Assessment of self-learning module of Grade 10 English of Batangas State University Integrated School

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Abstract

Aim: This study assessed the self-learning module (SLM) in Grade 10 English to determine students' perceptions of its effectiveness and to inform the development of a supplementary module.

Methodology: The study involved 150 Grade 10 students from Batangas State University–Pablo Borbon Campus. Data were gathered through quantitative measures, including performance scores, and qualitative methods, such as thematic coding of student feedback.

Results: Quantitative findings indicated a marked improvement in writing performance, with mean scores increasing from 31.11 (SD = 15.748), rated poor, to 86.84 (SD = 9.974), rated outstanding. Qualitative data confirmed these results, highlighting enhanced writing skills, stronger motivation, and a more positive attitude toward writing tasks.

Conclusion: While the SLM was effective and generally of good quality, students reported challenges such as difficulty understanding content, decreased motivation, and slowed learning pace. To address these issues, a supplementary module was designed to provide reference materials and varied activities aligned with the Grade 10 English syllabus.

Keywords: *assessment, distance learning, English language learning, learning materials, SLM*

INTRODUCTION

The world was unprepared when a new virus surfaced between the end of 2019 and February 2020; the World Health Organization named the newfound virus COVID-19. By March of the same year, the organization declared it as a global pandemic, making all situation out of the normal flow. The rapid spread of the virus prompted governments worldwide to enforce strict health protocols to lessen the spread and control the virus. Many places, like businesses and schools, had to close because people had to stay away from each other. The pandemic has been really hard on everyone, and schools have been hit especially hard.

With the ongoing outbreak, schools in almost 165 countries temporarily stopped face-to-face learning, resulting in nearly 1.3 billion students being affected (United Nations, 2020). The COVID-19 pandemic had a significant and lasting impact on schools in the Philippines, which implemented one of the world's longest school closures. The mandatory shift to remote learning—encompassing online, modular, and blended modalities—highlighted and worsened existing inequalities, particularly the digital divide where many students lacked stable internet access, suitable devices, and a conducive home environment. This disruption resulted in widespread learning loss, a decline in academic performance, and a significant negative effect on the mental health of students who experienced increased anxiety and social isolation due to the lack of in-person interaction. With the sudden limitation of physical contact and face-to-face interactions, the crisis has blatantly exposed various challenges that may hinder students' English language learning. More importantly, it forced schools to utilize distance learning methods and propelled educators to design and develop responses that tackle the context in which students are currently. This may result in decreased opportunities for students to listen, speak, read, and write in English, and without consistent opportunities to enhance these macro skills, English language learning may suffer a negative effect.

As conventional face-to-face learning is halted, the modular or self-learning module approach is one of the most feasible solutions to the dilemma the education sector is now facing. Modular learning or modular approach is a

self-contained package that divides the curriculum into smaller units or "modules" for students to complete and use at their own time and pace. This type of system (modular system) presents quality content, allows a flexible environment in learning and teaching, provides innovative or alternative assessment, is constantly advancing, and can be modified in terms of what context it will be used (Roque, 2023).

In the middle of this pandemic, self-learning modules (SLMs) are the so-called modern education approach as it is more flexible than the traditional approach. Under this circumstance, SLMs will allow students to learn at the pace they are comfortable with and will be given the access of choosing alternatives in learning and doing self-assessment. Researchers have vouched that the modular approach effectively teaches and learns English (Ibyatova et al., 2020).

However, there is still no concrete evidence if SLMs will be effective for students, especially English learning. Its performance and success are still in question, and a long run of operation is needed and the students' perspective on utilizing it. Based on the grounds of this dilemma, the researchers decided to conduct the current study.

Upon seeing the current situation of the education sector in these trying times, the results will prove to be fundamental in developing a long-term learning plan that will be viable this time and ready to face the possibility of similar challenges in the future. The researchers are also hopeful that the current study will stimulate and encourage future researchers to conduct their studies that may focus on different subject areas other than English. In addition, this study will provide information for future researchers and educators and allow them to see if self-learning modules will be viable even without the pandemic and can be implemented in a traditional learning setup.

