt biological material. Modular approach is more effective as compared to traditional method since it is a self-learning style in which immediate reinforcement is provided in the form of feedback to practice task, which

motivate the student. Hence, the modular approach is considered to create interest among the students as they are free to learn at their own pace.

*Table 2.2 Performance of Senior High School Students in Entrepreneurship in Terms of Skills Development.*

<b>Performance Level</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Highly Proficient (90 -100%)	17	61
Proficient (75 – 89%)	8	28
Nearly Proficient (50-74%)	3	11
<b>Total</b>	<b>28</b>	<b>100</b>

Remarkably, reflected in Table 2.2 is the performance of 28 senior high school students in Entrepreneurship in terms of skills development. It can be observed clearly that 17 or 61% are highly proficient with performance level of 90-100 percent. In addition to that, 8 or 28 percent of these students from Matnog National High School are proficient in the subject with 75-89%. Nevertheless, 3 or 11% are nearly proficient with a performance level of 50 to 74%.

Looking at this data, the results indicate that 25 out of 28 students are within or above the passing rate of 75% performance level in Entrepreneurship. This is a positive result pointing out that modular distance learning is a constructive and fruitful modality in developing the entrepreneurial skills of the learners. However, result further implies that still there is a need skills development activity that would further develop their skills. It advocates more interactive approach. This observation illuminated by White stating that skills development of students needs to combine both inquiry learning and content learning when teaching. Hence, the development of these attributes requires time and handwork.

Another study that would back up the result is the one conducted by Manal AlMahdawi, Senghore, s., Ambrin, H., and Belbase, S.<sup>[15]</sup>. They investigated the indicators of high school students' performance in online chemistry classes in a private school in Al Ain, UAE. Findings revealed that there was a statistically significant positive impact on critical thinking, collaborative skills, creativity and innovation, technology application, class participation, and overall achievement during online and distance learning of chemistry. These findings indicated that students' performance in online chemistry classes during the COVID-19 pandemic provided opportunities to develop creativity and collaborative skills, together with better learning achievement as perceived by the students.

*Table 2.3 Performance of Senior High School Students in Entrepreneurship in Terms of Values Development*

<b>Performance Level</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Highly Proficient (90 – 100%)	5	18
Proficient (75 – 84%)	13	46
<b>Nearly Proficient (50 – 74%)</b>	<b>10</b>	<b>36</b>
<b>Total</b>	<b>28</b>	<b>100</b>

The table presented above shows the performance level of senior high school students in Entrepreneurship along values development. It can be seen from the table that 5 or 18% are highly proficient with performance level of 90-100 percent. Also, 13 or 46% got a performance level of 75-84% which is considered proficient, while 10 or 36 percent are nearly proficient with a performance level of 50 to 74%. The data further presents that the greatest number of student-respondents are proficient along values development.

The results suggest that the distance learning modality is an effective means of

transforming values development to learners through Entrepreneurship. The learning materials intended for the subject which were provided to the students helped in the formation of positive attitudes and ideals of the learners. This positivity was realized through the learning outcomes and tasks included in learning resources crafted by the teachers.

Looking at the 3 tables for the performance level of senior high school students in Entrepreneurship, it is very noticeable that values development need attention and should be given focus. Comparing the results of the tables above, it can be concluded that values development has not been prioritized in the learning situations and tasks given to the learners. As a result, statistics yield lower frequency and percentage along values development. In the same manner, school related values development activities were not possible during the pandemic, so there is a decline in this aspect.

Essentially, Morato<sup>[16]</sup> emphasized that learning modules should at all costs improve standard of learning for learners as they face the struggles and challenges of the learning process itself. In other words, learning modules must be effective in facilitating learners through the learning process. A modular planner therefore must be logical, as the paradigm shift from teacher-centered to learner-centered is very much in place.

In addition, the article by Itorralba<sup>[17]</sup> discussed the 14 effects of modular learning to students. She pointed out that one of these effects is that not all subjects are tackled. With online or modular classes, students do not take all subjects like Values Education. However, she reiterated that there is still a need to integrate once or twice a week only so that students wont overlook and the relative worth of some omitted subjects.

*Table 3.0 Difficulties Encountered by Senior High School Students in Entrepreneurship Course Using Modular Distance Learning*

<b>Difficulties</b>	<b>Frequency (f)</b>	<b>Rank</b>
Concepts to learn are difficult without teachers' assistance	28	1.5
Activities in the modular are complex, thus teachers' help is necessary	28	1.5
Absence of rubrics for values development	27	3
Lack of fund or resources for laboratory activities	20	4
Lack of fund or resources for laboratory activities	15	5
Values enrichment activities are not given emphasis in the modules	14	6
Scarcity of supplementary materials for Entrepreneurship Course	9	7

Table 3.0 displays the difficulties encountered by students in Entrepreneurship course using the modular distance learning modality. Out of 7 identified difficulties, 2 of them got a perfect frequency of 28 which are concept to learn are difficult without teachers' assistance and activities in the modular are complex, thus teachers' help is necessary. Alongside with this, another challenge that mostly respondents consider is the absence of rubrics for values development. On the contrary, only 9 of the respondents identified scarcity of supplementary materials for Entrepreneurship course as the least challenging.

