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Learning Activities for Modular Distance Learning in Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc. Tuy and Nasugbu Campuses

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In the era of globalization and internationalization, the school is at the forefront of meeting the challenges of the 21st century education. Innovations abound, millions of information are made available in the worldwide web and new ways of management practices and learning have emerged (Dayagbil, 2016).

Distance learning is a learning delivery modality which occurs when the teacher and learners are geographically remote from each other. Modular Distance Learning (MDL) is a type of distance learning that uses modules to transfer learning to the students. (Llego, 2020).

The education system has immensely transformed from traditional way of learning into a more diverse one which can cope with the fast-changing world. It can now address the different skills of the 21st century learners. The integration of different learning modalities into the curriculum makes it more accessible for everyone.

In the Philippines, the Department of Education widens learners' access to quality education through the Alternative Delivery Mode. Based on Republic Act 10618 or an Act Establishing Rural Farm Schools as Alternative Delivery Mode of Secondary Education and Appropriating Funds of 2013, the Alternative Delivery Mode may include the use of facilitator - aided and interactive self - instructional print and audio - based learning materials, video tapes, face - to - face structured learning groups, demonstration sessions, home visits, mentoring and remediation. This implies that aside from the formal education in which students are confined in the classrooms, there are ways to reach out to learners especially if they are incapable of attending regular class days.

To further address the accessibility of education for the Filipino learners, the Philippines reaffirmed its global commitment to bring benefits of education to "every citizen to every society" and developed the National Plan of Action to Achieve Education for All which also aimed to achieve an improved quality of basic education for every Filipino. It includes reforms in the curriculum and introduced the Alternative Delivery Modes that promote access and holding power of school through the implementation of the Project EASE (Effective Alternative Secondary Education) to complement the existing formal education to make secondary education more accessible to students in disadvantaged situations. Learning is facilitated through the use of modules as instructional materials during the period when students are out of the classroom.

Truly, the Philippine government together with the Department of Education continuously strive to provide and improve the quality of education for every Filipino to meet the demands of the global community. Even during these trying times as we face the COVID-19 pandemic, the department yield ways to adapt to the new normal by launching various distance learning modalities for the school year 2020-2021. This is to ensure that the pandemic will not hinder learning but also to secure the health of every stakeholder in the learning process.

Based on the survey results from the Learner Enrolment and Survey Forms distributed by the schools nationwide, both private and public, the parents as well as the learners' preferred modular distance learning than online distance learning.

The 8.8 million parents opted for modular learning while only 3.8 million chose online learning. On the other hand, 7.2 million enrollees preferred modular distance learning while only 2 million enrollees opted for online distance learning. (Malipol, 2020). It is for this that this study was thought of. It attempts to assess the utilization of Modular Distance Learning Strategies of Teachers in Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc. Tuy and Nasugbu Campuses during the academic year 2020 - 2021.

STATEMENT OF THE PROBLEM

This study aimed to determine and analyze the utilization of the modular distance learning strategies of teachers in Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc. Tuy and Nasugbu Campuses.

This study sought to answer the following questions:

1. What is the profile of the respondents in terms of?
 - 1.1. Age.
 - 1.2. Sex.
 - 1.3. Civil Status.
 - 1.4. Highest Educational Attainment; and
 - 1.5. Length of Service?
2. What is the perception of the respondents on utilizing modular distance learning strategies in terms of?
 - 2.1. Lesson Delivery.
 - 2.2. Learning of Students; and
 - 2.3. Assessment of Learning?
3. What are the challenges experienced by the respondents in utilizing modular distance learning strategies?
4. How significant is the difference on the perception of respondents on utilizing modular distance learning strategies when profile is considered?
5. How significant is the difference on the challenges experienced by the respondents on utilizing modular distance learning strategies when profile is considered?
6. How significant is the relationship between the perception of the respondents on utilizing modular distance learning strategies and challenges they experienced on it?
7. What learning activities may be designed to further utilize modular distance learning to the enhancement of students' learning?

SCOPE AND DELIMITATION OF THE STUDY

This study covered the profile of the respondents such as age, gender, civil status, educational attainment, length of service and department belong. It also included the perception of the respondents on utilizing modular distance learning strategies in terms of lesson delivery, learning of students and assessment of learning. This study also covered the challenges experienced by the respondents in utilizing modular distance learning strategies. It also determined the significant difference on the perception of respondents on utilizing modular distance learning when profile is considered, significant difference on the challenges experienced by the respondents on utilizing modular distance learning when profile is considered, significant relationship between the perception of the respondents on utilizing modular distance learning and challenges they experienced on it. Based on the result of the study the researcher designed an action plan to further utilize modular distance learning strategies to the enhancement of students' learning.

METHODOLOGY

This presents the research method used in the study. It also includes description of the respondents, research instrument, data gathering procedure and statistical treatment of the data.

Research Methods

The descriptive method of research was used in this study. It was designed to gather information about an existing condition, its principal aim is to describe the nature of a situation as it existed at the time of the study and to explore the way of utilizing the modular distance learning. Descriptive evaluative was used to determine the utilization of modular distance learning such as lesson delivery, learning of students and assessment of learning. Descriptive comparative was used to compare the significant difference on the utilization of modular distance learning when profile was considered, and challenges experienced by the respondents on utilization of modular distance learning when profile was considered. Descriptive correlation was used to

determine the significant relationship between the utilization of modular distance learning and challenges experienced by the respondents on it.

This study used the descriptive method of research. According to Gay et al., (2016) descriptive research method is significant as surveys abound in educational research and are utilized by many researchers as an investigative tool to collect data in order to address educational questions. This method applied prominently because the present study aimed to determine the utilization of modular distance learning strategies of teachers in Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc. Tuy and Nasugbu campuses.

Respondents of the Study

In this study, thirty-six (36) teachers in Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc. Tuy and Nasugbu campuses were the respondents of the study. Because of the small number of populations, census was used for the study during the school year 2020-2021.

Research Instrument

The main instrument that was used in this study was questionnaire for the analysis of existing documents which supported the validation of data. The questionnaire was composed of three parts: Part I dealt on the profile of the respondents. Part II was the questionnaire regarding the utilization of modular distance learning strategies. Part III dealt with the questionnaire in challenges experienced on the utilization of modular distance learning strategies. The questionnaire was administered to the teachers to determine the utilization of modular distance learning strategies.

Data Gathering Procedures

The researcher sent a letter of request to the president of Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc. Tuy and Nasugbu campuses. After permission was obtained and the questionnaires were administered to the respondents, retrieval of the questionnaires were done immediately. After that, the data were tallied and were treated with the appropriate statistical techniques.

Statistical Treatment of Data

The following statistical treatment was used to prove the data that will be gathered from this study.

1. Profile of the Respondents

1.1 Frequency counts, percentage, and ranking were used to determine the profile of the respondents.

2. Utilization of Modular Distance Learning Strategies

2.1 Weighted Mean, Standard deviation and Ranking. These were used to determine the utilization of modular distance learning strategies.

3. Challenges in the Utilization of Modular Distance Learning Strategies

3.1 Weighted Mean, Standard deviation and Ranking. These were used to determine the challenges utilization of modular distance learning strategies.

4. Significant differences on the assessment of respondents on the utilization of modular distance learning strategies when profile is considered.

3.1 t-test/ F-test were used to statistically compute for the significant difference.

5. Significant differences on the assessment of respondents on the challenges on the utilization of modular distance learning strategies when profile is considered.

3.1 t-test/ F-test were used to statistically compute for the significant difference.

6. Significant relationship between the utilization of modular distance learning strategies and challenges on the utilization of modular distance learning strategies

6.1 Pearson r was used to statistically compute for the significant relationship.

RESULTS AND DISCUSSIONS

This embodies the actual data of the study. This analyzes the data and interprets the findings of the study.

Profile of the Respondents

It can be gleaned in Table 1 that there are twenty (20) or 55.56 respondents or 8 percent who belong to the age bracket of 20 to 30; seven (7) respondents or 19.44 percent belong to 31 to 40 years old; four respondents or 11.11 percent, belong to 41-50 years old; three (3) or 8.33 percent of the respondents belong to 61 and above age range and two (2) respondents or 5.56 percent belong to 51-60 age bracket. This implies that majority of the respondents are around 20-30 years old.

This is paralleled to Rahman (2015) that the significance of age in the assessment of learning in instructional materials as it upholds and engenders credibility of the distance learning system in use. He further argued that instructional materials provided to distance students should be embedded by learning activities that are flexible and responsive to individual needs suited to their grades and ages.

Table 1. Age of the Respondents

Age	Frequency (F)	Percentage (%)
20-30	20	55.56
31-40	7	19.44
41-50	4	11.11
51-60	2	5.56
61 and above	3	8.33
Total	36	100

It can be seen in the Table 2 that there are twenty-five (25) or 69.44 percent are female teachers and eleven (11) or 30.56 are male teachers. This indicates that more female is utilized in this study.

This is related to the work of Miller (2020) that sex of the teachers is considered to guide students to let them know what to do and when do they need to submit. When checking for understanding, it is important to communicate the feedbacks that come from it. Moreover, he pointed out that female teachers are more persevering than male in collecting and examining assessment results, they need to use what they have learned from it. This will help female teachers to provide timely feedback, adjust instruction, and plan ahead.

Table 2. Sex of the Respondents

Gender	Frequency	Percentage (%)
Male	11	30.56
Female	25	69.44
Total	36	100

It can be seen in Table 3 that there are twenty-one (21) respondents or 58.33 percent are single; thirteen (13) respondents or 36.11 percent are married, and two (2) teachers or 5.56 percent are widow. This data prove that the teacher respondents are mostly single.