Correspondingly, there is a need to conduct this study as the results will determine and establish the possible problems in using SLMs in Grade 10 English. With the data gathered, the researchers will be able to propose a set of interventions. Overall, this study will be significant in assessing SLMs of Grade 10 English.

Review of Related Literature and Studies

This section synthesizes current literature pertinent to the study of the assessment of self-learning module (SLM) of grade 10 English of Batangas State University Integrated School.

Learning Materials

These tools are an essential part of a student's learning in every step, as well as the teachers' weapon in doing their job to help students achieve their dreams. Rupia (2022) defined learning materials as a wide range of instructional materials instructors use to help achieve the objectives in every lesson. These learning materials can be books, modules, study cards, project supplies, visual aids, and many more. Thus, this is specifically a helping tool for the students to gain knowledge with or without teachers' guidance.

Assessment and Evaluation of Self-learning Materials

With the ongoing pandemic, the Department of Education adopted new learning standards to ensure that the learning of Filipino students will not be hindered. Under those circumstances, the department had to revise the curriculum for elementary and high school. This means that learning should operate with new instructional materials. DepEd utilizes modular learning for School Year 2020-2021 or at least until it is safe for students to return to school with face-to-face learning. Since using modules as the primary source of learning is still new, the assessment and evaluation of modules are more than paramount. The effectiveness of this learning material is determined through the feedback of the student who used it. It will be proven based on the improvement and achievements of the learners and on how they handle their learning style with the distraction from the learning environment.

Problems in Using Instructional Materials

In education, instructional materials act as a fundamental tool and a powerful strategy for delivering effective teaching. Materials stimulate learners and encourage them to pay attention to lessons. Some educators regard learning materials as the core of instruction and one of the pivotal influences inside the classroom. Sometimes, these materials determine the success of lesson objectives and educational activities. This contention makes the development of instructional materials important. Despite that, it cannot be denied that there is no perfect material, and both educators and learners face challenges when using learning materials.

Development of Self-learning Modules

There is no doubt that part of a teacher's job is to establish and maintain an effective learning environment. To do so, teachers need to develop language learning materials that will foster development and learning. It is said

that language learning material is one of the essential parts of the curriculum. Language learning is more meaningful with the support of instructional materials as these give detailed specifications on the course or subject.

Synthesis and Justification for the Study

In reviewing the related literature and studies, the researchers found out that the present study and the cited studies have similarities and differences. However, this current study is unique from other researches because it will explore SLMs in the Philippines. Previous research investigated the use of modules or SLMs and the traditional approach, which essentially makes it blended learning. However, the present study will explore the utilization of SLMs solely to assess their effectiveness for the students' learning. The researchers will investigate the performance of SLMs as an instrument for distance learning during these times of crisis.

Theoretical Framework

This study is anchored on the Humanistic Theory of Learning by Abraham Maslow (1943, 1954) and Carl Rogers (1951, 1969), which emphasizes learners' capacity for self-direction, personal growth, and meaningful learning in supportive environments. The theory views learning as a process of self-actualization rather than mere knowledge acquisition. Applied to this study, it underscores the need for learner-centered Self-Learning Modules (SLMs) that promote autonomy, motivation, inclusivity, and engagement. As noted by Cornelius-White (2025), learner-centered facilitation fosters active participation and self-reflection, enabling students to reach their full potential. Thus, the Humanistic Theory provides the philosophical foundation for developing SLMs that support both academic achievement and holistic student growth.