The data above speaks of the real scenario of how MDL affects the learning process specially in the acquisition of knowledge, concepts, and skills. These imply that teachers' utmost commitment in distant learning is to simplify the lessons and learning activities without compromising the attainment of mastering the learning competencies. Likewise, statistics speaks of teachers' duty to formulate tools that would measure how far

students learn to employ effective and necessary resolution to aid learners in their studies.

Moreover, there were other challenges senior high school students encountered during the implementation of MDL, like the administration of distribution, materials and resources. Results reveal that intensive monitoring and supervision of students' outcomes must be handled and evaluated appropriately. This undertaking would lead to students' satisfaction of the modality implemented, mastery of performance standard and fulfilment of learning outcomes and competencies.

In connection to the findings of this study, the teacher provides support to the students when they experience difficulties in the lesson through ; (1) conduct home visitation to address learning difficulties, (2)call parents/learning facilitators for a dialogue to discuss behavioral problems or academic concerns, (3)maintains functional group chat/call/text with the learning facilitators/learners, (4)the teacher makes available appropriate learning materials in Entrepreneurship course needed by the students , (5) the teacher refers the learners to the resources when they are unable to answer the questions during home-based learning, (6)the teacher selects instructional materials which facilitate students' development competency and formulate rubrics in the given activities intended for values development, and lastly, teacher provides feedback on the learners' performance both face-to-face and remote learning modality.

To support the findings presented, Sumaoang & Dangle<sup>[18]</sup> found out the challenges encountered, opinions, and recommendations of teachers, parents, and students in the implementation of Modular Distance Learning. These challenges, opinions and recommendations were identified through a mixed quantitative and qualitative approach by conducting surveys to the 37 participants in the selected schools through quota and purposive sampling. The main challenges that emerged were lack of school funding in the production and delivery of modules; students struggle with

self-studying, and parents' lack of knowledge to academically guide their child/children.

Likewise, the study of Bolaños, Bibon & Barcenas, J.<sup>[19]</sup> determined the coping mechanisms of students from various problems encountered in modular distance learning in terms of support system, time management, and independent learning. The identified grounds of problems were serious threat to the quality of education where scheme for modifications must be immediately implemented to lessen the negative impact to learning needs. The help from knowledgeable personnel and proper organization of modules were deemed appropriate coping strategies based on the problems cited. Notwithstanding this vigorous observation of problems encountered in the modular distance learning, the students were resourceful enough to address their struggles for distance learning modality.

The delivery of curriculum and instruction through the modular learning scheme has been one of the most acceptable learning delivery modalities in time of pandemic. The teaching of Entrepreneurship among senior high school learners has been possible because of this modality with printed self-learning modules and the learning activity sheets as the instructional media. Assessing the effectiveness of this modality would enable the Department of Education in general, to aid not only the teachers but also the learners since it is the prime duty of educators to give the best services to the learners thru the teaching and learning process.

## SUMMARY AND CONCLUSION

Based on the result, the modular distance learning as a delivery modality is satisfactorily effective in the learners' development of knowledge and content, skills, and values in Entrepreneurship. In addition, the majority of the senior high school students are highly proficient in knowledge and content development and also in skills development. However, in values development majority of them have a proficient to nearly proficient performance.

The difficulties encountered by the learners in Entrepreneurship Course in MDL include limited contact with the learners, complex activities, and insufficiency of financial resources. Furthermore, utilizing electronic technologies, providing role models who have entrepreneurial skills and engaging external school stakeholders are innovative activities to scaffold the modular distance learning along the identified learning area.

### RECOMMENDATION

The result of this study enables the researcher to suggest some essential points related to the implementation of MDL along Entrepreneurship. In essence, strong partnership between the school and home must be forged by accentuating their roles and responsibilities to achieve the effectiveness of the learning modality in learner's development of knowledge and content, skills, and values in Entrepreneurship such as those success stories of famous entrepreneurs possessing values worthy of emulation.

Additionally, the integration of practical work activities must be part of learning resources to ensure holistic development of students' performance. Likewise, effective teachers' monitoring be intensified to assist students on their queries regarding complex and difficult learning tasks and systematic supervision of school authorities be prioritized to ensure adequate budget for the implementation of the program.

It is also essential to include technology and innovative activities in SLM's and LAS to deepen students' understanding of entrepreneurial concepts and skills. Most importantly, the conduct of teachers' regular home visit be part of school and home learning engagement plan to provide feedback and learning assistance.

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