

Pupils' Academic Interest in English to The Modular Class Set-Up

Maria Ella O. Magbunag¹, Mary Jean I. Torregosa¹, Stella Marie U. Sab¹

¹Student, School of Advanced Studies, Bohol Island State University (BISU) - Main Campus, CPG North Avenue, Tagbilaran City 6300 Bohol, Philippines

Corresponding Author: mariaella.magbunag@bisu.edu.ph

Abstract— The key purpose of this research was to determine the relationship between pupils' academic interest and their perception to the modular class set-up and to find out the effectiveness of modular approach towards pupils' interest in order to assess their own learning, performance and achievement, in Anas Elementary School in the School Year 2021-2022. The study employed quantitative descriptive research and used self-administered survey questionnaire to collect data from the 29 respondents of Grade 6 pupils at Anas Elementary School. It aimed to accurately describe a research problem to identify the correlation between academic interest and the modular class set up. The questionnaire was composed of two parts. The first part was to determine the level of academic interests of Grade 6 pupils in terms of: social; emotional; physical and intellectual development. The second part contained the perception of the pupils about class set up which is categorized into: instructional materials; delivery of the topics; and teacher-pupil learning engagement. A five-point Likert's Scale was used ranging from 5- Strongly Agree, 4- Agree, 3-Average, 2- Disagree, and 1- Strongly Disagree to determine the level of academic interest of Grade 6 pupils and their perception towards modular class set-up. The given questionnaire was validated and analyzed. The weighted mean was used to determine the perception of the respondent's academic interest and modular class set-up. To determine the relationship of the identified variables of the study, the data were objected to normality tests. The normality tests showed that the data are not normally distributed. The result of the study revealed that it's insignificant and accept the null hypothesis. Therefore, there is no significant relationship between the academic interest of Grade 6 pupils and the modular class set up. And through this study, this may serve as a springboard for the future improvements of the schools' existing programs and guidelines on the implementation of modular distance learning.

Index Terms— English, Academic Interest, Modular Class Set-Up.

1. Introduction

Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success.

Manuscript revised May 30, 2024; accepted June 01, 2024. Date of publication June 02, 2024.

This paper available online at www.ijprse.com
ISSN (Online): 2582-7898; SJIF: 5.59

It is both a psychological state of attention and affect toward a particular object or topic, and an enduring predisposition to reengage over time. It is often thought of as a process of being interested in a topic and a mental resource that enhances learning, which then leads to better performance and achievement (Hidi, 1990).

Academic interests are topics about which the student is curious and wants to spend more time exploring. Students find their academic interests by exploring a wide range of topics and reflecting on those that appeal most to them.

Educational institutions have closed due to COVID19 pandemic. Face to face learning engagement of students and teachers within the school has been suspended. This pandemic has paved the way for DepEd to continuous education and for schools to still attain its mission and vision which is to provide quality education. Distance Learning refers to a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. The use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered. Despite the problem of student learning and the difficulty of their adjustment during the pandemic. Things are not easy when moving pedagogically from one medium to another. The sudden transition brought by the pandemic without adequate opportunities to design for a new medium becomes a struggle for educators and students.

Modular learning was the band-aid solution to these economic shortcomings. But what they failed to consider is that every student's home life is different. Modular learning is heavily reliant on the More Knowledgeable Others (MKOs) capacities, also known as the adult figures in home. The module relies on their knowledge and patience to teach the student whatever concept they do not understand.

For this reason, the researchers tried to determine the relationship between pupils' academic interest in modular class set up and to find out the effectiveness of modular approach towards pupils' interest in order to assess their own learning, performance and achievement.

2. Literature Background

Interest in learning, could most probably be a very powerful affective psychological trait and a very strong knowledge emotion as well as an overwhelming magnetic positive feeling, a sense of being captivated, enthralled, invigorated and energized to cognitively process information much faster and more accurately in addition to most effective application of psychomotor traits like self-regulatory skills, self-discipline, working harder and smarter with optimum persistence (Kpolovie, 2010). The characteristic, interest, may substantially influence educational and occupational achievement, interpersonal relations, the enjoyment one derives from leisure activities, and other major phases of daily living. Values are clearly related to life choices and are often discussed in conjunction with interests and preference. From the view point of the student and what he intends to achieve educationally, a consideration of his interest might be of practical significance.