Conceptual Framework

The conceptual framework of the study presents the process involved in the enhancement of the Grade 10 English module. It is composed of three major components:

1. Input: Valuable inputs for this study were based on the data collected from Batangas State University Integrated School students.
2. Process/Intervention: The researchers used several valuable inputs: content, usefulness, accuracy, presentation and organization, physical quality, and inclusivity. The researchers used all these variables to gather data through a survey questionnaire to conceptualize the revised SLM.
3. Output/Outcome: This refers to the respondents' assessment of the SLM, as well as the problems they have encountered while using it.

Figure 1. Research Paradigm on the Self-Learning Module of the Grade 10 in Batangas State University Integrated School
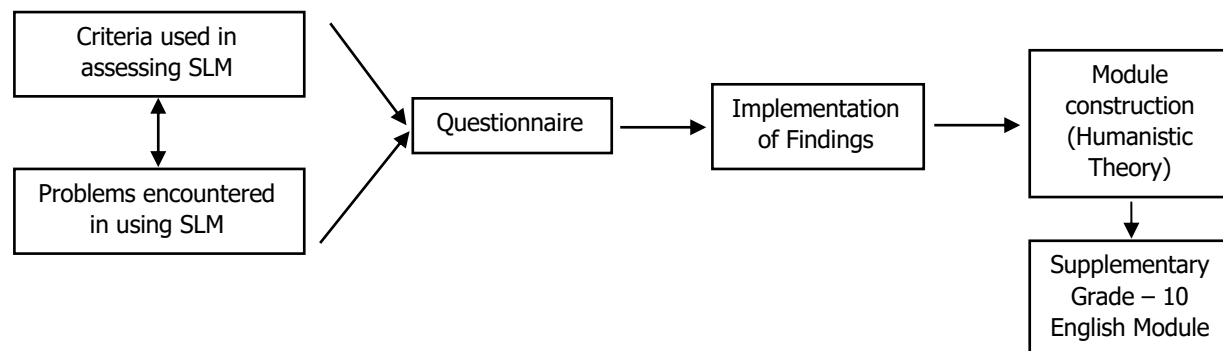
From these, the researchers made a supplementary Grade 10 English module as an output for this study. These will be recommended to the English-10 teachers of Batangas State University.

Statement of the Problem

Learning modules are important because they encourage a flexible, student-centered approach to education, changing the role of the instructor from one of imparting knowledge to one of facilitating learning. Modules offer a flexible yet organized framework for instruction that accommodates a range of student demands and learning preferences while enabling self-paced learning. They encourage self-discipline and critical thinking while

empowering students to take charge of their education. Modules are a potent instrument for updating educational systems from the perspective of curriculum design and education policy. They make it possible to divide the curriculum into clear, manageable sections that are readily updated and adaptable to the unique requirements of various businesses or communities. More curricular alignment with learning objectives and practical skills is made possible by this modular approach, which increases the relevance and responsiveness of education. Modules also make it easier to combine interactive media with technology, enabling scalable, easily accessible, and reasonably priced educational materials. They back laws that emphasize ongoing evaluation, individualized learning plans, and the growth of 21st-century abilities like self-directed problem-solving and computer literacy.

Research Questions

The study assessed the existing Self-learning Modules in Grade 10. The study also aimed to produce a modified SLM for Grade 10 English. Specifically, it sought to answer the following questions:

1. How may the existing Self-Learning Modules (SLMs) in Grade 10 English be assessed in terms of:
   1.1. content?
   1.2. usefulness?
   1.3. accuracy?
   1.4. presentation and organization?
   1.5. physical quality?
   1.6. inclusivity?
2. What problems do the respondents encounter in using the Self-Learning Module in Grade 10 English?
3. Based on the findings, how can a supplementary module be prepared to enhance the Grade 10 English SLM?

Methodology

Research Design

This study employed a mixed-method design combining quantitative and qualitative approaches to evaluate the Grade 10 English Self-Learning Modules (SLMs). The quantitative descriptive method was used to assess the effectiveness of the SLMs through statistical analysis, minimizing bias and enhancing result reliability. Meanwhile, the qualitative component explored students' perspectives through two open-ended questions, the responses to which were thematically analyzed to gain deeper insights into their experiences (Oranga & Matere, 2023). Integrating both methods allowed for a more comprehensive understanding of the SLMs' overall effectiveness and the challenges encountered by learners.

