



Perceived Effectiveness of Self-Learning Modules (SLMs), Writing Attitude and Writing Skills in English of Grade 10 Students in a Philippine Public High School

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Abstract

Writing skill is a fundamental skill for academic achievement and professional growth. It allows students to express themselves effectively and is vital in most professional careers. Nevertheless, most students lack writing skills due to reasons like low motivation, low self-esteem, and limited exposure to effective teaching practices. These difficulties obstruct their development of competent writing skills that they will need for their future academic and professional careers. With the growing integration of modular learning into the Philippine education system, specifically through Self-Learning Modules (SLMs), it is important to analyze their impact on improving students' writing skill. This research endeavors to evaluate the perceived effectiveness of SLMs, writing attitudes, and actual writing skills of the Grade 10 students in one national high school in Santa Rosa, Laguna, Philippines. More specifically, it aims to determine the effect of SLMs on students' writing attitudes and skills and whether these factors are associated with general writing ability. A descriptive-correlational research design was employed in this study to analyze students' perceptions of SLMs, their attitudes toward writing, and their actual writing skills. A total of 300 randomly selected Grade 10 students participated in the study, answering survey questionnaires, and completing a writing proficiency test. The data were analyzed using weighted mean, Pearson's r correlation, and percentage distribution to establish relationships between students' perceptions of SLMs, their writing attitudes, and their writing skills. The results indicated that students greatly valued the worth of SLMs, showing that they found them helpful in their learning process. The respondents also showed a positive attitude towards writing, showing motivation and valuing it. Nevertheless, even with these positive attitudes, the evaluation of students' writing ability indicated that most of them were at a "Fair" level, with only a few attaining a "Good" level of proficiency. Correlation analysis proved that a significant but moderate correlation existed between writing attitudes and the perceived usefulness of SLMs, showing that SLMs could be related to affecting the perception of writing among students. Nevertheless, further analysis was not able to show a significant relationship between the perceived usefulness of SLMs and writing skills and between writing attitudes and writing skills. These results suggest that positive attitudes toward writing are not always reflective of better writing skills, which suggests that other variables, including teaching methods, student motivation, and practice time, significantly contribute to the development of writing. This research emphasizes the necessity of enhanced teaching techniques and pedagogical approaches in self-learning modules to optimize its effectiveness. Although SLMs contribute to students' writing attitudes, their direct influence on writing skills is limited. Thus, it is suggested that other variables like teacher support, cooperative learning activities, and extensive writing practice be included in the curriculum to improve students' writing skills. Subsequent studies can investigate how various teaching methodologies, online learning resources, and peer-to-peer collaboration can further enhance students' writing improvement within a modular learning environment.

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1. Introduction

In global education worldwide, it is necessary to have a continuous process in our compelling academic growth. To explore and rethink traditional methods and adopt alternative learning approaches to ensure the continuity in learning. The COVID-19 outbreak offered a previously unheard-of threat to the global educational system, requiring teachers to swiftly adopt new teaching

and learning methods (Garcia-Morales *et al.*, 2021). Due to lockdown procedures and health concerns, distance learning became more popular. Educators and decision-makers investigate different methods to guarantee that kids receive high-quality instruction (Yassine *et al.*, 2022).

The Philippines is regarded as one of the largest English-speaking nations (Cabigon, 2020). The introduction of the English language into the Philippines cannot be compared any better as it has been a part of the Filipino culture and influences every dimension of education, government and business, and life in general. It is very essential to the people in the Philippines as it serves as a helpful tool for language communication, and economic success for the globalization era. In the Philippines, the lingua has been the great binding factor among Filipino people of different linguistic origins. Educators agree that proficiency in the English language is the basis for success in academic pursuits. (Davin & Tarusan, 2022). Reading, writing, and working with numbers are tasks that are based on language skills, describing this as the interplay between everyday language skills and more advanced communication skills. (Racca & Lasaten, 2020).