For learning to be considered effective, the instructor must always be able to use instructional material in which the learners will be able to learn from the experiences. In addition to that, learning take time and effort for the learner to be able to understand more clearly whatever the instructor is teaching him/her. And for any learning module to be effective in its purpose, it must be able to reflect the activities that the learners go through on a day-to-day basis and as such the students will be able to connect and interact with the learning module because they will be able to understand what is entailed of them.

According to Edem (2003), interest contributes to the social, emotional, physical and intellectual development of students. Educational adjustment is concerned with the extent to which a child works harmoniously in the school and finds the subject, courses and academic programs compatible with his needs. Adjustment is often seen as fitting into one's society, abiding by the laws and living within the bounds of customary behavior and maintaining the ideas of ones' group.

This study is supported by Republic Act (RA) No. 10533, or the Enhanced Basic Education Act of 2013 states that:

Amidst the public health emergency brought about by the COVID-19 pandemic, the Department of Education (DepEd) is committed to ensure unhampered delivery of basic education service to its learners and the community, in line with the constitutional mandate of the state "to establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large, " pursuant to section 2 (1) Article XIV of the 1987 Constitution.

Moreover, in accordance with DepEd Order (DO) No. 12, s. 2020, " Adoption of the Basic Education Learning Continuity Plan (BE-LCD) for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency says that:

DepEd shall employ multiple learning delivery modalities (LDMS) to ensure the continued division of learning opportunities to its learners, while protecting the health and safety of both its personnel and learners. This can be done through blended learning, distance learning, and

homeschooling.

In accordance with its legal mandate, DepEd has promulgated issuances on flexible learning materials, specifically, DepEd No. 21, s. 2019, or the Policy Guidelines on the K to 12 Basic Education states that:

It sets forth flexible learning options (FLOs), which includes alternative delivery modes and its corresponding learning resources that are responsive to the need, connect, circumstances, and diversity of learners.

As early as 1972, Moore expressed concern about the progress of distance education being hindered by lack of attention to what he called the 'macro factors'. Moore indicated that there is a need to describe and define the field of distance education, to discriminate between its various components, and to identify the critical elements of the various forms of learning and teaching. In his Theory of Transactional Distance, Moore posits that in distance learning scenarios, separation between the teacher and the students can "lead to communication gaps, a psychological space of potential misunderstandings between the behaviors of instructors and those of the learners.

In Keegan's Theory of Distance Education, it states that the distance learning system must artificially recreate the teaching-learning interaction and reintegrate it back into the instructional process. This is the basis of their Iowa Model: To offer to the distance learner an experience as much like traditional, face-to-face instruction, via intact classrooms and live, two-way audiovisual interaction. In distance education, there is a gap between teacher and student, so the student must "accept a high degree of responsibility for the conduct of the learning program."

Additionally, Interest Theory suggests that another route to capturing and sustaining students' motivation is helping students find meaning and value in their courses (Harackiewicz & Hulleman, 2010). Students who discover academic interests in school are better prepared for satisfying careers. Interest is a powerful motivational process that energizes learning and guides academic and career trajectories (Renninger & Hidi, 2016). Interest is, therefore, both a psychological state characterized by increased attention, effort, and affect, experienced in a particular moment (situational interest), as well as an enduring predisposition to reengage with a particular object or topic over time (individual interest; Hidi & Renninger, 2006).

For instance, a student might enjoy an entertaining lecture about tsunamis, become fascinated by their power, engage more in the class, and appreciate the subject's personal relevance. Thus, being in a state of interest means that affective reactions, perceived value, and cognitive functioning intertwine, and that attention and learning feel effortless (Ainley, 2006; Dewey, 1913; Hidi, 2006).

One way to trigger interest is to structure learning activities in ways that catch students' attention. Dewey (1913) argued that educational activities should awaken and excite the immediate needs of the individual. Berlyne (1970) identified a number of task features, called collative variables, which affect attention and arousal.

Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation on the teaching-learning process. It is use to get the attention of the students and eliminate boredom. Instructional materials are highly important for teaching; especially for inexperienced teachers. Teachers rely on instructional materials in every aspect of teaching. They need material for background information on the subject they are teaching.

Another research study has shown that where instructional materials are used the learning environments are highly stimulating and the students appear to take greater interest in learning. Teachers who take time to provide instructional materials and option that take into consideration or account the different ways students receive and express knowledge are more likely to see their students' success. As cited by findings of Inyang (1997) that teaching is effective when the teacher makes use of instructional materials. The concept of instructional materials revolves on the fact that, it does not only stimulate the learner, but enhances learning outcome generally, increased relationship and recall by involving the relevant senses and makes instruction clear, meaningful and in most cases real.