Population and Sampling

The subjects of the study were 150 Grade 10 students randomly selected from the total population of learners enrolled at Batangas State University Integrated School during the School Year 2020–2021. These students, typically aged 15 to 16, were engaged in distance learning through the Department of Education's modular learning approach during the COVID-19 pandemic.

Simple random sampling was employed to give each student an equal chance of being selected. The sampling process was coordinated with class advisers, who assisted in contacting the participants and distributing the research materials. As modular learners, the respondents primarily relied on printed and digital self-learning modules to accomplish their lessons independently at home.

Instruments

A researcher-modified survey questionnaire, adapted from the Guidelines and Processes for LRMDS Development and Production System, was used to assess students' perceptions of the Self-Learning Modules (SLMs) in English. It consisted of closed-ended items on the SLM's content, usefulness, accuracy, presentation, physical quality, and inclusivity, rated on a four-point Likert scale (4 = Strongly Agree to 1 = Strongly Disagree), and open-ended questions on students' experiences.

The instrument underwent content validation by three experts in English Language Teaching, whose suggestions guided its revision. After approval from school authorities, it was administered online through Google Forms, and responses were analyzed using descriptive statistics

Data Collection

Before conducting the study, the researchers secured permission from the Dean of the College of Teacher Education and the Head of Batangas State University Integrated School, as the respondents were Grade 10 students. After approval, the validated questionnaire was distributed online through Google Forms with the assistance of the students' English teachers. Respondents were given ample time to accomplish the survey, and their participation was voluntary and confidential. All completed questionnaires were collected electronically and organized for analysis.

Treatment of Data

In order to treat the data collected from the survey-questionnaire made by the researchers, the following statistical tools were used.

Composite Mean. This statistical treatment was applied to identify the focal inclination or common reactions of the respondents regarding the overall objectives of the study.

Ranking. This was used to organize the problems faced by the students upon using the SLM, as well as the frequency of their responses.

Weighted Mean. This was used to interpret the data concerning the frequency of the responses of Grade 10 Integrated School students to the criteria for assessing SLM, their experience in using it, and the problems they encountered upon using it.

The researchers gave equivalent weights of 1 to 4 on the responses gathered, with one as the lowest and four as the highest with corresponding verbal interpretations.

Weight	Range	Verbal Interpretation
4	3.50 – 4.00	Strongly Agree
3	2.50 – 3.49	Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

For the qualitative data from open-ended responses, thematic analysis was employed. The researchers followed these steps: (1) data familiarization, (2) coding of significant statements, (3) generation and refinement of themes, and (4) interpretation of findings in relation to the research objectives. To ensure accuracy, the themes were reviewed collaboratively by the researchers for consistency and validity.

Ethical Considerations

The study adhered to strict ethical standards:

- Approval and Consent: Letter of request for the conduct of data gathering to the grade 10 students was given to the Head of the Integrated school. After approval was given, another letter of request was sent to the email addresses of each of the parents of the grade 10 students who were the respondents of the study.
- Informed Consent: Participants were briefed on the purpose, procedures, and potential risks and benefits of the study.
- Confidentiality: Personal identifiers were omitted, and data were securely stored and accessed only by the researcher.
- Academic Integrity: All instruments, references, and materials were properly cited to avoid plagiarism.

These measures ensured participants' rights were protected and the research-maintained credibility, transparency, and ethical integrity.

RESULTS AND DISCUSSION

This section of the study presents the outcomes by achieving all the objectives. It indicates the information relevant to the examination, which was thoroughly presented, investigated, and expounded. The information gathered through research-prepared questionnaires is now presented in tabulated forms.