The issue that students are dealing with nowadays is how to maintain the quality of education in the Philippines. Especially in the grammar and writing skills of the students in the secondary level. In terms of their proficiency and practice, the Philippines ranked 22nd out of 111 countries in the EPI in 2022, down from 13th in 2016, 15th in 2017, and 14th in 2018 based on the English Proficiency Index (EPI). In 2018, the Philippines ranked lowest in PISA for reading comprehension, with an average score of 340, 100 points below the OECD average of 487 (Magsambol 2020). On this date by Magsambol on PISA it shows the consistent drop in the countries ranking since 2016. From 13th place in 2016, the Philippines slid to 15th spot in 2017, to 14th place in 2018, and then to the 20th spot in 2019. This data shows the recent drop on the proficiency of our students focusing on the English proficiency of the students. Learning modules have rapidly gained adoption in schools. For providing challenging and engaging learning resources, learning modules are an excellent solution because it is flexible. From studies, learning modules have been found to be successful in the improvement of various dimensions of language, and these include grammar and writing. It has been proven through research that students learning modules with respect to grammar of English and instruction on writing understand the rules of grammar better and can apply them in their writing. Besides, quality writing work by students also supported that using games and other multimedia in learning modules bring good results. The present study aims at focusing on Grade 10 students of the Philippines to assess whether the learning modules concerned with teaching the grammar and writing skills are appropriate within the specific context. It also tries to define the term student attitudes toward learning modules as well as the impacts they have on the learning process itself. Concerning the needs for adaptive learning tools, there is relevance today of varied and diverse learning styles. For example, a student may find effective facilitators of learning through interactive elements, self-paced learning environments, and personal communication involving the teacher.

Every student in an educational institution has a major role to play in English, which is the second language of our nation. The modern, widely accepted international language franca is English. As the globe becomes more interconnected and

frequently uses modern technologies, there is a growing demand for the use of the English language. With the current technological advancement, people from other regions may now communicate more rapidly with their counterparts than ever before. Thus, if one is to engage in international trade, it is now imperative to possess great proficiency in communication skills in English coupled with proficiency in technology, especially because English is a business language and an educational tool. In the modern world, English is also taught and studied for its apparent practical use, particularly as a manner.

The society has suffered a great deal because of the COVID-19 pandemic. The instruction changed from the conventional method to using modules as a component of carrying out the learning continuity strategy. Parents, teachers, and students think it is very demanding. Studies prove that teaching with the modular approach is effective in helping students improve their scores in examinations and may be a factor in improving their educational level. The pandemic has challenged the quality of education which the educational institutions in the Philippines offer through the method used for imparting knowledge. Modular learning system provides opportunities to students even in the lockdown period of school. At the same time, the modular learning process impacted the capacity of the students to investigate and overcome difficulties in learning. of their capacity to learn. However, a large number of students struggle to understand the modular taught English classes. The confusing understanding results from the modular nature of the learning process and from not clearly being able to stipulate expectations, so students lacked motivation.

The ImpRESSIONS program for example is a Web-based self-learning module that promotes student engagement in achieving improvement in the use of the English language. It has four modules, namely: newspaper, radio, television, and expert, the latter of which focuses on grammar practice. It promotes cognitive and metacognitive language learning strategies, enhancing learners' content knowledge, language skills, and self-expression in the use of the English language. The program encourages critical thinking and active participation in the learning process with help-seeking behaviors through reflective prompts. Inferring strategies are often frequently used in participants' learning, which further reinforces the idea of being highly engaged with the material. Self-monitoring strategies also improve academic performance and motivate learners, especially those who are well-competent in English. A good example of how self-learning modules can support language acquisition is ImpRESSIONS, which promotes learner autonomy, self-regulation, and important language skills development.