This result has bearing with the work of Berliner (2018) that civil status of the teachers has something to do with the learning of students using the modular distance learning in higher education, which is increasing, often with the aim to offer flexibility in terms of time and place to a diverse student population. The single the teachers, the more activities she provides to the students in the MDL approach. However, specific attention for the diversity of this group, and how to cater individual needs, is still scarce. He explored instructors' strategies for and beliefs about differentiated instruction in blended learning, together with how the differences between instructors can be explained. Most commonly used differentiated instruction strategy in a modular learning context was providing students with additional support throughout product development.

Table 3. Civil Status of the Respondents.

Civil Status	Frequency	Percentage (%)
Single	21	58.33
Married	13	36.11
Widow/Widower	2	5.56
Separated	0	0.00
Total	36	100

Table 4 reflects that there are twenty-eight (28) or 77.77 percent have finished bachelor's degree; four (4) or 11.11 percent have MA/MS units; two (2) or 5.56 percent have earned their doctoral units and one (1) or 2.78 percent are graduates of Master of Arts in Education and Doctor of Education. This affirms that many of the respondents are bachelor's degree holder and need to pursue their graduate studies.

This is quite related to the work of Rice as cited by Dunnick (2018), that evaluation and lesson delivery are identified to be the most important issue in distance education. It is, therefore, the development of content for distance learning needs to move beyond adapting or modifying existing course material. It needs to consider factors such as educational attainment of the teachers on special field, course structure, presentation, flexibility, and course pacing.

Table 4. Highest Educational Attainment of the Respondents

Highest Educational Attainment	Frequency (F)	Percentage (%)
Doctoral Graduate	1	2.78
With Doctoral Units	2	5.56
MA/MS Graduate	1	2.78
MA/MS Units	4	11.11
Bachelor's degree Graduate	28	77.77
Total	36	100

As manifested in Table 5, there are twenty-one (21) or 58.33 percent have below 5 years of teaching experience; followed by five (5) or 13.89 percent with 5-10 years; three (3) or 8.33 percent with 11-15 years; two (2) or 5.56 percent with 16-20 years, 31-35 years and 36 years and above respectively. One (1) or 2.78 with 21-25 years of teaching experience. Hence, most teach for below five years.

This finding is supported by Pape (2016) that length of service of the teachers or known to be the seasoned teachers who conducted the assessment of learning in modular distance learning modality strategies of instruction contribute to the good flow of distributing instructional materials and modules. Teachers can use tools and resources as part of their daily classroom instruction. In utilizing the tools and resources, modular teaching helps teachers find an approach that is more engaging for this generation of students. The benefits of modular learning include giving students a variety of ways to demonstrate their knowledge while appealing to diverse learning styles and fostering independent learning and self-directed learning skills in students, a critical capacity for lifelong learners. Modular learning extends teaching and learning beyond the classroom walls, developing critical thinking, problem solving, communication, and global awareness.

Table 5. Length of Service of the Respondents

Length of Experience	Frequency (F)	Percentage (%)
Below 5 years	21	58.33
5-10 years	5	13.88
11-15 years	3	8.33
16-20 years	2	5.56
21-25 years	1	2.78
26-30 years	0	0.00
31-35 years	2	5.56
36 years and above	2	5.56
Total	36	100

Table 6 displays that the respondents strongly agree on the lesson delivery on utilizing modular distance learning strategies with composite mean of 3.72 (SD=0.352).

They strongly agree that they assess the student's learning performance and achievements by means of modular evaluation approaches, recognize teaching and learning techniques in the variety of instructions through modular delivery platform and

accomplish the tasks of the lesson for my students' learning and development with weighted mean of 3.78 (SD=0.350) respectively; craft the lesson plan as guide in the delivery of the lesson with weighted mean of 3.72 (SD=0.348); apply personal experience and research techniques to the students thru modular delivery of instructions with weighted mean of 3.69 (SD=0.315); provide and maintains database-activity items associated with the modular learning system with weighted mean of 3.67 (SD=0.361) and prepare an effective flexible modular system of teaching and learning instructions with weighted mean of 3.64 (SD=0.364). This proves that the respondents assess the student's learning performance and achievements by means of modular teaching approaches, recognize teaching and learning techniques in the variety of instructions through modular delivery platform and accomplish the tasks of the lesson for students' learning and development.

These results correlate to the work of Macarandan (2018) that lesson delivery in using module is a unit of work in a course of instruction that is virtually self-contained, and as a method of teaching that is based on the building up skills and knowledge in discrete units. There are certain characteristics of modules, namely: it should be dependent, self-contained; self-instructional; well - defined; has clearly defined objectives; observes concern over individual differences; association, has structured sequence of knowledge; provides systematically organized learning opportunities; utilizes a variety of media; encourages active participation by learner; gives immediate reinforcement of responses; promotes mastery of evaluation strategy; and performs evaluation of the work.

Moreover, it is also related to the study of Balderas (2018) that lesson delivery in modular distance learning strategies should be self-contained, self-pacing, short and well - defined, adequately motivating, properly sequenced, providing opportunities for interaction with learners, clearly written with correct language, accurate, not in conflict with other subject matter and values, and utilizing every opportunity to achieve learning outcomes. He also stated the significance of specifying educational objectives, organizing instruction into learning units, and administering of diagnostic progress tests after each unit to attain mastery learning.

Utilizing Modular Distance Learning Strategies

Table 6. Utilizing Modular Distance Learning Strategies in Terms of Lesson Delivery

Items	WM	VI	SD
1. I prepare an effective flexible modular system of teaching and learning instructions.	3.64	Strongly Agree	0.392
2. I apply personal experience and research techniques to the students thru modular delivery of instructions.	3.69	Strongly Agree	0.315
3. I assess the student's learning performance and achievements by means of modular evaluation approaches.	3.78	Strongly Agree	0.350
4. I recognize teaching and learning techniques in the variety of instructions through modular delivery platform.	3.78	Strongly Agree	0.350
5. I provide and maintains database-activity items associated with the modular learning system.	3.67	Strongly Agree	0.361
6. I craft the lesson plan as guide in the delivery of the lesson.	3.72	Strongly Agree	0.348
7. I accomplish the tasks of the lesson for students' learning and development.	3.78	Strongly Agree	0.350
COMPOSITE MEAN	3.71	Agree	0.352

Legend: WM= weighted mean, VI= Verbal Interpretation

SD= Standard Deviation

Table 7 registers that the respondent strongly agree on utilizing modular distance learning strategies as to learning of students with composite mean of 3.61 (SD=0.361).

They strongly agree that they start the lesson by organizing content and specific objectives with composite mean of 3.78 (SD=0.347); They transfer knowledge all throughout the lesson by means of modular teaching as a medium of instruction and give vital information through modular of instruction policies to the school performance of the students with weighted mean of 3.72 (SD=0.398) respectively; explore the usage of varied learning environment for deeper learning of the complex content of the lesson with weighted mean of 3.69 (SD=0.357); demonstrate a high quality of the classroom instruction in achieving the

mastery of the content through instructional techniques for the lesson with weighted mean of 3.64 (SD=0.359) and utilize innovative educational techniques as part of the mastery

mastery of the content/subject matter of the lesson and provide specific dimensions to the intervening process for the understanding with composite mean of 3.61 (SD=0.334) respectively. This explains that the respondents start the lesson by organizing content and specific objectives, they transfer knowledge all throughout the lesson by means of modular teaching as a medium of instruction and give vital information through modular of instruction policies to the school performance of the students and explore the usage of varied learning environment for deeper learning of the complex content of the lesson. These results are related to the work of Sadiq and Zamir (2014) that learning of students seek to incorporate the following to the module can offer deep approach to learning: relating new ideas to previous existing knowledge providing clear explanation and cognizance base knowledge to students structuring in a balanced student workload and ensuring an appropriate formative and comprehensive assessment strategy.

Furthermore, it is also related to the study of Ariefiani (2017) that learning of students in Learner's module is the supplementary material to the learning of the classroom. Module can be considered as learning tool which emphasize creativity, independence and teamwork. It is a learning design that can be implemented on almost all levels of education unit where the stages of development are the analysis of the characteristics of the learners, establish establish learning objectives, selecting methods, media and materials, utilization of materials and media, involve learners in learning, evaluation and revision. The said stages could be of great help in dealing with the module's development. He used descriptive methods of research.

Table 7. Utilizing Modular Distance Learning Strategies in Terms of Learning of Students

Items	WM	VI	SD
1. I start the lesson by organizing content and specific objectives	3.78	Strongly Agree	0.347
2. I utilize innovative educational techniques as part of the mastery of the content/subject matter of the lesson	3.61	Strongly Agree	0.334
3. I explore the usage of varied learning environment for deeper learning of the complex content of the lesson	3.69	Strongly Agree	0.357
4. I provide specific dimensions to the intervening process for the understanding	3.61	Strongly Agree	0.334
5. I demonstrate a high quality of the classroom instruction in achieving the mastery of the content through instructional techniques for the lesson.	3.64	Strongly Agree	0.359
6. I transfer knowledge all throughout the lesson by means of modular teaching as a medium of instruction	3.72	Strongly Agree	0.398
7. I give vital information through modular of instruction policies to the school performance of the students	3.72	Strongly Agree	0.398
COMPOSITE MEAN	3.68	Agree	0.361

Legend: WM= weighted mean, VI= Verbal Interpretation

SD= Standard Deviation

Table 8 exhibits that the respondents strongly agree on utilizing modular distance learning strategies as to assessment of learning with composite mean of 3.71 (SD=0.372).