Although technology is an integral part of distance education, any successful program must focus on the instructional needs of the students, rather than on the technology itself. It is essential to consider their ages, cultural and socioeconomic backgrounds, interests and experiences, educational levels, and familiarity with distance education methods and delivery systems (Schamber, 1988).

In a learning situation, pupils that perceive school tasks as boring or too demanding would pay little or no attention in class and may transfer such dislikes to even other people and object around them. This is so because interest affects an individual's interpersonal relationship, their attitude towards something, adjustment as well as their total personality. According to Denga (1987), interest, attitudes and values are intertwining in such a way that they are difficult to foregoing, students develop interest in classroom activities that are satisfying, show readiness to carry out school tasks when a situation stimulates further activities, and derived enthusiasm from this process enhances learning and adjustment.

Furthermore, research examines the role of student interest in the instructional context. In particular, it explores how communication on the part of teachers can influence emotional interest and cognitive interest on the part of students. Guided by emotional interest theory, cognitive interest theory, and the tenets of an operational model, this is to inform how teacher communication behaviors influence student interest and how interest impacts student engagement and learning. In a series of studies, Izard and Buechler (1980), proposed a set of emotions fundamental to the human experience, including joy, surprise, sadness, anger, disgust, contempt, fear, shame, shyness, guilt, and interest. Teacher communication behaviors can arouse interest in students.

In essence, the construct of interest offers a broader view of affect and better captures the role of affect in the communication and learning relationship.

Finally, the purpose of this chapter is to review literature that establishes important connections between teacher and student learning. Initially, arguments are developed regarding the relationship between teacher communication, behavior and student interest.

A. The Problem

The purpose of this study was to determine the relationship between pupils' academic interest and their perception to the modular class set-up and to find out the effectiveness of modular approach towards pupils' interest in order to assess their own learning, performance and achievement, in Anas Elementary School in the School Year 2021-2022.

Specifically, this study sought to answer the following questions:

1. What is the level of academic interest of Grade Six pupils in terms of:
 - 1.1. social;
 - 1.2. emotional;
 - 1.3. physical; and
 - 1.4. intellectual development?
2. What is the perception of Grade Six pupils about modular class set-up in terms of:
 - 2.1. instructional materials;
 - 2.2. delivery of the topics; and
 - 2.3. teacher-pupil learning engagement?
3. Is there a significant relationship between the level of academic interest of Grade Six pupils and the perception the modular class set-up?
4. What action plan can be proposed based on the results of the study?

3. Methodology

The quantitative descriptive research was used in this study utilizing a survey questionnaire as means of accumulating responses. The information that was obtained through the survey method provided a reference point for analysis, classification, and evaluation. It was an organize attempt to analyze, present, interpret data on the relationship between pupils' academic interest and their perception to the modular class set-up during the School Year 2021-2022. This study was conducted at Anas Elementary School located at Anas, Valencia, Bohol. It is a public institution with a total current population of 458 pupils that offers standard quality education from preschool to Grade Six. The research study involved Grade Six pupils of Anas Elementary School during the School Year 2021-2022. There is only one section with 18 females and 11 males to be the respondents of the study, with the total of 29 respondents.

A simple random sampling was used wherein 70% of the total population were the actual respondents, while the remaining 30% were the respondents for the pilot testing. Researchers chose the Grade Six pupils since this grade level is knowledgeable enough to answer the necessary questions other than any elementary grade level.

The researchers used researcher-made survey questionnaires based on the study of Mazer (2010), “Student Interest in Teaching and Learning: Conceptualizing and Testing a Process Model of Teacher Communication, Student Emotional and Cognitive Interest, and Engagement” for the level of academic interest, and the study of Dangle and Sumaoang (2020) entitled “The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools” to determine the perception of pupils in the modular class set-up. It was modified to suit the study and to determine the relationship of academic interest and the modular distant learning.

The questionnaire was composed of two parts. The first part was to determine the level of academic interests of Grade 6 pupils in terms of: social; emotional; physical and intellectual development with 20 items. The second part contained the perception of the pupils about class set-up which is categorized into: instructional materials; delivery of the topics; and teacher-pupil learning engagement with 15 items. A five-point Likert’s Scale was used ranging from 5-Strongly Agree, 4- Agree, 3- Average, 2- Disagree, and 1- Strongly Disagree to determine the level of academic interest of Grade 6 pupils and their perception towards modular class set-up.

For the final copy of the survey questionnaire, it was presented first to the adviser for certain modifications and enhancements. Then, it was undergone through pilot testing and a qualitative item analysis as advised by the statistician teacher.