The COVID-19 pandemic widely changed the curriculum of the whole international educational system, and the Philippines enforced a "Learning Continuity Plan" under Department Order No. 8 series of 2020. This year, for distance learners, the Department of Education will deliver Self- Learning Modules (SLMs) for every subject in the school grade levels. A module is a short, independent unit of instruction with well-defined objectives, designed to provide for some continuity of education even in emergency situations. Self-instructional modules benefit the learner through encouraging both responsibility and freedom and retention. They give students complete freedom to learn, with no limitation, the ability to do the work themselves; they foster a good work ethic as well as promote self-reflection. A

major issue in the Philippine education sector is that, even prior to the pandemic, students are less than satisfactory when it comes to their English proficiency. Proficiency is measured by the language use and communication of an individual through the learned language. Listening, speaking, reading, and writing occur naturally together in learning events and, thus, have equal importance for comprehensive development of students' English proficiency.

Obviously, several research have investigated the various aspects of English language learning, but no study has been conducted that discuss in detail how well learning modules work to improve writing attitude and writing skills, especially for Grade 10 pupils in a particular educational environment. Thus, this descriptive-correlational study investigated the perceived effectiveness of self-learning modules, the writing attitude and writing skills of Grade 10 students in a national high school located in Santa Rosa City, Laguna, Philippines. Moreover, it also determined the relationship between the perceived effectiveness of self-learning modules, writing attitude and writing skills of the respondents.

Findings of the study would provide valuable feedback to the students of Grade 10 and to the English language teachers to determine whether there is notable association between the perceived effectiveness of learning modules, writing attitude, and writing skills. Ultimately, the study will provide recommendations for improving the learning modules based on the findings of the study. and overall writing proficiency.

2. Theoretical Framework

Constructivism, Cognitive Load Theory (CLT), and Transactional Distance Theory (TDT) collectively inform the design of effective learning modules. Constructivism, as highlighted by Funa and Talaue (2021) ^[11], emphasizes active, student-centered learning where individuals construct knowledge through experience, reflection, and social interaction. It fosters critical thinking, learner autonomy, and real-world application of concepts.

Cognitive Load Theory (Sweller, 2020) ^[31] focuses on optimizing instructional design to reduce unnecessary cognitive demands. Clear presentation, segmented content, and the use of multimedia help manage working memory. The theory also differentiates between biologically primary and secondary knowledge, recommending strategies to ease cognitive strain, particularly for complex topics.

Transactional Distance Theory (Moore, 2020) addresses the pedagogical distance in remote learning, defined by the levels of structure, autonomy, and dialogue in instruction. Greater transactional distance can hinder learning, making it essential to balance guided content with learner control and maintain strong teacher-learner interaction.

3. Methodology

3.1 Research Design

This study utilizes the descriptive-correlational nature to describe and determine the perceived effectiveness of self-learning modules in English, writing attitude and writing skills of grade 10 students. A descriptive correlational research design describes the variables and reports the level of relationships existing between and among the variables. According to Curtis *et al.* (2018) as cited by Obispo (2023), the key aim of descriptive research is to explain a phenomenon with its characteristics. Correlational research, Correlational research used to investigate relationships between the perceived level of effectiveness of self-learning

modules, writing attitude and writing skills.

3.2 Research Subjects

The respondents of the study consisted of three hundred (300) Grade 10 students in one national high school in Santa Rosa, Laguna, Philippines. There are 16 sections of Grade 10 students in the above-mentioned school so simple random sampling was employed. To determine the appropriate sample size, the Rao soft sample size calculator was used. Given the total population of one thousand (1000) Grade 10 students, a 5% margin of error, and a 95% confidence level, the computed sample size was obtained and rounded to 300 students to ensure adequate representation.

3.3 Instrumentation and validation

The study used self-made and standardized questionnaires to collect data on self-learning modules' effectiveness and respondents' writing attitudes. Experts in language education, research, and statistics provided insights for the self-made instruments. The questionnaire's internal consistency was verified through pilot testing with 15 Grade 10 students, with Cronbach's Alpha indicating 0.831 (good internal consistency) for module effectiveness and 0.862 (good internal consistency) for writing attitude.