They strongly agree that they plan for innovative learning to solve educational problems through the accessibility of modular distance learning strategies with weighted mean of 3.78 (SD=0.347); provide feedback and follow-up to communicate to teachers with the learning-oriented field experience assessment with weighted mean of 3.75 (SD=0.381); easily understand and manage delivery modality of instruction and use feedback mechanism as a tool for teaching processes that contribute to enhance learning outcomes for students with weighted mean of 3.72 (SD=0.398); utilize modules to measure task performance, usefulness and easy for use and utilization of teaching the lesson with weighted mean of 3.69 (SD=0.357) and integrate collaborative and interactive learning activities through modular acquisitions and adopt modular distance learning strategies which can surely identify the effective strategies for an effective teaching and learning procedures with weighted mean of 3.67 (SD=0.361) respectively. This explains that the respondents plan for innovative learning to solve educational problems through the

accessibility of modular distance learning strategies, provide feedback and follow-up to communicate to teachers with the learning-oriented field experience assessment and easily understand and manage delivery modality of instruction and use feedback mechanism as a tool for teaching processes that contribute to enhance learning outcomes for students.

This is related to the work of Karal and Cebi (2012) that in modular assessment of learning and evaluation process, students' answers should be considered qualitatively and quantitatively by teachers. This implies that teachers must be aware of the learning progress of learners by analyzing their responses towards the assessment.

Further, Miller (2020) cited that assessment of learning at a distance is challenging but possible. Teachers need to check for understanding and provide meaningful feedback. It is important to have variety of assessment that work well for the learners. Furthermore, teachers still need to guide students to let them know what to do and when do they need to submit. When checking for understanding, it is important to communicate the feedbacks that come from it. This will help teachers to provide timely feedback, adjust instruction, and plan ahead.

Table 8. Utilizing Modular Distance Learning Strategies in Terms of Assessment of Learning

Items	WM	VI	SD
1. I integrate collaborative and interactive learning activities through modular acquisitions.	3.67	Strongly Agree	0.361
2. I adopt modular distance learning strategies which can surely identify the effective strategies for an effective teaching and learning procedures.	3.67	Strongly Agree	0.361
3. I plan for innovative learning to solve educational problems through the accessibility of modular distance learning strategies.	3.78	Strongly Agree	0.347
4. I easily understand and manage delivery modality of instruction.	3.72	Strongly Agree	0.398
5. I utilize modules to measure task performance, usefulness and easy for use and utilization of teaching the lesson.	3.69	Strongly Agree	0.357
6. I provide feedback and follow-up to communicate to teachers with the learning-oriented field experience assessment.	3.75	Strongly Agree	0.381
7. I use feedback mechanism as a tool for teaching processes that contribute to enhance learning outcomes for students.	3.72	Strongly Agree	0.398
COMPOSITE MEAN	3.71	Agree	0.372

Legend: WM= weighted mean, VI= Verbal Interpretation

SD= Standard Deviation

Challenges Experienced on Utilizing Modular Distance Learning Strategies

Table 9 registers that the respondents disagree on the challenges they experienced on utilizing modular distance learning strategies with composite mean of 2.38 (SD=0.209).

They agree that they find difficulty to access learning in modular approach with weighted mean of 2.67 (SD=0.228) and find insufficiency of idea in using any of the assessment tools in modular distance learning strategies with weighted mean of 2.53 (SD=0.221). However, they disagree that they find it hard to assess the performance task of my students which is required for computation of grades with weighted mean of 2.44 (SD=0.209); find difficulty in giving grades to my students using the modular distance learning strategies with weighted mean of 2.39 (SD=0.207); have less confidence in utilizing the modular distance learning strategies and always panic whenever I accidentally click asynchronous materials I gave to my students with weighted mean of 2.25 (SD=0.204) respectively. And cannot measure using assessment tools the performance of my students with weighted mean of 2.17 (SD=0.201). These results imply that the respondents agree that they find difficulty to access learning in modular approach and find insufficiency of idea in using any of the assessment tools in modular distance learning strategies.

This is related to the paper presented by Harsh and Young (2016) that challenges were experienced in the utilization of modular distance learning like the lesson delivery of the lesson on modular modality which focus on the exploration of the use of varied learning environments for deeper learning of complex content and present a strategic approach to designing learning environments. It illustrates also the creation of different approaches or model that will improve student mastery of the personal portion of the high school studies curriculum.

Table 9. Challenges Experienced on Utilizing Modular Distance Learning Strategies

Items	WM	VI	SD
1. I find insufficiency of idea in using any of the assessment tools in modular distance learning strategies.	2.53	Agree	0.211
2. I find difficulty to access learning in modular approach.	2.67	Agree	0.228
3. I have less confidence in utilizing the modular distance learning strategies	2.25	Disagree	0.204
4. I always panic whenever I accidentally click asynchronous materials I gave to my students.	2.25	Disagree	0.204
5. I cannot measure using assessment tools the performance of my students.	2.17	Disagree	0.201
6. I find difficulty in giving grades to my students using the modular distance learning strategies.	2.39	Disagree	0.207
7. I find it hard to assess the performance task of my students which is required for computation of grades.	2.44	Disagree	0.209
COMPOSITE MEAN	2.38	Disagree	0.209

Legend: WM= weighted mean, VI= Verbal Interpretation
SD= Standard Deviation

Significant Difference on the Responses of Respondents on Utilizing Modular Distance Learning

Table 10 reveals that there is no significant difference on the perceptions of the respondents in lesson delivery on utilizing modular distance learning strategies. The computed p -value of 0.976 for age, 0.890 for sex and 0.928 for civil status, 0.644 for highest educational attainment and 0.475 for length of service which are all greater than the 0.05 level of significant set for this study. Therefore, the null hypothesis is failed to reject. This implies that the respondents have the same perceptions on utilizing modular distance learning strategies.

This is congruent to the findings of Boelens (2018) that that there is no significant difference in the lesson delivery in modular approach when the profile of the respondents is considered. He also found out that lesson delivery using medium of instruction like English in modular approach is of great interest to language and language policy researchers in an era of globalization and internationalization. EMI has been widely introduced to challenge teachers their own language abilities, students' language competence and learning styles, pedagogical issues and resource availability.

Table 10. Significant Difference on the Perception of Respondents on Utilizing Modular Distance Learning as to Lesson Delivery when Profile Is Considered

Profile	p -value	Decision	Remarks
Age	0.976	Failed to Reject Ho	Not Significant
Sex	0.890	Failed to Reject Ho	Not Significant
Civil Status	0.928	Failed to Reject Ho	Not Significant
Highest Educational Attainment	0.644	Failed to Reject Ho	Not Significant
Length of Service	0.475	Failed to Reject Ho	Not Significant

Legend: Significant at $p=0.05$

Table 11 exposes that there is no significant difference on the perceptions of the respondents in learning of students on utilizing modular distance learning strategies. The computed p -value of 0.745 for age, 0.912 for sex and 0.980 for civil status, 0.936 for highest educational attainment and 0.781 for length of service which are all greater than the 0.05 level of significant set for this study. Therefore, the null hypothesis is failed to reject. These results imply that the profile of the respondents has no bearing on their perceptions on utilizing modular distance learning strategies.

This is related to the work of Vergara (2017) that there is no significant difference on the learning of students in employing modular distance learning when their profile is considered. He also claimed that leaning of students in module is one that

provides resources for distance learning, encourage mastery and encouraged a changed role for the teachers. He also described modules as a tool to develop learning autonomy. Furthermore, modules reduce the routine aspects of instruction learning and provide a way of assessing students' progress in learning.

Table 11. Significant Difference on the Perception of Respondents on Utilizing Modular Distance Learning as to Learning of Students when Profile Is Considered

Profile	<i>p</i> -value	Decision	Remarks
Age	0.745	Failed to Reject Ho	Not Significant
Sex	0.912	Failed to Reject Ho	Not Significant
Civil Status	0.980	Failed to Reject Ho	Not Significant
Highest Educational Attainment	0.936	Failed to Reject Ho	Not Significant
Length of Service	0.781	Failed to Reject Ho	Not Significant

Legend: Significant at $p=0.05$

Table 12 displays that there is no significant difference on the perceptions of the respondents in assessment of learning on utilizing modular distance learning strategies. The computed *p*-value of 0.707 for age, 0.939 for sex and 0.960 for civil status, 0.939 for highest educational attainment and 0.939 for length of service which are all greater than the 0.05 level of significant set for this study. Therefore, the null hypothesis is failed to reject. These findings imply that the respondents have similar interpretation on utilizing modular distance learning strategies in their daily teaching with their students.

Also, Sepal (2017) explained that there is no significant difference on the assessment of learning when profile is considered. He used descriptive methods of research. He also stressed that assessment of learning on Learner's module is associated to the idea of a flexible language curriculum which provides all those concerned with educational framework to establish clear and realistic learning objectives.

Table 12. Significant Difference on the Perception of Respondents on Utilizing Modular Distance Learning as to Assessment of Learning when Profile Is Considered.