Respondents' Assessment of Self-learning Modules of Grade-10 English.

Grade 10 students from the Integrated School assessed the self-learning modules of Grade 10 English in terms of content, usefulness, accuracy, presentation and organization, physical quality, and inclusivity.

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Table 1. Respondents' Assessment of Self-learning Modules of Grade 10 English in Terms of Content

Items	W.M.	V.I.
1. The contents and lessons are arranged by parts.	3.43	A
2. The content is original and properly cited from credible sources.	3.20	A
3. Devoid of biases and prejudices in terms of ideologies, culture, religion, race, and gender.	3.10	A
4. Develops students' Higher-Order Thinking Skills (HOTS) such as learning by doing, critical thinking, creativity, problem-solving, etc.	3.06	A
5. It helps in achieving the specific objectives of the subject area for which it was designed.	3.04	A
6. Stimulates the learners' interest.	2.96	A
7. The Self-learning Module (SLM) is suitable and appropriate to the knowledge and skills level of the students.	2.94	A
Composite Mean	3.10	A

Legend: Strongly Agree (3.50 – 4.00)   Agree (2.50 – 3.49)   Disagree (1.50 – 2.49)   Poor (1.00 – 1.49)

The respondents' evaluation revealed that the Grade 10 English Self-Learning Module (SLM) features accurate, updated, and well-organized content. The highest-rated aspect was the logical sequencing of lessons, reflecting effective scaffolding that supports independent learning (Celendro, 2023). The inclusion of credible, properly cited sources enhanced the module's reliability and promoted academic integrity. Respondents also noted the SLM's inclusivity, clarity, and engagement, which foster comprehension, motivation, and higher-order thinking. Overall, the SLM effectively supports independent and critical learning through structured content and purposeful activities, consistent with Natividad's (2021) findings.

Table 2. Respondents' Assessment of Self-learning Modules of Grade 10 English in Terms of Usefulness

Items	W.M.	V.I.
1. The SLM is used as a guide or source of new information	3.22	A
2. There are clear instructions provided along with clear aims and objectives.	3.17	A
3. The activities in the module contributed to the overall understanding of the subject.	3.16	A
4. The overall design is intelligible and is student-friendly.	3.02	A
5. The SLM prompts the curiosity of the learners and leads them to explore new concepts.	2.98	A
6. The students' understanding of the subject is enhanced after finishing the module.	2.95	A
7. The SLM is easy to use and complete.	2.89	A
Composite Mean	3.06	A

Legend: Strongly Agree (3.50 – 4.00)   Agree (2.50 – 3.49)   Disagree (1.50 – 2.49)   Poor (1.00 – 1.49)

The respondents' evaluation showed that the Grade 10 English Self-Learning Module (SLM) is practical, meaningful, and supportive of independent learning. All indicators were rated "agree," indicating that concepts were presented clearly and logically to aid comprehension. The systematic sequencing of lessons reflects effective scaffolding, consistent with Chantarasombat and Rooyuenyong's (2020) view that well-structured SLMs guide learners toward new knowledge. The module's clear objectives, instructions, and activity-based assessments helped students focus on key skills while managing their workload efficiently. Aligned with Murdianto and Aunurrahman's (2021) findings, the SLM effectively combines clarity, structure, and engagement to promote independent and meaningful learning.

Table 3. Respondents' Assessment of Self-learning Modules of Grade 10 English in Terms of Accuracy

Items	W.M.	V.I.
1. Presentation of factual content of the SLM is accurate.	3.22	A
2. There are accurate assessment activities in the module.	3.11	A
3. There are no oversimplified models, examples or simulations.	2.99	A
4. Presentation of content will not cause confusion or misunderstanding.	2.93	A
5. The SLM is contextualized to the interest and background of the students.	2.91	A
6. There are no grammatical errors found in the SLM.	2.65	A
7. There are no spelling errors in the SLM.	2.65	A
Composite Mean	2.92	A