3.4 Data gathering procedure

The researcher obtained permission from the school principal to conduct a study, administering questionnaires in accordance with safety guidelines. They explained the nature of the participants' participation and provided guidance for completing survey forms. The study was an academic obligation and maintained in strict confidentiality. Ethical standards were ensured by obtaining informed consent, providing participants with an informed consent form, and allowing them to leave the study at any time. Data privacy, anonymity, and confidentiality were maintained, and all information was coded and transcribed. The researcher observed all ethical procedures and ensured the independence of the students involved.

3.5 Threatment and analysis of data

The study used descriptive-correlational research to analyze self-learning modules' perceived effectiveness and respondents' writing attitude and writing skills. Statistical tests include weighted mean, frequency and percentage distribution, and Pearson *r*- to determine the relationship between variables. Specifically, weighted mean was used to describe the perceived effectiveness of self-learning modules with numerical ranges for a 4-point scale (1.00-1.74 very low; 1.75-2.49 for low; 2.50-3.24 high; 3.25- 4.00 very high). To determine the writing attitudes of the respondents, a four-point Likert scale was used. This scale assigns numerical values ranging from 1.00 to 4.00, each of which is linked to a distinct categorical response and its verbal meaning. A mean score that is located within the range of 3.25 to 4.00 will be interpreted as "Strongly Agree," which equates to a "Very Positive" attitude. Scores ranging from 2.50 to 3.24 will be labeled as "Agree," which is a "Positive" attitude. Conversely, a score ranging from 1.75 to 2.49 will be counted as "Disagree," which is a "Negative" attitude. Finally, scores ranging from 1.00 to 1.74 will be translated to "Strongly Disagree," which is a "Very Negative" attitude. The application of this scale enables a systematic and consistent interpretation of the writing attitudes of the respondents.

To determine the writing skills of the respondents based on the rubric for evaluation, the following measures were used; 16-20 very good; 11-15 good; 6-10 fair; 0-5 poor. Finally, Pearson's r moment correlation coefficient was used to determine the relationship between the perceived effectiveness of self-learning modules, writing attitude and writing skills of the respondents.

4. Results And Discussions

This descriptive-correlational study investigated the perceived effectiveness of learning modules in enhancing the writing attitude and writing skills of Grade 10 students in a national high school located in Santa Rosa City, Laguna, Philippines. The course of presentation, analysis and interpretation of data was based on the objectives of the study Table 1 presents the level of effectiveness of self-learning modules as perceived by the respondents. The respondents generally perceived that the Self-Learning Modules (SLMs) were useful learning tools, as indicated by the overall weighted mean of 2.61 that is categorized as "High." The inference is that the students value the importance of SLMs in enriching their learning experience. The highest mean score (2.90) was articulated as "The content in the SLMs is relevant to my learning needs", which is an indication of the relevance of the module contents to the students' academic

needs. Students rated the SLMs as well-organized and well-structured (2.78), and having clear instructions and explanations (2.73), which ranked second and third, respectively. The results infer that the students value the clear and well-organized presentation of the modules, thus enriching their learning experience. Even with a general positive rating, there were some aspects that were relatively low rated. Interestingly, the usefulness of self-learning modules (SLMs) compared to traditional classroom lessons was the lowest (2.13), which indicates students' determination to prefer direct face-to-face learning experience to independent learning. Likewise, ratings on motivation and participation with SLMs (2.52) were lower compared to the other measures, which indicates the fact that although the modules are beneficial for some purposes, there are areas that should be addressed for higher student participation. Besides that, students expressed a moderate level of comfort when working on their own with SLMs (2.54), which would mean that while they can persevere through the modules, others would still need more support or guidance. Support for SLMs by fellow students (2.59) and the adequacy of time for activity completion (2.62) was rated very highly, which shows that students realize the possible advantage of SLMs but could find it slightly challenging to time-manage and remain motivated.