Profile	<i>p</i> -value	Decision	Remarks
Age	0.707	Fail to Reject Ho	Not Significant
Sex	0.939	Fail to Reject Ho	Not Significant
Civil Status	0.960	Fail to Reject Ho	Not Significant
Highest Educational Attainment	0.939	Fail to Reject Ho	Not Significant
Length of Service	0.939	Fail to Reject Ho	Not Significant

Legend: Significant at $p=0.05$

Significant Difference on Utilizing Modular Distance Learning as to Challenges when Profile Is Considered

Table 13 shows that there is no significant difference in the perceptions of the respondents in the challenges they experienced on utilizing modular distance learning strategies. The computed *p*-value of 0.822 for age, 0.822 for sex, 0.871 for civil status, 0.890 for highest educational attainment and 0.822 for length of service which are all greater than the 0.05 level of significant set for this study. Therefore, the null hypothesis is failed to reject. These results imply that the profile of the respondents have no significant bearing the way they utilize the modular distance learning strategies.

This negated the work of Harsh and Young (2016) that stated that challenges were experienced in the utilization of modular distance learning like the lesson delivery of the lesson on modular modality which focus on the exploration of the use of varied learning environments for deeper learning of complex content and present a strategic approach to designing learning environments. It illustrates also the creation of different approaches or model that will improve student mastery of the personal portion of the high school studies curriculum.

Table 13. Significant Difference on Utilizing Modular Distance Learning as to Challenges when Profile Is Considered

Profile	<i>p</i> -value	Decision	Remarks
Age	0.822	Fail to Reject Ho	Not Significant
Sex	0.822	Fail to Reject Ho	Not Significant
Civil Status	0.871	Fail to Reject Ho	Not Significant
Highest Educational Attainment	0.890	Fail to Reject Ho	Not Significant
Length of Service	0.822	Fail to Reject Ho	Not Significant

Legend: Significant at $p=0.05$

Significant Relationship Between Utilizing Modular Distance Learning Strategies and Challenges Experienced on it

Table 14 reveals that there is a significant relationship between utilizing modular distance learning strategies and the challenges experienced on it. The computed p -value of 0.000 is less than the 0.05 level of significant set for this study. Therefore, the null hypothesis is rejected. This implies that the respondents have different perception in utilizing modular distance learning strategies and the challenges experienced on it.

This is correlated to the work of Alias (2017) that there is a significant relationship between the utilization of modular distance learning and the challenges they experienced on it. He also explained that lesson delivery provides modular educational practices in planning and implementing new technologies to enthusiastically select a technological medium and imposing its use to solve educational problem when the staff are not being prepared well in advance nor are they kept on alert so they could be regularly integrated into such projects. It ensures also the purpose of gauging teacher's concerns about the use of a learning environment. It shows positive attitude and open mindedness was observed from being predominantly traditional teaching environment.

This result negates the work of Dias and Diniz (2017) that explained that there is no significant relationship between the utilization of modular distance learning strategies and challenges experienced on it. He also reveals that the lesson delivery in Learning Management System (LMS) can be utilized to integrate collaborative and interactive learning activities using modules. An LMS could be approached through the enhancement of the interactivity, fostering user's ICT acquaintance and incorporating further training.

Table 14. Significant Relationship Between Utilizing Modular Distance Learning Strategies and Challenges Experienced on it

Variables	<i>p</i> -value	Decision	Remarks
Utilizing Modular Distance Learning Strategies	0.000	Reject Ho	Significant
Challenges			

Legend: Significant at $p=0.05$

Proposed Learning Activities

Rationale: The proposed learning activities covers the different activities which was divided quarterly based on the lesson on the provided curriculum. The learning activities are made by the researcher based on the curriculum provided to them by the Institution.

UNANG MARKAHAN

Pamantayang Pangnilalaman

Ang mga mag-aaral ay may pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay.

Pamantayang Pagganap

Ang mga mag-aaral ay naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay.

Araling Panlipunan

PANGANGAILANGAN AT KAGUSTUHAN NG TAO

Gawain 1: Piliin Natin



1. Alin sa mga bagay na nasa itaas ang nais mo?

2. Bakit nais mo ang mga bagay na ito?

Ang bawat tao ay may mga pangangailangan at kagustuhan. Ang pangangailangan ay mga bagay na dapat mayroon ang tao sapagkat kailangan niya nito sa pang-araw-araw na Gawain. Ang pagkain, damit, at tirahan ay mga batayang pangangailangan sapagkat hindi maabubuhay ang mga tao kung wala ang mga ito.

Samantala, hindi sapat na may damit, tirahan, at pagkain lang ang tao. Ang pagkakaroon ng bahay sa isang sikat na pamayanan, pagkakaroon ng masasarap na pagkain araw-araw, at pagsusuot ng mamamahaling damit ay mga halimbawa ng kagustuhan. Hinahangad ito ng mga tao sapagkat nagdudulot ito ng higit na kasiyahan.

Ayon kina McConnel, Brue, at Barbiero (2001) sa kanilang aklat na Microeconomics, ang kagustuhan ng tao ay nagbabago at maaaring madagdagan dahil sa paglabas ng mga bagong produkto. Ang kagustuhan ng mga tao sa isang bagay ay magdudulot ng mas mataas na antas ng kagustuhan sa paglipas ng panahon. Subalit sa maraming pagkakataon, ang kagustuhan ng isang tao ay maaaring pangangailangan ng iba at ang pangangailangan ng iba ay kagustuhan lamang para sa iba. Ang pagbili ng *cellphone* halimbawa, para sa isang negosyante ay isang pangangailangan subalit para sa iba, ang *cellphone* ay maaaring kagustuhan lamang.

Gawain 2: Kailangan o Kagustuhan

Panuto: Isulat ang salitang GUSTO ko/kong/ng o KAILANGAN ko/kong/ng



1. _____ kumain ng prutas at gulay upang manatiling malakas ang aking katawan.
2. _____ kumain ng pizza
3. _____ mamahaling relo
4. _____ magsuot ng maayos na damit
5. _____ uminom ng tubig pagkatapos kumain

Teorya ng Pangangailangan ni Maslow

Ipinanukala ni Abraham Harold Maslow na habang patuloy napupunan ng tao ang kaniyang batayang pangangailangan, umuusbong ang mas mataas na antas ng pangangailangan.

Pangangailangang Pisyolohikal. Nakapaloob dito ang pangangailangan ng tao sa pagkain, tubig, hangin, pantulog, kasuotan, at tirahan.

Pangangailangan ng Seguridad at Kaligtasan. Kabilang dito ang kasiguruhan sa hanapbuhay, kaligtasan, seguridad sa pamilya, at seguridad sa kalusugan.

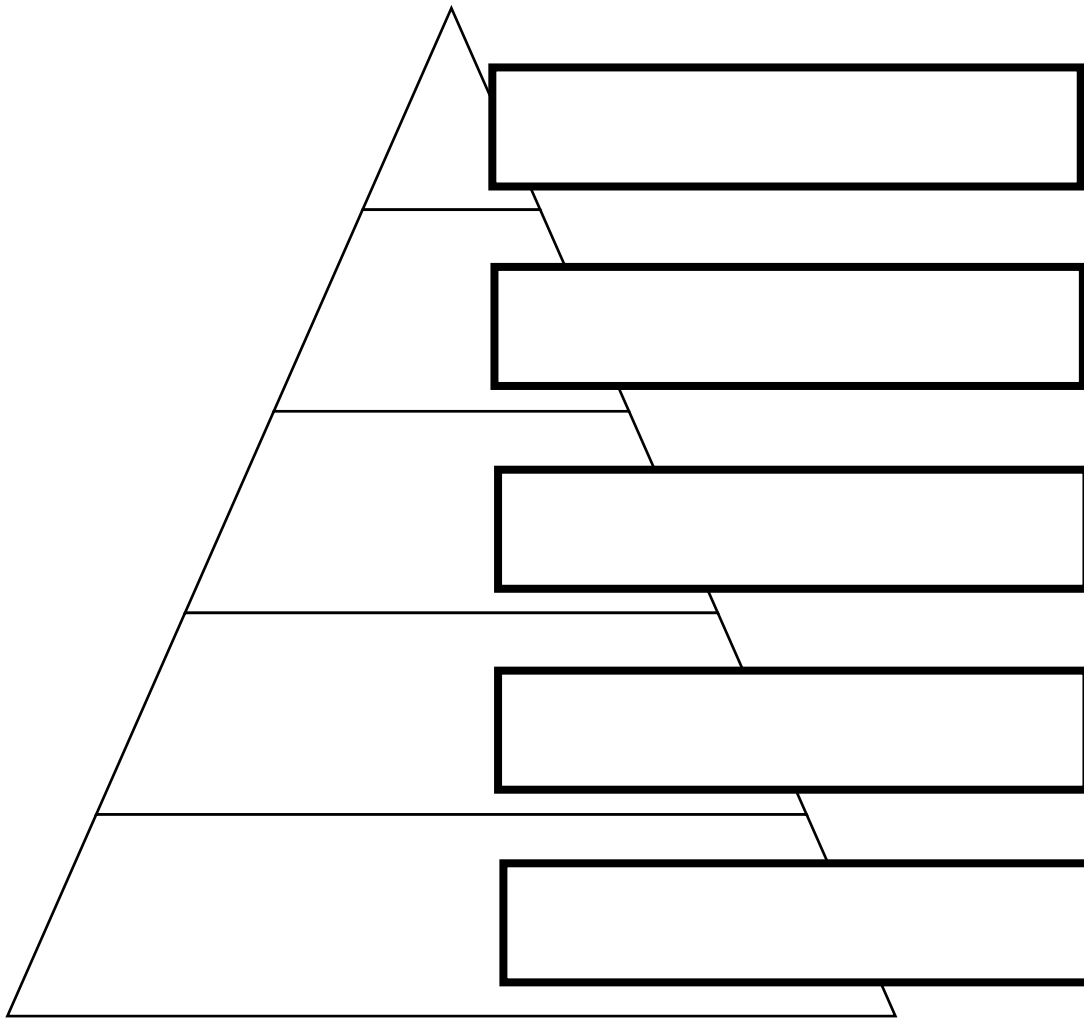
Pangangailangang Panlipunan. Kabilang dito ang pangangailangan na magkaroon ng kaibigan, kasintahan, pamilya, at makilahok sa mga gawaing sibiko.