Legend: Strongly Agree (3.50 – 4.00)   Agree (2.50 – 3.49)   Disagree (1.50 – 2.49)   Poor (1.00 – 1.49)

The respondents' assessment of the Grade 10 English Self-Learning Module (SLM) in terms of accuracy revealed that its content is factual, precise, and contextually appropriate. All indicators were rated agree, showing that the module effectively presents accurate information. The highest-rated aspect was the factual and precise nature of the content, aligning with Ramadhan, Asri, Sukma, and Indriyani's (2020) claim that accuracy, clarity, and originality enhance a module's acceptability and validity. These findings imply that the SLM allows students to learn independently with confidence, as its activities and examples are both accurate and suited to their learning level.

Moreover, the respondents agreed that the SLM avoided generic examples and overly simplified models, which helped maintain learner engagement. While a few noted minor grammatical or spelling issues, the module was still seen as well-contextualized to students' experiences. This aligns with Israel's (2020) view that accuracy strengthens reliability and with Kumari's (2020) assertion that errors can hinder knowledge retention. Overall, the results indicate that the Grade 10 English SLM upholds a high degree of accuracy and contextual relevance, effectively supporting independent and meaningful learning.

Table 4. Respondents' Assessment of Self-learning Modules of Grade 10 English in Terms of Presentation and Organization

Items	W.M.	V.I.
1. The lessons in the module are connected with each other.	3.31	A
2. The illustrations in the SLM suitably complement the lessons in the module.	3.23	A
3. The lessons in the SLM are not over-simplified.	3.23	A
4. There is evident structure in the SLM.	3.21	A
5. The SLM is usually systematic, well designed, student friendly and thorough.	3.17	A
6. There is a clear and logical presentation of ideas.	3.15	A
7. The presentation of the SLM promotes engagements and supports the understanding of the learners.	3.14	A
Composite Mean	3.20	A

Legend: Strongly Agree (3.50 – 4.00)   Agree (2.50 – 3.49)   Disagree (1.50 – 2.49)   Poor (1.00 – 1.49)

The respondents' assessment of the Grade 10 English Self-Learning Module (SLM) in terms of organization revealed that the lessons were systematically arranged and well-connected, as indicated by the consistent agree interpretation across all indicators. The highest-rated aspect was the logical sequencing of lessons, reflecting the principles of scaffolding that enhance understanding and retention. This suggests that the SLM effectively meets learners' needs by presenting information clearly and coherently, allowing them to navigate lessons efficiently and anticipate learning outcomes—consistent with the framework of Wiley Education Services (2021).

Furthermore, respondents agreed that the SLM's visual elements complemented the lessons and sustained engagement. The module was described as user-friendly, easy to follow, and appropriately designed for its intended learners. Its logical presentation and structured flow of ideas promoted both comprehension and independence in learning. These findings affirm Hungwei's (2020) view that well-organized materials foster flexibility and support self-

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directed learning. Overall, the Grade 10 English SLM demonstrates systematic and coherent organization that contributes to meaningful and autonomous learning.

Table 5. Respondents' Assessment of Self-learning Modules of Grade 10 English in Terms of Physical Quality

Items	W.M.	V.I.
1. The color combinations used are appropriate and pleasing to the eyes.	3.43	A
2. The illustrations in the SLM are recognizable with appropriate colors.	3.41	A
3. There is a balanced presentation of texts and visual elements in the SLM.	3.31	A
4. The typography is proper (i.e., there are ample spaces between letters, typeface and size of letters is appropriate).	3.30	A
5. The printing of the SLM is considered as good quality (i.e., correct alignment, readable.).	3.30	A
6. The paper used in the printing of the SLM contributes to easy reading.	3.30	A
7. The binding of the SLM is durable and can withstand frequent use.	2.85	A
Composite Mean	3.27	A