Table 1: The Level of Effectiveness of Self-learning Modules as perceived by the Respondents'

Indicator	Weighted Mean	Verbal Interpretation	Rank
I found Self-Learning Modules (SLMs) as helpful in providing additional learning materials	2.66	High	4
The SLMs provide clear instructions and explanations.	2.73	High	3
The content in the SLMs is relevant to my learning needs.	2.90	High	1
The SLMs are well-organized and structured logically.	2.78	High	2
I prefer using the SLMs over traditional classroom instruction.	2.13	Low	10
I am comfortable using the SLMs independently	2.54	High	8
The SLMs are engaging and help me motivated to learn.	2.52	High	9
I found the SLMs easy to use.	2.65	High	5
I have enough time to complete the SLM activities.	2.62	High	6
I would recommend the SLMs to other students.	2.59	High	7
Average	2.61	High	

The data presented in Table 2 indicates that the students demonstrated a positive attitude towards writing. The weighted mean of 3.16 suggests that all factors are situated within the "Positive" category, indicating that students have a respect for writing and exhibit optimism about their potential for skill improvement. With a weighted mean of 3.32, "I am aware of the importance of following the guidelines and instructions provided for my academic writing assignments." indicates that students place significant importance on following academic writing standards. "I believe my writing skills will improve with continued

practice and feedback" (3.28), the second-highest scored indicator, reflects the participants' commitment to continuous learning and personal growth. Furthermore, one of the leading indicators reflecting students' contentment with their writing achievements was "I feel satisfied when I submit a well-written academic paper" (3.23). The response with the lowest ranking, "I am confident in my ability to write a well-organized academic paper" (2.82), suggests that certain students may struggle with confidence in organizing their work, despite the general optimism among the majority regarding their writing skills.

Table 2: The Respondents' Writing Attitude

Indicator	Weighted Mean	Verbal Interpretation	Rank
I am confident in my ability to write a well-organized academic paper.	2.82	Positive	10
When I successfully complete a writing task, it boosts my confidence in my writing abilities.	3.12	Positive	7.5
Positive feedback and comments from teachers and peers enhance my confidence in my writing abilities.	3.19	Positive	6
I believe my writing skills will improve with continued practice and feedback.	3.28	Very Positive	2
I feel confident in my ability to revise and edit my own writing effectively	3.08	Positive	9

When faced with a difficult writing task, I believe I can find ways to overcome the challenge.	3.12	Positive	7.5
I believe my academic writing skills will impact my future career opportunities.	3.20	Positive	4.5
I am motivated to improve my writing skills.	3.20	Positive	4.5
I feel satisfied when I submit a well-written academic paper.	3.23	Positive	3
I am aware of the importance of following the guidelines and instructions provided for my academic writing assignments.	3.32	Very Positive	1
Average	3.16	Positive	

Table 3 analyzes the writing skills of 300 respondents, categorized as Good (11-15), Fair (6-10), and Poor (0-5). As seen in the table the majority of the respondents' fall under the "fair" category, with a frequency of 178 and a percentage of 59.33. Meanwhile, 84 respondents demonstrated "good" writing skills with a percentage of 28.00. Lastly, 38 respondents with a percentage of 12.67 categorized as "poor".

Table 3: The Writing Skills of the Respondents'

Writing Skills (Score)	Frequency	Percentage
Good (11-15)	84	28.00
Fair (6-10)	178	59.33
Poor (0-5)	38	12.67
Total	300	100.00

Table 4 illustrates the relationship between the perceived level of effectiveness of self-learning modules and the respondents' writing attitude. With an r-value of 0.305 the study revealed a low positive correlation between the two variables. This implies that students who find self-learning modules useful typically have a rather more positive attitude about writing. Moreover, the p-value of 0.000 is smaller than the 0.01 significance level, therefore suggesting a significant relationship. Meaning, the higher the respondents' perception of the level of effectiveness of self-learning modules, the more positive their writing attitude. Although the correlation is low, the results suggest that self-learning modules enable students to write with positive attitudes. Their viewpoint on writing could, however, also be influenced by other elements including teacher comments, inspiration, and past writing experience.