A. Procedure

Procedures were employed by the researchers in gathering data relevant to the study.

1) Phase I. Preliminary Activities

A letter signed by the Research Instructor and the Thesis Adviser was sent to the College Dean and Campus Director for the approval in conducting the study. Upon permission, the researchers presented the letter to the Principal of Anas Elementary School. Enclosed in the letter were the purpose of the study and the request for approval to conduct the study to its respondents. After having been granted the approval, the researchers then communicated the study to the selected adviser of the respondents to ask help in the distribution and the retrieval of the survey questionnaires.

2) Phase II. Actual Activities

The data were collected through a survey questionnaire. The researchers distributed the modified questionnaires to the section adviser and compacted it together with their weekly modules. The researchers then waited a week after for the retrieval of the questionnaires so that the respondents were given ample time to answer the questions. To raise awareness among the respondents, the researchers explained the study’s goal as well as the questions included in the questionnaire.

3) Phase III. Post Activities

The researchers retrieved the survey questionnaires after the respondents answered. The responses were statistically treated, analyzed and interpreted in the light of the objective of this study. The researchers interpreted the data using the given statistical formula to test the hypothesis and formulate the conclusion of the study.

B. Statistical Treatment

The data was computed following the statistical treatment below.

A. Normality Test and Item Analysis

To determine the relationship of the identified variables of the study, the data were objected to normality tests and item analysis.

B. Weighted Mean

The pupils’ academic interest in English to the modular class set-up was determined by computing the weighted mean.

$$WM = \frac{\sum fx}{N}$$

where:

WM = the average weighted mean

fx = frequency

$\sum fx$ = the total number of the scores of the respondents

N = number of respondents

After getting the weighted mean on the level of academic interests of the Grade Six pupils, the researchers interpreted the result using the following scale:

Part 1: Level of Academic Interest of Grade Six Pupils			
Range	Scale	Description	Interpretation
5	4.21-5.00	Strongly Agree	-The respondents showed very high interest.
4	4.21-5.00	Agree	-The respondents showed high interest.
3	2.61-3.40	Average	-The respondents showed moderate interest.
2	1.81-2.60	Disagree	-The respondents showed low interest.
1	1.00-1.80	Strongly Disagree	-The respondents showed very low interest.

With regards to the perception of Grade Six pupils to the modular class set-up, the researchers used the following grading scale with its corresponding descriptors:

Part 2: Perception of Grade Six Pupils to the Modular Class Set-Up			
Range	Scale	Description	Interpretation
5	4.21-5.00	Strongly Agree	-The respondents highly agree and is willing to engage in modular set-up.
4	4.21-5.00	Agree	-The respondents agree and is willing to engage in modular set-up.
3	2.61-3.40	Average	-The respondents moderately agree and is willing to engage in the modular class set-up.
2	1.81-2.60	Disagree	-The respondents disagree and not willing to engage in modular set-up.
1	1.00-1.80	Strongly Disagree	-The respondents strongly disagree and no willingness at all.

C. Spearman Rho

The normality test showed that the data are not normally distributed and also to determine the relationship between the pupils' academic interest and their perception to the modular class set-up, hence the Spearman Rho was used with the formula:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where:

- ρ = Spearman's rank correlation coefficient
- d_i = difference between the two ranks of each observation
- n = number of observations

To determine the interpretation of the correlation, the proceeding range was used:

Absolute value of r	Interpretation
± 0.00-0.20	Negligible Correlation
± 0.21-0.40	Low Correlation
± 0.41-0.60	Substantial Correlation
± 0.61-0.80	High Correlation
± 0.81-1.00	Very High Correlation

4. Results and Discussion

Table 1
Level of Academic Interest of Grade Six Pupils
N = 29

[1] STATEMENTS	[2] WEIGHTED MEAN	[3] DESCRIPTION
[4] SOCIAL DEVELOPMENT	[5]	[6]
[7] I like the structure of the module means and can interact with my classmates when learning.	[8] 3.97	[9] AGREE
[10] I like how my	[11] 3.97	[12] AGREE