Legend: Strongly Agree (3.50 – 4.00)   Agree (2.50 – 3.49)   Disagree (1.50 – 2.49)   Poor (1.00 – 1.49)

The respondents' assessment of the Grade 10 English Self-Learning Module (SLM) in terms of physical quality revealed that its layout and format were appropriate, visually appealing, and effectively designed. All indicators received an overall agree rating, indicating that the module's color combinations, illustrations, and balance of text and visuals enhanced learner engagement. These findings support Bakar, Zabidi, Ezdiani, Yasin, and Ali's (2022) assertion that the physical design of learning materials significantly influences their overall quality and learner motivation. The visually appealing presentation of the SLM was seen as instrumental in maintaining students' interest and promoting sustained focus.

Although most responses were positive, some respondents suggested improving the module's durability, particularly in binding, paper quality, and typography, which affect readability and long-term usability. These findings highlight the importance of ensuring that SLMs remain durable and accessible throughout their use, as poor printing quality can disrupt learning. Consistent with UNESCO (2021), the results affirm that the physical quality of learning materials plays a vital role in supporting effective and independent learning. Overall, the Grade 10 English SLM is characterized as clear, visually balanced, and user-friendly, making it conducive to meaningful study and comprehension.

Table 6. Respondents' Assessment of Self-learning Modules of Grade 10 English in Terms of Inclusivity

Items	W.M.	V.I.
1. There is no sexist language, bias, and stereotyping of males, females, transgenders, gender neutrals, non binary people.	3.28	A
2. Maintain balance in treatment of gender roles, occupations, and contributions in the text and illustrations.	3.28	A
3. There is no inappropriate and inaccurate portrayal of or reference to racial/ethnic or cultural customs, symbols, observances, festivals, dress, names, or language.	3.25	A
4. The SLM promotes and respects the rights of children, elderly, differently abled, and other vulnerable sectors of society.	3.21	A
5. Presentation of controversy is balanced and structured to promote an educated understanding of differing points of view.	3.18	A
6. There is evident respect for different family patterns (nuclear, extended, or single parents).	3.07	A
7. The SLM depicts contributions of ethnic and cultural groups in	3.06	A

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economic and social progress.		
Composite Mean	3.20	A

Legend: Strongly Agree (3.50 – 4.00)   Agree (2.50 – 3.49)   Disagree (1.50 – 2.49)   Poor (1.00 – 1.49)

The respondents' assessment of the Grade 10 English Self-Learning Module (SLM) in terms of inclusivity showed that it respected individual differences and avoided sexist language and stereotypes. The findings indicate that the SLM fostered a sense of belonging among learners and ensured that no one felt excluded. This supports Kunwar and Adhikari's (2023) view that inclusive materials foster identity exploration and equity by emphasizing diversity and meaningful participation. Respondents also noted that the SLM portrayed balanced gender roles through its texts, activities, and illustrations, helping shape positive attitudes toward equality and respect.

Furthermore, the SLM appropriately represented cultural traditions, customs, and festivities while promoting respect for diverse individuals, including persons with disabilities and marginalized groups. Although indicators on minority contributions and family diversity received slightly lower ratings, the SLM was still recognized for addressing social realities and presenting issues fairly. These findings affirm Williams, Hanssen, Rinke, and Kinlaw's (2020) claim that inclusive education fosters justice, democracy, and social equity. Overall, the Grade 10 English SLM upholds inclusivity by promoting equality, cultural appreciation, and respect for diversity, creating a supportive and empathetic learning environment.