Pagkamit ng Respeto sa Sarili at Respeto ng Ibang Tao. Kailangan ng tao na maramdaman ang kanyang halaga sa lahat ng pagkakataon.

Kaganapan ng Pagkatao. Ito ang pinakamataas na antas ng pangangailangan ng tao. Ang mga taong nasa ganitong kalagayan ay hindi mapagkunwari at totoo sa kanyang sarili. May kababaang loob at may respeto sa ibang tao.

Gawain 3: Baitang–Baitang

Panuto: Isulat sa bawat baitang ng pyramid ang mga batayan ng pangangailangan ng tao batay sa teorya ni Abraham Harold Maslow. Lagyan din ito ng mga halimbawa.

**Pamantayang Pangnilalaman**

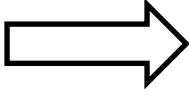
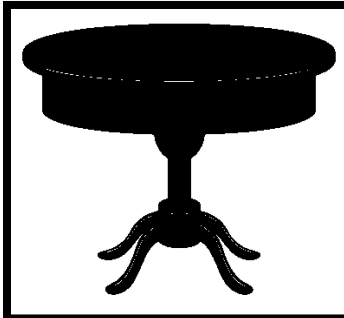
Ang mga mag-aaral ay may pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay.

Pamantayang Pagganap

Ang mga mag-aaral ay naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay

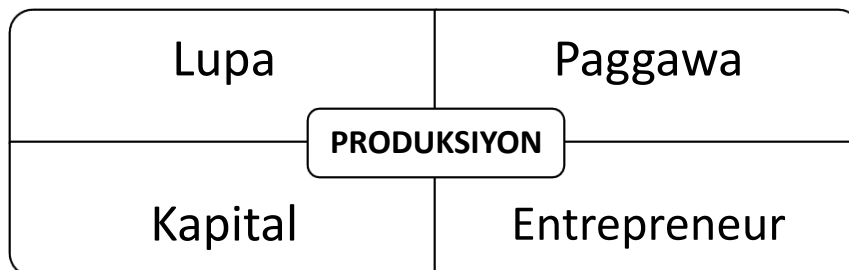
ARALING PANLIPUNAN PRODUKSIYON

Gawain 1: Isulat sa loob ng kahon ang mga bagay na kailangan upang mabuo ang produktong makikita sa output.

Input 1. _____ 2. _____ 3. _____		
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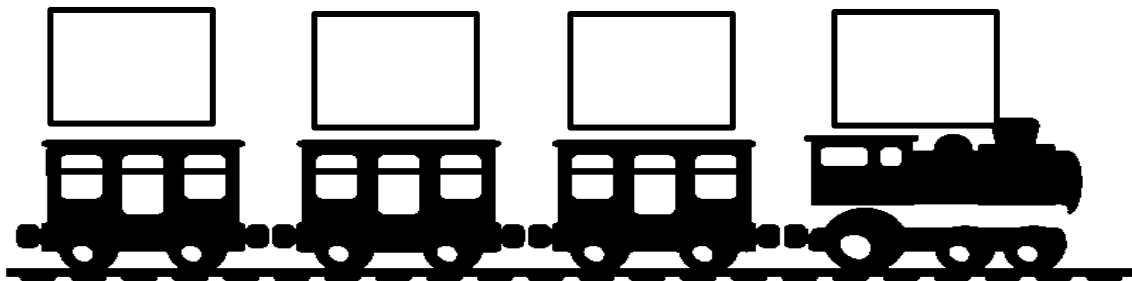
Ang proseso ng paglikha ng produkto ay tinatawag na produksiyon. Ito ay proseso ng pagpapalit anyo ng produkto sa pamamagitan ng pagsasama-sama ng mga salik upang makabuo ng output. Ang mga salik na ginamit sa pagbuo ng produkto ay tinatawag na input. Ito ay mga bagay na kinakailangan upang mabuo ang produkto.

Mga Salik ng Produksiyon



- ❖ Sa ekonomiks, ang lupa ay hindi lamang tumutukoy sa tinataniman ng mga magsasaka o pinagtatayuan ng bahay. Kasama na rin dito ang lahat ng likas na yaman.
- ❖ Ang lakas paggawa ay tumutukoy sa kakayahang mental at pisikal ng tao sa produksiyon ng kalakal o serbisyo. Mayroon itong dalawang uri: ang mga manggagawang may kakayahang mental at mga manggagawang may kakayahang pisikal.
- ❖ Ang kapital ay tumutukoy sa kalakal na nakalilikha ng iba pang produkto. Maaari itong iugnay sa makinarya, salapi, at imprastruktura.
- ❖ Ang tagapag-ugnay ng mga salik ng produksiyon ay ang mga entrepreneur. Sila ang nag-oorganisa, kumukontrol, at nakikipagsapalaran sa mga desisyon sa mga bagay na makaaapekto sa produksiyon.

Gawain 2: Ayusin ang mga larawan ayon sa pagkakasunod-sunod ng pagkakabuo ng produkto. Ilagay ang bilang ng larawan sa mga kahon sa ibaba.



Gawain 3: Itala ang mga bagay na ginamit sa paggawa ng mga sumusunod na produkto at ihanay ang mga salik ng produksiyon na kinabibilangan ng bawat isang ito.

Produkto	Mga Kinailangan Upang Mabuo ang Produkto	Klasipikasyon ng Salik ng Produksiyon
	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____
	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____

IKALAWANG MARKAHAN

Pamantayang Pangnilalaman

Ang mga mag-aaral ay may pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay.

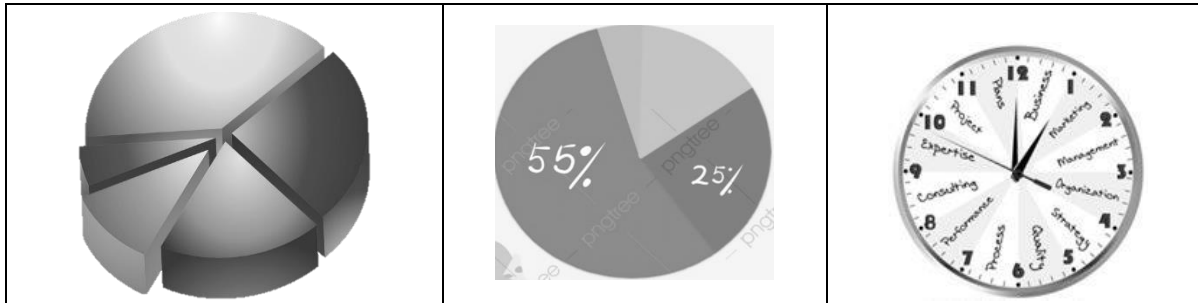
Pamantayang Pagganap

Ang mga mag-aaral ay naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay.

ARALING PANLIPUNAN

ALOKASYON SA IBA'T IBANG SISTEMANG PANG-EKONOMIYA

Gawain 1: Tukuyin ang isinasaad ng mga larawan. Gamitin ang mga ginulong titik sa ibaba bilang gabay sa pagsasagot.



O K A S Y O N A L

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Alokasyon ang mekanismo ng pamamahagi ng mga pinagkukunang yaman, produkto, at serbisyo. Ito ay isang paraan upang maayos na maipamahagi at magamit ang lahat ng pinagkukunang-yaman ng bansa. Ito rin ang paraan upang ang lipunan ay makaagapay sa suliraning dulot ng kakapusan. Upang matiyak na maayos ang alokasyon ng mga pinagkukunang-yaman, dapat itong sumagot sa apat na pangunahing katanungang pang-ekonomiko.

1. Ano-anong produkto at serbisyo ang gagawin?
2. Paano gagawin ang produkto at serbisyo?
3. Para kanino ang gagawin ang produkto at serbisyo?
4. Gaano karami ang gagawing produkto at serbisyo?





Ang Sistemang Pang-ekonomiya

Ang sistemang pang-ekonomiya ay tumutukoy sa isang institusyunal na kaayusan at paraan upang isaayos ang paraan ng prodksiyon, pagmamay-ari, at paglinang ng pinagkukunang yaman at pamamahala ng gawaing pang-ekonomiko sa isang lipunan.