studies have helped me develop my self-confidence.	[14] 3.90	[15] AGREE
[13] I enjoy the performance tasks from the module and encourages me to socialize with my relatives or neighbors to do the tasks.	[17] 4.14	[18] AGREE
[16] I love it when I immediately ask my parents to correct my problems and help me keep on the task.	[20] 3.41	[21] AGREE
[19] I feel alone a bit when I don't interact with classmates and teachers.	[23] 3.88	[24] AGREE
AVERAGE WEIGHTED MEAN		
[25] EMOTIONAL DEVELOPMENT	[26]	[27]
[28] The topics covered in the module brightens my mood.	[29] 3.72	[30] AGREE
[31] Module time excites me.	[32] 3.62	[33] AGREE
[34] I feel motivated when modules were well-designed.	[35] 3.86	[36] AGREE
[37] I've experienced difficulties in answering the modules.	[38] 3.97	[39] AGREE
[40] It irritates me when I read a lot of concepts.	[41] 3.00	[42] AVERAGE
[43] AVERAGE WEIGHTED MEAN	[44] 3.63	[45] AGREE
[46] PHYSICAL DEVELOPMENT	[47]	[48]
[49] I was able to keep my body involve to release stress and boredom.	[50] 3.79	[51] AGREE
[52] Answering modules makes me energized.	[53] 4.10	[54] AGREE
[55] I learn to strengthen my immune system to keep me safe and healthy.	[56] 4.00	[57] AGREE
[58] I enjoy doing performance tasks especially when the body is involve.	[59] 4.07	[60] AGREE
[61] I am confident that I didn't skip meal in spite of academic workloads.	[62] 3.86	[63] AGREE
[64] AVERAGE WEIGHTED MEAN	[65] 3.97	[66] AGREE

AVERAGE WEIGHTED MEAN		
[67] INTELLECTUAL DEVELOPMENT	[68]	[69]
[70] The module is intellectually stimulating and stretched me.	[71] 3.90	[72] AGREE
[73] The information in the module is making me more knowledgeable.	[74] 4.00	[75] AGREE
[76] My understanding on the subject increases as a result of taking this module.	[77] 4.07	[78] AGREE
[79] The content of the module interests me.	[80] 3.52	[81] AGREE
[82] The content of the module widens my vocabulary skills and reading comprehension.	[83] 3.62	[84] AGREE
[85]	[86] 3.82	[87] AGREE
AVERAGE WEIGHTED MEAN		
[88]	[89] 3.83	[90] AGREE
GRAND MEAN		

Table 1 presents the Grade Six pupils' level of academic interest in terms of social, emotional, physical and intellectual development. As to social development area, among the five statements, most of the respondents answered "Agree". Statement 4 obtained the highest weighted mean of 4.14 which reveals that the respondents love when they immediately ask their parents to correct their problems and help them keep on the task. On the other hand, statement 5 got the lowest weighted mean of 3.41. Moreover, it shows an average weighted mean of 3.88, and with an interpretation "Agree." It only proves that the respondents "Agree" with the given level of academic interest in terms of social development.

In the study by Denga (1987), the measurement of interest is predicted on the assumption that people have a tendency to excel, to be devoted or to be committed to and to exert more efforts in those activities they like. To him, interest can thus, be defined as likes and dislikes or aversions. Interest affects an individual's interpersonal relationships, his attitude towards something, adjustment, as well as his total personality. Denga (1987), opined that interest, attitudes and values intertwine or overlap in such a way that they are difficult to separate.

For emotional development, four out of five statements were evenly categorized as "agree" and one out of five statements categorized as "average." It implies that most of the respondents showed high interest from the given statements. The statement 9 got the highest rank garnering a weighted mean of 3.97. This means that the respondents agree that they experienced difficulties in answering their modules. On the

contrary, the statement 10 got the lowest rank with a weighted mean 3.00. Additionally, it shows an average weighted mean of 3.63, and with an interpretation "Agree." It only means that the pupils in Grade Six "Agree" with the given level of academic interest in terms of emotional development.

Furthermore, this finding relates to the study of Gueta and Janer (2021), which conducted an interview to 30 pupils about the challenges met in using self-learning modules in this distance mode of learning and found out that the great number of activities in each module is one of the main problems that caused pupils to experience difficulties to answer and finish the self-learning modules.

In regard with physical development, all the given statements are classified as "agree", obtaining a grand mean of 3.97. This indicates that the respondents showed high interest from the given statements. Statement 14 holds the highest rank gaining a weighted mean of 4.07. This means that the respondents agree that the content of the module makes them interested. On the contrary, statement 11 holds the lowest rank with the weighted mean 3.79.

This relates to the study of Harp and Mayer (1997), interesting content arouses the reader's curiosity and interest in the topic and leads to greater learning. To sum up, in this modular class set-up, majority of the students were interested with the content of their modules and only some of the students agreed that the module is intellectually stimulating for them.