Table 4: Relationship between the Perceived Level of Effectiveness of Self-learning Modules and the Respondents' Writing Attitude

	Pearson r value	p-value	Interpretation
The Perceived Level of Effectiveness of Self-learning Modules and the Respondents' Writing Attitude	0.305** Low correlation	0.000	Significant

****Significant @ 0.01**

Table 5 shows the correlation between the respondents' writing ability and the judged efficacy of self-learning modules. With an r-value of 0.018 the investigation revealed a very weak link between the two variables. This suggests that the usefulness of self-learning modules has negligible

relationship to the writing skills of students. The relationship is not significant since the p-value of 0.754 exceeds the 0.05 significance level as well. Meaning, the perceived level of effectiveness of self-learning modules had no bearing on the respondents' writing skills.

Table 5: Relationship between the Perceived Level of Effectiveness of Self-learning Modules and the Respondents' Writing Skills

	Pearson r value	p-value	Interpretation
The Perceived Level of Effectiveness of Self-learning Modules and the Respondents' Writing Skills	0.018 Negligible correlation	0.754	Not Significant

Significance level @ 0.05

Table 6 presents the correlation between the respondents' writing attitude and their writing skills. The computed r-value of 0.088 shows negligible correlation. This indicates that students' writing attitude will not have any direct influence on

writing skill. Also, the p-value of 0.128 is larger than the significance level of 0.05 and thus suggests that the relationship is not statistically significant.

Table 6: Relationship between the Respondents' Writing Attitude and Writing Skills

	Pearson r value	p-value	Interpretation
The Respondents' Writing Attitude and Writing Skills	0.088 Negligible correlation	0.128	Not Significant

Significance level @ 0.05

5. Conclusion

In the evolving education environment, particularly as a response to the global disruption wrought by the COVID-19 pandemic, the use of non-traditional pedagogies such as Self-Learning Modules (SLMs) has become both a necessity and

a strategic imperative to ensure educational continuity. In this regard, the necessity to sustain and further enhance fundamental academic skills—namely, written communication—has become more imperative. Writing is a fundamental skill that is not only required for academic

success but also for lifelong learning and career advancement.

The results of this research, conducted in the context of a national high school in the Philippines, offer useful information on the intricate interaction of perceived effectiveness of self-learning modules, writing attitude and writing skills of the students. Despite students' high perceived effectiveness of SLMs and willingness to exhibit a positive writing attitude, the data showed only low correlation among the variables. Notably, correlation between both SLM effectiveness and writing ability, and between writing attitude and writing ability, was statistically insignificant. These results may paint a dismal picture: positive attitudes and positive perceptions are not enough to enhance writing ability significantly. However, this research highlights the necessity of more inclusive and deliberate instructional design beyond learner autonomy. While SLMs are effective facilitators of learner autonomy and motivation, writing skills acquisition requires guided instruction, continuous feedback, scaffolded instruction, and ample practice time. Learning stakeholders must, therefore, rethink learning module design and delivery to ensure they are not only pedagogically effective but also cognitively and affectively sensitive to learners' needs. Besides, this research invites the incorporation of writing-centered interventions—e.g., workshops, mentoring schemes, and peer review systems—into the modular learning system. These additions can offer students significant assistance, enhance writing skills, and ultimately result in a more adaptive and results-oriented language curriculum.

In summary, even though self-learning modules are an effective and practical teaching method, the acquisition of written communication proficiency must be based on a multiple-pronged strategy that optimizes the self-directed nature of learners and teacher guidance. To the extent that educational institutions move to equip future generations, the timeless significance of effective written communication must continue to be the driving force behind the design of curriculum and pedagogical innovation.

It is therefore suggested to language teachers to include more student-centered, gamified, and interactive activities should be incorporated into the SLMs. These exercises ought to test students' writing skills, offer prompt feedback, and promote introspection. Peer evaluations and collaborative writing projects can also help to increase participation and writing proficiency. School administrators should encourage develop a multi-tiered intervention and enrichment program to help students improve their writing at all proficiency levels. Meanwhile, students must engage actively in the writing-specific activities and prompts contained in the SLMs in order to close the gap between perceived efficacy and actual writing ability.

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