Ang sumusunod ay ang iba-ibang sistemang pang-ekonomiko:

- ❖ Tradisyonal na Ekonomiya
Ito ay sumasagot sa pangunahing katanungang pang-ekonomiko batay sa tradisyon, paniniwala, at kultura. Ang pangunahing pangangailangan ng tao ay umiikot lamang sa damit, pagkain, at tirahan.
- ❖ Market Economy
Ang pagdedesiyon sa pagsagot sa mga suliraning ano, paano, at para kanino ang gagawing produkto at serbisyo ay isinasagawa ng indibidwal at pribadong sektor. Presyo ang nagtatakda kung gaano karami ang bibilhin ng mga mamimili at kung gaano rin karami ang malilikhang produkto at serbisyo ng mga prodyuser.
- ❖ Command Economy
Ang ekonomiya ay nasa ilalim ng komprehensibong kontrol at regulasyon ng pamahalaan. Ang estado ang may responsibilidad sa pagsagot ng mga suliraning pang-ekonomiya. Ang pagpapasiya ukol sa mga gawaing pang-ekonomiya ay isinasagawa ng estado at inaasahang ang mga mamamayan ay susunod sa mga naging desisyon.
- ❖ Mixed Economy
Ito ay kinapapalooban ng mga elemento ng market economy at command economy. Hinahayaan dito ang malayang pagkilos ng pamilihan subalit maaaring manghimasok o makialam ang pamahalaan sa mga usaping nauukol sa pangangalaga ng kalikasan, katarungang panlipunan, at pagmamay-ari ng estado.

Gawain 2: Punan ng tamang sagot ang usapan ng mga tauhan.

 <p>Ano ba ang katangian ng tradisyunal na ekonomiya?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>Paano mo ilalarawan ang market economy?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sa command economy, sino ang nagpapalano ng ekonomiya?</p>	 <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Bakit kaya tinawag ito na mixed economy?</p>

Gawain 3: Gumawa ng synthesis ng mga natutuhan mong impormasyon tungkol sa sistemang pang-ekonomiya gamit ang “Data Retrieval Chart”.

SISTEMANG PANG-EKONOMIYA	KATANGIAN	MGA BANSANG NAGPAPATUPAD
1. Traditional Economy		1. 2. 3.
2. Market Economy		1. 2. 3.
3. Command Economy		1. 2. 3.
4. Mixed Economy		1. 2. 3.

Pamantayang Pangnilalaman

Ang mga mag-aaral ay may pag-unawa sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sa sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran.

Pamatayang Pagganap

Ang mga mag-aaral ay nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran.

**ARALING PANLIPUNAN
DEMAND**

Gawain 1: Suriin ang larawan at sagutin ang tanong sa ibaba.



Magkano kaya ang bagong sapatos ngayon?

Dalawa na kaya ang bilihin ko? Pareho ko kasi itong gusto.

Kung relo na lang kaya ang bilihin ko?

1. Ano-ano ang ipinahihwatig ng mga bubble thought?

_____.

Gawain 2: Ayusin ang mga ginulong letra upang maibigay ang hinihinging kasagutan sa mga gabay na tanong.

1.	M	N	I	K	O	E	O	K	S			
2.	W	A	S	M	O	L						
3.	T	R	I	S	Y	O	N	I	S	D	U	B
4.	O	K	A	S	Y	O	N	A	L			
5.	S	O	N	G	O	Y	E					

- _____ 1. Anong sangay ng agham panlipunan ang tungkol sa maayos na pagpili at paggamit ng mga pinagkukunang yaman?
- _____ 2. Sino ang bumuo ng teorya hinggil sa herarkiya ng pangangailangan ng tao?
- _____ 3. Ano ang katawagan sa pamamaraan ng pagbabahagi ng kabuuang yaman o kita ng lipunan sa bawat indibidwal o sa mga salik ng produksiyon tulad ng lupa, paggawa, kapital at entrepreneurship?
- _____ 4. Ano ang tawag sa pamamaraan ng paglalaan ng takdang dami ng pinagkukunang yaman ayon sa pangangailangan at kagustuhan ng tao?
- _____ 5. Ito ay tumutukoy sa anumang gawaing pang-ekonomiya na ang layunin ay magkamit ng kita o tubo.

Konsepto ng Demand

Ang demand ay tumutukoy sa dami ng produkto o serbisyo na gusto at kayang bilhin ng mamimili sa iba-ibang presyo sa isang takdang panahon.

Batas ng Demand

Isinasaad ng Batas ng Demand na habang ang presyo ng produkto ay tumataas, kumakaunti ang bibilhing produkto ng mamimili. Ngunit, kapag ang presyo ay bumababa, dumarami ang produktong bibilhin ng mamimili habang ang ibang salik ay hindi nagbabago. Sa nasabing batas, presyo lamang ang nakaapekto sa demand.

Demand Schedule

Ito ay isang talaan na nagpapakita ng dami na kaya at gusting bilhin ng mga mamimili sa iba't ibang presyo.

Demand Schedule para sa kendi

Presyo	Quantity Demanded
Php 5	10
4	20
3	30
2	40
1	50

Demand Function

Ang demand function ay isang matematikong pagpapakita sa ugnayan ng presyo at quantity demanded. Maaari itong ipakita sa pamamagitan ng equation na: **$Q_d = a - bP$**

Kung saan: Q_d = quantity demanded a = bilang ng Q_d kung ang presyo ay 0
 P = presyo b = pagbabago sa quantity demanded sa bawat pisong pagbabago sa presyo

Halibawa:

Demand Function mula sa Demand Schedule para sa kendi: **$Q_d = 60 - 10P$**

Kapag ang $P = 1$; $Q_d = ?$

$$Q_d = 60 - 10P$$

$$Q_d = 60 - 10(1)$$

$$Q_d = 60 - 10$$

$$Q_d = 50 \text{ piraso}$$

Gawain 3: Ipagpalagay na katatapos lamang ng inyong laro. Nagkataong may nagtitinda ng buko juice. Ilang baso ng buko juice ang handa at kaya mong bilhin sa presyong Php6, Php8, Php10, Php12, at Php14 kada baso? Itala ito sa kolum ng Qd. Ipagpalagay na ang demand function mo ay $Q_d = 50 - 2P$. Sagutan ito upang mabuo ang demand schedule.

Presyo (Php)	Quantity Demanded
6	
8	
10	
12	
14	

Pamantayang Pangnilalaman

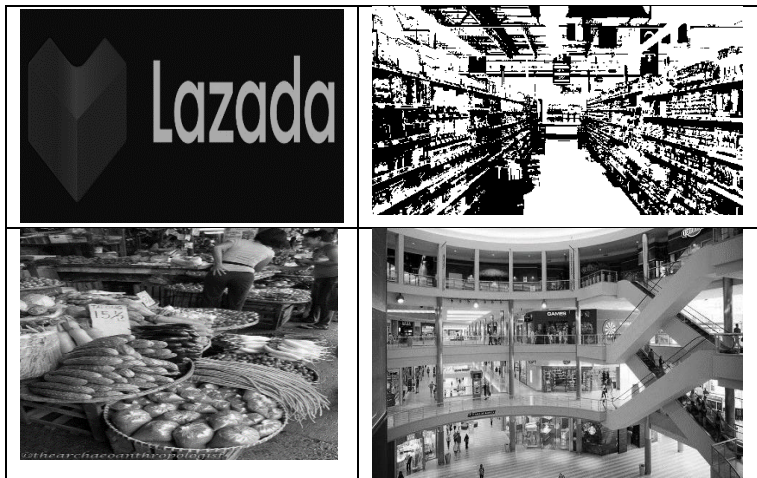
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Pamatayang Pagganap

Ang mga mag-aaral ay nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran.

ARALING PANLIPUNAN ESTRUKTURA NG PAMILIHAN

Gawain 1: Unawain at suriin ang mga larawan at sagutin ang mga sumusunod na tanong sa ibaba.



1. Ano ang ipinakikita sa mga larawan?

2. Alin sa mga larawang ito ang madalas kang magkaroon ng ugnayan? Bakit?

Konsepto ng Pamilihan

Ang pamilihan ay mahalagang bahagi ng buhay ng prodyuser at konsyumer. Ito ang nagsisilbing lugar kung saan nakakamit ng isang konsyumer ang sagot sa marami niyang pangangailangan at kagustuhan sa pamamagitan ng mga produkto at serbisyong handa at kaya niyang ikonsumo. Ang konsyumer ang bumibili ng mga produkto samantalang prodyuser naman ang gumagawa ng mga produkto.

Mga Estrukturang Pamilihan

1. Ganap na Kompetisyon

Sa ilalim ng ganitong sistema, walang sinoman ang maaaring makakontrol sa takbo ng pamilihan partikular sa presyo. Ang mga sumusunod ang katangian ng isang pamilihan na mayroong ganap na kompetisyon:

- ❖ Maraming maliliit na konsyumer at prodyuser
- ❖ Magkakatulad na produkto
- ❖ Malayang paggalaw ng sangkap ng produksiyon
- ❖ Malayang pagpasok at paglabas sa industriya
- ❖ Malaya ang impormasyon ukol sa pamilihan

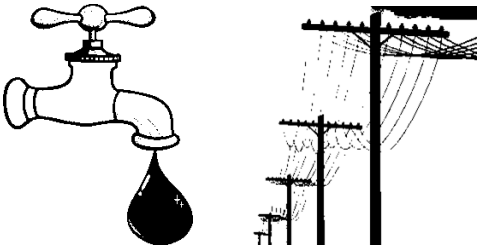

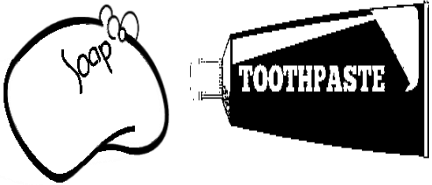
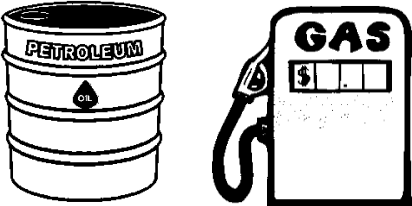
2. Hindi Ganap na Kompetisyon

Ang lahat ng prodyuser na bumubuo sa ganitong estruktura ay may kapangyarihang maimpluwensiyahan ang presyo sa pamilihan. Ang mga sumusunod ay anyo ng pamilihing may hindi ganap na kompetisyon:

- ❖ Ang monopolyo ay isang usri ng pamilihan na iisa lamang ang prodyuser kung kaya't walang pamalit o kahalili ang produkto.