On intellectual development, all the statements were uniformly rated as "agree", obtaining a grand mean of 3.82. It indicates that the respondents showed high interest from the given statements. The statement 18 got the highest rank with a weighted mean of 4.07. This means that the respondents agree that their understanding on the subject increases as a result of taking their modules. On the other hand, the statement 19 got the lowest rank with a weighted mean of 3.52. It reveals that most of the students' understanding on the subject increases as a result of taking their modules in this modular class set-up.

Again, this finding relates to the study of Aksan (2021), which is about the effect of modular distance learning approach to students' academic performance in Mathematics which found out that modular learning had a positive effect to students in their academic performance. The level of academic performance of the students was very satisfactory based on the percentage grades indicators.

Table 2
Perception of Grade Six Pupils about Modular Class Set-Up
N = 29

[91] STATEMENTS	[92] WEIGHTED MEAN	[93] DESCRIPTION
[94] INSTRUCTIONAL MATERIALS	[95]	[96]
1. The module is well organized.	[97] 4.24	[98] AGREE
2. Instructional Materials are effective and efficient.	[99] 4.03	[100] AGREE
3. The learning activities on the	[101] 4.17	[102] AGREE

	module help me to learn.	[103]4.07	[104]AGREE
4.	The physical accommodation for the module is appropriate.		
5.	Overall, I am satisfied with the quality of the module.	[105]3.76	[106]AGREE
[107]	AVERAGE WEIGHTED MEAN	[108]4.06	[109]AGREE
[110]	DELIVERY OF TOPICS	[111]	[112]
6.	The instructions on how to complete the assigned tasks are easy to follow.	[113]3.79	[114]AGREE
7.	The way the module materials are presented helps to maintain my interest.	[115]3.86	[116]AGREE
8.	The content is up to date.	[117]4.03	[118]AGREE
9.	I am provided with timely and helpful information and guidance at the start of the module.	[119]4.10	[120]AGREE
10.	The quality of teaching on this module has been good.	[121]3.83	[122]AGREE
[123]	AVERAGE WEIGHTED MEAN	[124]3.92	[125]AGREE
[126]	TEACHER-PUPIL ENGAGEMENT	[127]	[128]
11.	Teachers made the subject matter covered on the module interesting.	[129]3.97	[130]AGREE
12.	Teachers are good at explaining things.	[131]4.17	[132]AGREE
13.	My teacher is approachable in terms of asking clarifications about the module.	[133]4.10	[134]AGREE
14.	The teaching methods used on this module helped me to learn.	[135]4.10	[136]AGREE
15.	My teacher used a	[137]4.10	[138]AGREE

	friendly/personal tone in feedback on my assigned tasks.		
[139]	AVERAGE WEIGHTED MEAN	[140]4.09	[141]AGREE
[142]	GRAND MEAN	[143]4.02	[144]AGREE

Table 2 presents the perception of Grade six pupils about the modular class set-up in terms of instructional materials, delivery of topics, and teacher-pupil engagement.

In respect to instructional materials, all of the given statements are classified as “agree”, obtaining a grand mean of 4.06. This indicates that the respondents showed high interest from the given statements. Statement 1 holds the highest rank gaining a weighted mean of 4.24. This means that the respondents agree that the modules are well-organized. On the contrary, statement 5 holds the lowest rank with the weighted mean 3.76.

It supports the study of Bowes and Banilower (2004), states that both the extent of teacher participation in professional development and the used of the district-designated instructional materials associated with higher evaluated ratings of lesson quality. Therefore, the table shows that during this modular class set up, majority of the students agree that the modules are well organized and only some of them says that they are satisfied with the quality of the modules.

With regard to delivery of topics, all the statements were uniformly rated as “agree” with a grand mean of 3.92. It implies that the respondents agree and are willing to engage in modular class set-up. The item that placed in the highest rank is number 9 garnering a weighted mean of 4.10. This means that most of the respondents agree that they are provided with timely and helpful information and guidance at the start of the module. On the contrary, item number 6 was placed at the lowest rank obtaining a weighted mean of 3.79. It shows that most of Grade six students agree that they are provided with timely and helpful information and guidance at the start of the module in this modular class set-up.

Moreover, this finding relates to the study of Castroverde and Acala (2021), about the challenges of teachers in teaching amid the Covid-19 pandemic which found out that teachers plan, prepare and distribute modules, monitor students’ learning, check, evaluate outputs, and provide feedback on students’ performance. Teachers used various ways to cope with the challenges encountered in modular distance learning modality such as time management, innovating teaching strategies, adapting to the changes brought by the new normal trend in education, being flexible, providing alternative plans, being optimistic, patient, and equipping oneself with the necessary skills for the new normal ways of education.