Problems encountered in using Grade 10 Engling SLM

Table 7. Problems Encountered by the Respondents in Using the Self-learning Module in Grade 10 English

W.M.	Rank
There are no activities in the module itself, but there are too many activities online.	1
The directions in the SLM are very confusing, thus making it hard to use.	2
The students don't have a clear idea of where the module is goingand what is expected of them.	3
The module provided little help in enhancing my prior knowledge of the subject.	4
There are no sufficient supporting details or additional materials to understand the lesson further.	5
The lessons in the module are not arranged from simple to complex, making it harder to comprehend.	6
The aims and objectives of the SLM are not very clear.	7
The literary texts presented in the module are difficult to understand; the level of readability is not suitable.	8
There are multiple misspelled and missing words, along with typographical errors that make the content of the SLM confusing.	9
Activities are not challenging enough compared to the acquired learning of the students.	10

The respondents reported several challenges in using the Grade 10 English Self-Learning Module (SLM), primarily the difficulty of balancing multiple online tasks with modular activities, which hindered learner independence. This contrasts with Murdianto and Aunurrahman's (2021) assertion that SLMs should foster active and autonomous learning. Unclear instructions also caused confusion and reduced engagement, despite the module's organized structure. Additional concerns included limited reinforcement of prior lessons, weak content progression, and vague objectives. Minor issues such as typographical errors and overly simple or complex activities were also noted. These issues suggest that improving clarity, coherence, and workload balance is essential to enhance learner motivation and effectiveness.

Table 8. Effects of the Problem in the Students' learning process

Themes	Frequency
Does not affect learning	51
Confusion and difficulty of understanding	38
Loss of interest/motivation	17
Slows down learning pace	27
Declining mental health	17

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Findings showed that while respondents encountered some challenges in using the Self-Learning Modules (SLMs), most reported that these did not significantly hinder their learning. The modules were generally easy to understand, and synchronous sessions helped clarify lessons, supporting Rodriguez's (2022) view that modular learning fosters flexibility and learner autonomy. Well-structured SLMs were also linked to higher motivation and comprehension. However, unclear instructions, minor errors, and external factors such as poor internet access and heavy workloads affected engagement. Consistent with Zourez (2024) and Johnson and Lester (2021), the study highlights the importance of clear communication and mental wellness initiatives to sustain student motivation and effective learning.

Table 9. Factors in Overcoming the Problems Encountered in Finishing the Self-Learning Module

Themes	Frequency
Asking guidance	70
Internet browsing	16
Time management	21
Positive thinking	35
Does not overcome	8

The study revealed that students used several strategies to address challenges in using the Self-Learning Modules (SLMs). The most common was seeking help from classmates or teachers to clarify confusing lessons, supporting Elias's (2020) view that asking for help promotes meaningful learning. Many also used the internet to find additional information, managed their time effectively, and maintained a positive mindset—strategies linked to better academic performance and motivation (Ahmad et al., 2021; Peytcheva-Forsyth et al., 2021).

However, some students still struggled with confusion, fatigue, and loss of motivation due to overlapping academic and personal pressures. This aligns with Jones's (2020) finding that stress and anxiety hinder learning. The results suggest that while students apply effective coping strategies, educators should also provide flexible deadlines, guidance, and emotional support to help them develop resilience and achieve better outcomes in modular learning.

Conclusion

The findings indicate that the Grade 10 English Self-Learning Module (SLM) is effective in terms of content relevance, organization, inclusivity, and physical quality. However, content accuracy emerged as the weakest area, highlighting the need for continuous review and expert validation. Moreover, the SLM has not fully achieved its goal of fostering independent learning, as many students still rely on external guidance due to contextual challenges such as household responsibilities, mental health concerns, and limited internet access. Strengthening content accuracy and promoting learner autonomy are therefore essential to enhance the overall effectiveness of the SLM in modular distance education.

Recommendations

Based on the findings and conclusions, the following recommendations are recommended by the researchers. The prepared supplementary learning modules for Grade 10 students shall undergo evaluation and validation by the English teachers of the Integrated School. A yearly assessment of the supplementary material is needed for updates and to ensure the relevance of the information included. The identified lowest composite mean relevant to accuracy may be considered in localized training for content validation to support data driven information. And lastly, for the future enhancement and modification of the supplementary material, a further study was also recommended.

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