- ❖ Ang monopsonyo mayroon lamang iisang uri mamimili ngunit maraming prodyuser ng produkto at serbisyo.
- ❖ Ang oligopolyo ay isang uri ng pamilihan na iilan lamang ang prodyuser ang nagbebenta ng magkakatulad na produkto at serbisyo.
- ❖ Monopolistic Competition ay tumutukoy sa uri ng pamilihan na maraming kalahok na prodyuser at konsyumer. Ang katangian ng kanilang mga produkto ay nagkakaiba sa packaging, presentasyon, at maging sa lasa.

Gawain 2: Suriin ang mga larawan sa bawat bilang at tukuyin ang kinabibilangan nitong estruktura ng pamilihan.

 <p>1. _____</p>	 <p>2. _____</p>
 <p>3. _____</p>	 <p>4. _____</p>

Gawain 3: Suriin ang sumusunod na pahayag at tukuyin sa pamamagitan ng paglalapat ng titik sa mga kahon upang mabuo ang kasagutan.

1. Estructura ng pamilihan na may iisa lamang na konsyumer ng maraming uri ng produkto at serbisyo.

M			P		O			O
---	--	--	---	--	---	--	--	---

2. Isang uri ng pamilihan na iilan lamang ang prodyuser ang nagbebenta ng magkakatulad na produkto at serbisyo.

O		I	G				L		O
---	--	---	---	--	--	--	---	--	---

3. Isang usri ng pamilihan na iisa lamang ang prodyuser kung kaya't walang pamalit o kahalili ang produkto.

	O	N				L		O
--	---	---	--	--	--	---	--	---

4. Ito ay tumutukoy sa uri ng pamilihan na maraming kalahok na prodyuser at konsyumer.

M			O	P		L			T	I	
---	--	--	---	---	--	---	--	--	---	---	--

	O	M		E			T			N
--	---	---	--	---	--	--	---	--	--	---

5. Walang sinoman ang maaaring makakontrol sa takbo ng pamilihan partikular sa presyo.

G		N	A			N				
	O			E	T			Y		N

IKATLONG MARKAHAN

Pamantayang Pangnilalaman

Ang mga mag-aaral ay may pag-unawa sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sa sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran.

Pamatayang Pagganap

Ang mga mag-aaral ay nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran.

ARALING PANLIPUNAN

UGNAYAN NG PAMILIHAN AT PAMAHALAAN

Gawain 1: Hanapin at bilugan ang sumusunod na salita.

Mga Salita:

1. Presyo
2. Pamilihan
3. Pamahalaan
4. Price Floor
5. Price

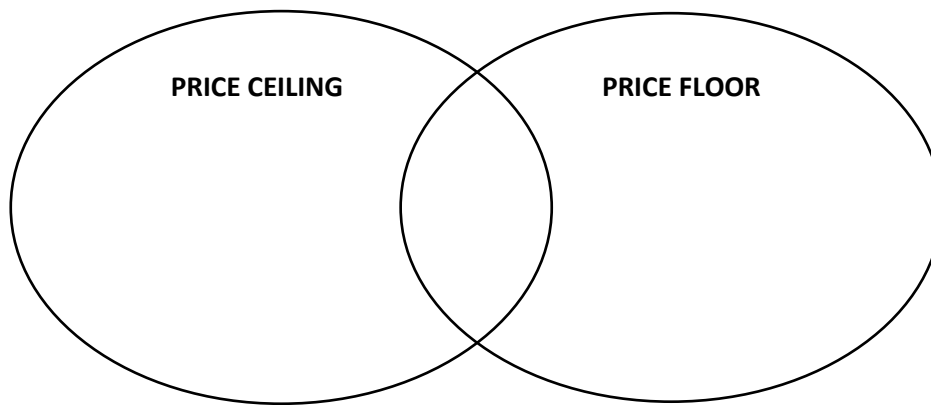
O	Y	S	E	R	P	A	B	C	D	E	P	F	G	H
W	V	U	T	Q	R	P	O	M	N	L	A	K	J	I
P	A	M	I	L	I	H	A	N	J	I	M	N	P	R
X	Y	Z	A	B	C	D	E	F	G	H	A	R	Q	O
A	I	H	U	Z	E	Y	X	W	V	U	H	T	S	O
B	J	G	V	T	C	G	F	T	N	H	A	B	Z	L
C	K	F	W	S	E	H	E	U	O	I	L	C	Y	F
D	L	E	X	R	I	I	D	V	P	J	A	D	X	E
E	M	D	Y	Q	L	J	C	Z	Q	K	A	E	W	C
F	N	C	Z	P	I	K	B	X	R	L	N	F	V	I
G	O	B	A	O	N	L	A	Y	S	M	H	G	U	R
H	I	J	K	L	G	M	N	O	P	Q	R	S	T	P

Ang Pamahalaan at Pamilihan

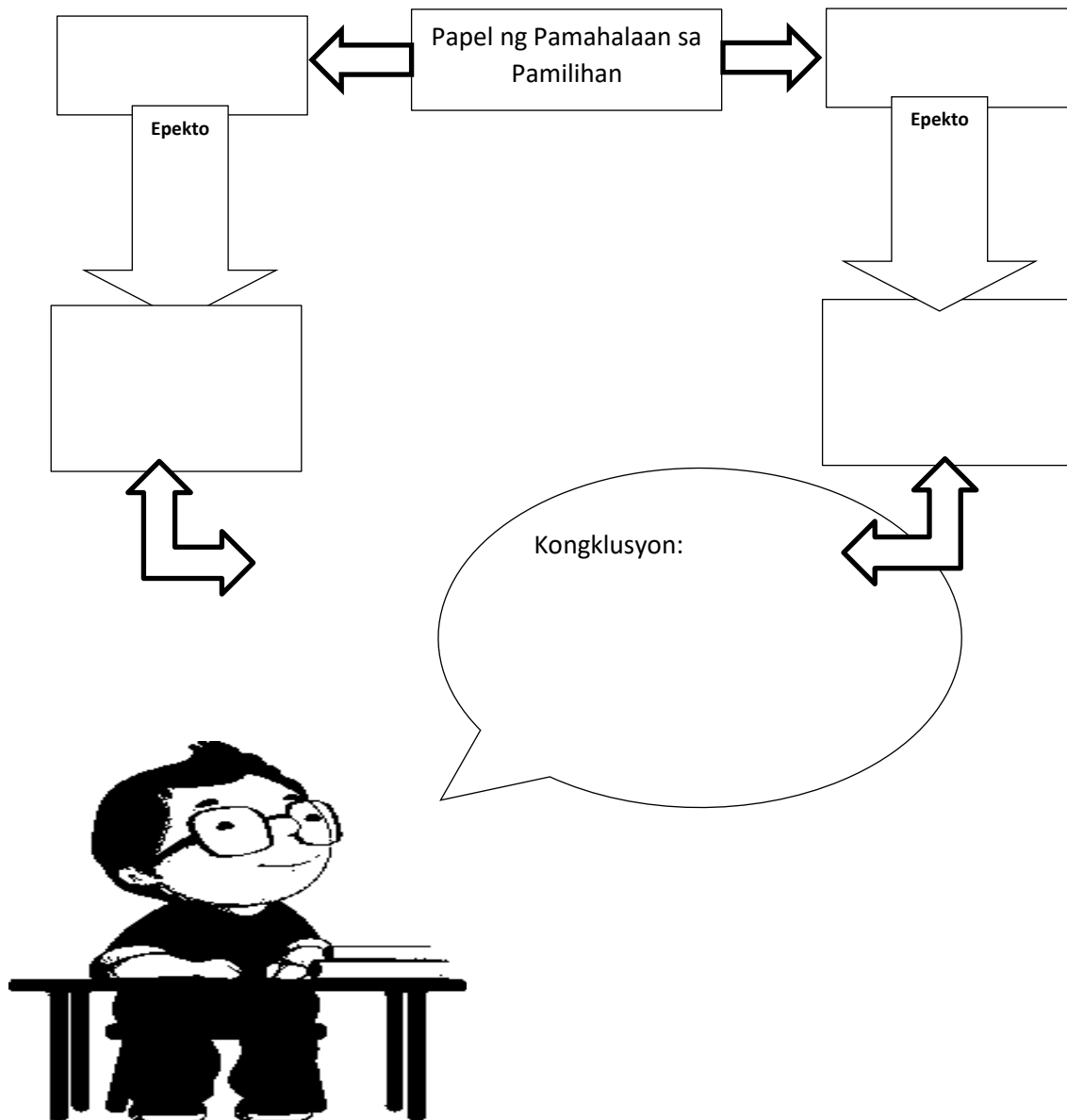
Ang pagkontrol ng pamahalaan sa presyo ng pamilihan ay nahahati sa dalawa: price ceiling at price floor.