Regarding teacher-pupil engagement, all of the given statements are classified as “agree” where it obtain a grand mean of 4.09. This indicates that the respondents showed only

fine interest from the given statements. Statement number 12 holds the highest rank gaining a weighted mean of 4.17. This means that the respondents agree that the teachers are good at explaining things. On the contrary, statement number 11 holds the lowest rank with the weighted mean 3.97.

The results data conform the study of Rizaldo et al, (2007), “Comparative Effects of Modular and Traditional Methods in Teaching Analytic Geometry, concluded that students performed better and mastered the subject matter using the modular method of teaching. Typically, this procedure takes place progressively as the teacher becomes more accustomed with the module. The objective of the module of the module is to deliver resources to teacher that will let them to convert their classrooms into dynamic, student-centered learning milieus.

Table 3
Relationship between the Level of Academic Interest and Perception about Modular Class Set-up of Grade Six Pupils

[145]Relatio nship	[146]Correl ation Coeffi cient	[147]Descri ption	[148]P- V al ue	[149]Decisio n
[150]Level of Acade mic Interest and Percept ion about Modula r Class Set-up of Grade Six Pupils	[151]0.301	[152]Low Correl ation	[153].1 12	[154]Insignif icant; [155]Accept null hypothesis

Table 3 shows the relationship between the Level of Academic Interest and Perception about Modular Class Set-up of Grade Six Pupils. Using the Spearman rho, it was found out that the correlation coefficient of the two variables of 0.301 implies low correlation and the p-value of .112 denotes insignificant relationship, thus, the null hypothesis is accepted.

The results' data relates to the study of M. Llego (2021), “DepEd Self-Learning Modules (SLM) for School Year 2020-2021” which pointed out that effective self-learning modules keep the students at their own pace and boost their interest and confidence in learning amidst pandemic and modular distance learning. This implies that pupils' performance and interest academically had nothing to do with their perceptions on this new mode of learning.

5. Summary of Findings, Conclusion and Recommendations

This chapter gives the summary, findings, conclusions and recommendations of the study based from the analysis and interpretation of the gathered data.

A. Summary

This study was undertaken to determine the pupils' level of academic interest in English in the modular class set-up. The respondents were the 29 Grade Six pupils of Anas Elementary School of S.Y. 2021-2022.

Specifically, this study sought to find out the level of academic interest of Grade Six pupils in terms of social, emotional, physical and intellectual development. Then, it also sought to determine the perception of Grade Six pupils about modular class set up in terms of instructional materials, delivery of the topics, teacher-pupil learning engagement. It also wanted to find out if there is no significant relationship between the level of academic interest of Grade Six pupils and the perception in the modular class set up. Finally, it pursued to propose an action plan based on the result of this study.

The researchers employed the descriptive design with the aid of two-part survey questionnaire. The first part was to determine the level of academic interest of Grade Six pupils in terms of social, emotional, physical and intellectual development and the second part was to determine the perception of Grade Six pupils about modular class set-up in terms of instructional materials, delivery of the topics, teacher-pupil learning engagement. Instruments were modified from other related researchers to fit the context of the study and was pilot tested for validity.

The data gathered were tabulated, computed and treated statistically using the percentage, average weighted mean, and Spearman Rho to analyze and interpret the data.

B. Findings

After a thorough analysis of the study, the following analysis are drawn;

1) *Level of academic interest of Grade Six pupils in terms of social, emotional, physical and intellectual development.*

Among the four areas of development, it was revealed that Physical Development got the highest weighted mean of 3.97 describes as “Agree.” On the other hand, Emotional Development got the lowest weighted mean of 3.63, described as “Agree.” Generally, the overall result of the level of pupil's academic interest has a grand mean of 3.83 which described as “Agree.”

2) *Perception of Grade Six pupils about modular class set up in terms of instructional materials, delivery of the topics, teacher-pupil learning engagement.*

Among the three online categories, it was declared that Teacher-pupil engagement got the highest weighted mean of 4.09, labeled as "Agree." Meanwhile, Delivery of topics got the lowest weighted mean of 3.92, represents "Agree." The overall result of the perception of Grade Six Pupils to the Modular Class Set-up has the grand mean of 4.02 which qualify as "Agree."

3) *Relationship between the level of academic interest of Grade Six pupils and the perception in the modular class set up.*

There is no significant relationship between pupils' academic interest in English and their perception to the modular class set-up. It was revealed that the correlation coefficient of

the computed two variables is 0.301 which implies a low correlation and with the p-value of .112, hence, the null hypothesis is accepted.

C. Conclusion

Based on the findings of the study, the researchers concluded that academic interest does not depend on a certain class set-up, thus, modular class set-up does not affect the pupils' academic interest.

D. Recommendations

After a thorough examination of the findings and conclusion of the study, the researchers offer the following recommendations.

- The DepEd may implement and provide a self-learning module that are attainable by the pupils' level of understandings so that pupils' will take their learning modules with no difficulties.
- The teachers may conduct a weekly evaluation to determine the level of pupils' interest towards the quality of modules.
- The DepEd may implement limited face to face classes for the pupils to experience an interaction between their teachers and classmates.

References

- [1]. Acala, M. (2021), Modular Distance Learning Modality: Challenges of Teachers in teaching amid the Covid-19 pandemic.
- [2]. Ainley (2006), Motivation, affect and cognition in interest processes.
- [3]. Aksan, J. (2021), Effect of Modular Distance Learning Approach to Academic Performance in Mathematics of Students in Mindanao State University-Sulu Senior High School Amidst Covid-19 Pandemic
- [4]. Alexander, P (1994), The role of subject matter knowledge and interest in the processing of linear and nonlinear text. *Review of Education Research*.
- [5]. Berlyne (1970), Novelty, complexity, and Hedonic Value.
- [6]. Bows and Banilower (2004), Facilitating teacher Professional development in online.
- [7]. Castroverde and Acala (2021), Modular Distance learning modality.
- [8]. Dangle Y.R and Sumaoang J. (2020), The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools.
- [9]. Denga (1987), Teacher Job satisfaction and motivation for school.
- [10]. DepEd Order No. 12, s. 2020. Adoption of the Basic Education Learning Continuity Plan (BE-LCD).
- [11]. DepEd Order No. 21, s. 2019. Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan.
- [12]. Dewey (1913), Interest and effort in education.
- [13]. Edem (2003), Students' Academic Interest and their Adjustment to Academic Demands in Tertiary Institutions in South-South Zone of Nigeria.
- [14]. Fallon, G. (2011), Making the Connection: Moore's Theory of Transactional Distance and Its Relevance to the Use of a Virtual Classroom in Postgraduate Online Teacher Education.
- [15]. Gueta and Janer (2021), Distance Learning Challenges on the use of self-learning Modules.
- [16]. Harp and Mayer (1997), The role of interest in Learning.
- [17]. Hidi (1990), Interest and its contribution as a mental resource for learning.
- [18]. Harackiewicz J. & Hulleman CS. (2010), Interest Matters: The Importance of Promoting Interest in Education.
- [19]. Inyang (1997), The Influence of Instructional Materials on Academic Performance.
- [20]. Ivy, P. (2019), Learning Module and its Usefulness for Instructors.
- [21]. Izard and Buechler (1980), Human Emotions: Universal or Culture-Specific?
- [22]. Jose, P. (2020), The "new normal" in education | SpringerLink The "new normal" in education.
- [23]. Keegan, D. (1986), *The Foundations of Distance Education*. London: Croom Helm.
- [24]. Kogan, P. (1999), Using a Modular Approach to Course Design - IDEA Shop.
- [25]. Kpolovie (2010), Role of Interest in Learning and Attitude towards School.
- [26]. Loveless, B. (2021), Distance Learning: The Ultimate Guide to Online Learning - Education Corner.
- [27]. Madison (2021), Instructional Materials - Design Teach Engage - UW-Madison Instructional Materials.
- [28]. Mazer (2010), Development and validation of classroom emotion scale.
- [29]. Moore, M. G. (1972), Learner autonomy: The second dimension of independent learning. *Convergence Fall*.
- [30]. Muhammad, B. (2014), Student and teacher engagement.
- [31]. Renninger and Hidi (2016), The Power of Interest for the Motivation and Engagement.
- [32]. Republic Act No.1053. Enhance Basic Education Act.
- [33]. Rizaldo et.al (2007), Modular-Based Approach and Students.
- [34]. Schamber (1988), Issues in Distance Learning.
- [35]. Schamber, L. (1990), Distance education and the changing role of the library media specialist. Syracuse, NY: ERIC Clearinghouse on Information.
- [36]. Writer, S. (2020), What Is an Example of an Academic Interest or Activity?