- ❖ Price ceiling o kilala rin bilang maximum price policy, ang tawag sa pinakamataas na presyo na maaaring ipagbili ng isang prodyuser ang kaniyang produkto. Mahigpit na binabantayan ng pamahalaan ang pangunahing pangangailangan ng tao na minamarkahan ng pamahalaan ng suggested retail price. Ito ay upang mapanatiling abot-kaya ng mga mamimili ang presyo ng produkto lalo na sa panahon ng krisis. Samantalang ang price freeze naman ay ang pagbabawal sa pagtataas ng presyo sa pamilihan.
- ❖ Price floor o minimum price policy ay tumutukoy sa pinakamababang presyo na itinakda ng batas sa mga produkto at serbisyo.
- ❖ Minimum Wage Law ay isang batas tungkol sa pinakamababang suweldo sa sector ng paggawa upang makaiwas ang mga manggagawa na makatanggap ng mababang suweldo.

Gawain 2: Itala ang pagkakatulad at pagkakaiba ng price ceiling at price floor sa pamamagitan ng Venn Diagram.



Gawain 3: Sagutin ang “discussion web chart” batay sa aralin.



Pamantayang Pagnilalaman

Ang mga mag-aaral ay may pag-unawa sa mga pangunahing kaalaman tungkol sa pambansang ekonomiya bilang kabahagi sa pagpapabuti ng pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran.

Pamantayang Pagganap

Ang mag-aaral ay nakapagmumungkahi ng mga pamamaraan kung paanong ang pangunahing kaalaman tungkol sa pambansang ekonomiya ay nakapagpapabuti sa pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran.

ARALING PANLIPUNAN

PAIKOT NA DALOY NG EKONOMIYA

Gawain 1: Isulat sa loob ng kahon ang tamang letra upang mabuo ang salita.

1. Dibisyon ng ekonomiks na nakatuon sa kabuuang ekonomiya.

M		K	R		E	K		N	O			K	S
---	--	---	---	--	---	---	--	---	---	--	--	---	---

2. Pagbebenta ng produkto sa ibang bansa.

	X		O		T
--	---	--	---	--	---

3. Salaping kinokolekta ng pamahalaan upang makalikom ng pondo.

B		W		S
---	--	---	--	---

4. Pinagmumulan ng mga salik ng produksiyon.

S		M		A	H		A	N
---	--	---	--	---	---	--	---	---

5. Ito ay tumutukoy sap ag-aangkat ng produkto mula sa ibang bansa.

I		P	O	
---	--	---	---	--

Mga Modelo ng Pambansang Ekonomiya

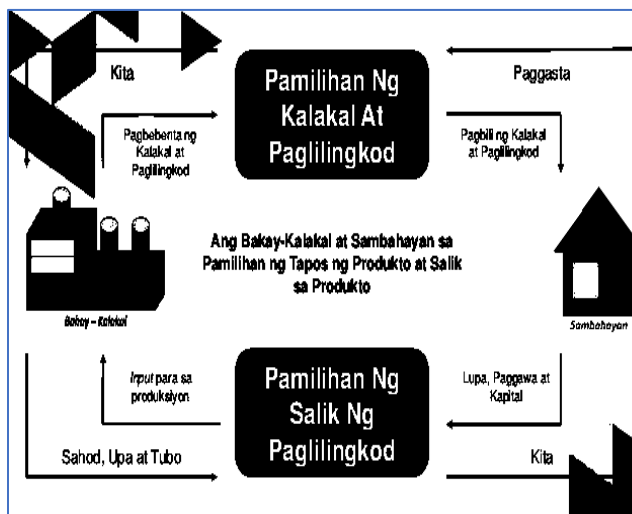
- ❖ Unang Modelo – Simpleng Ekonomiya



Ito ay naglalarawan ng simpleng ekonomiya. Ang sambahayan at bahay-kalakal ay iisa. Ang lumilikha ng produkto ay siya ring konsyumer.

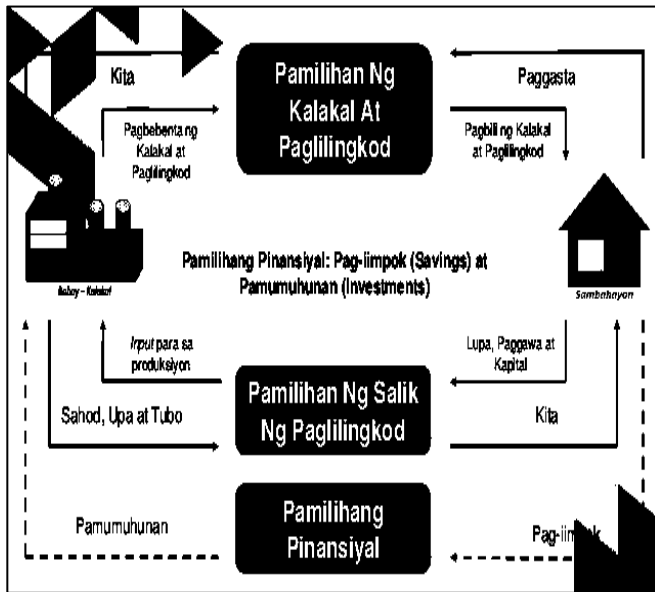
- ❖ Ikalawang Modelo

Ang Bahay Kalakal at Sambahayan sa Pamilihan ng Tapos na Produkto at Salik sa Produksiyon



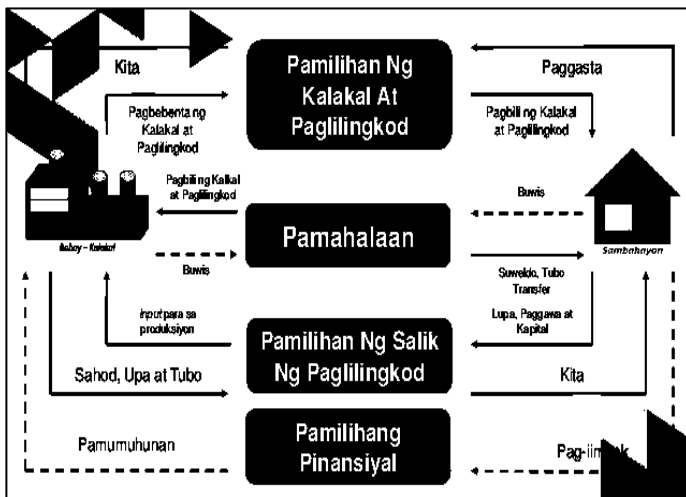
Ang sambahayan at bahay – kalakal ang pangunahing sector dito. Ang sambahayan ay may demand sa produkto ngunit wala itong kakayahang lumikha ng produkto. Ang bahay-kalakal ang tanging may kakayahang lumikha nito. Subalit bago malikha ito kinakailangan ang mga salik ng produksiyon na tanging ang sambahayan lamang ang may supply. Makikipag – ugnayan ang bahay kalakal sa samabhayan sa pamamagitan ng pamilihan ng mga salik ng produksiyon.

- ❖ Ikatlong Modelo
Pamilihang Pinansiyal: Pag – iimpok at Pamumuhunan



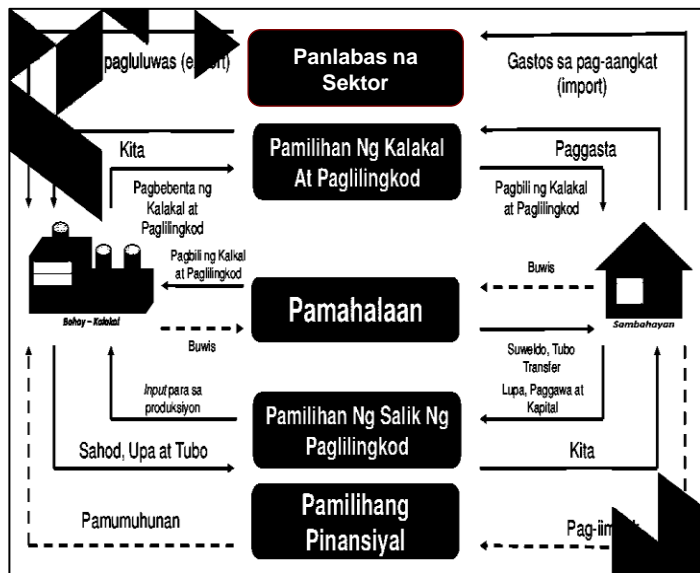
Hindi ginagamit ng sambahayan ang lahat ng kita para sa pamimili. Hindi lang pangkasalukuyang produksiyon ang iniisip ng bahay-kalakal. Bukod sa pamimili at paglikha ng produkto, ang pag – iimpok at pamumuhunan ay nagiging mahahalagang gawaing pang-ekonomiya. Nagaganap ang mga nasabing gawain sa mga pamilihang pinansiyal.

- ❖ Ikaapat na Modelo
Ang Pamahalaan at Pamilihang Pinansiyal, Salik ng Produksiyon, Kalakal at Paglilingkod



Ito ang modelo ng ekonomiya kung saan ang pamahalaan ay lumalahok sa sistema ng pamilihan. Bukod sa pag-iimpok at pamumuhunan, ang pagbabayad ng buwis ay karagdagang gawain sa ekonomiya at ito ay takdang gawain ng sambahayan at ng bahay-kalakal. Sumisingil ng buwis ang pamahalaan upang kumita at ito ay tinatawag na public revenue. Ito ang ginagamit ng pamahalaan upang makalikha ng pampublikong paglilingkod na nauuri sa pangangailangan ng sambahayan at bahay-kalakal.

- ❖ Ikalimang Modelo
Ang Pambansang Ekonomiya sa Kalakalang Panlabas



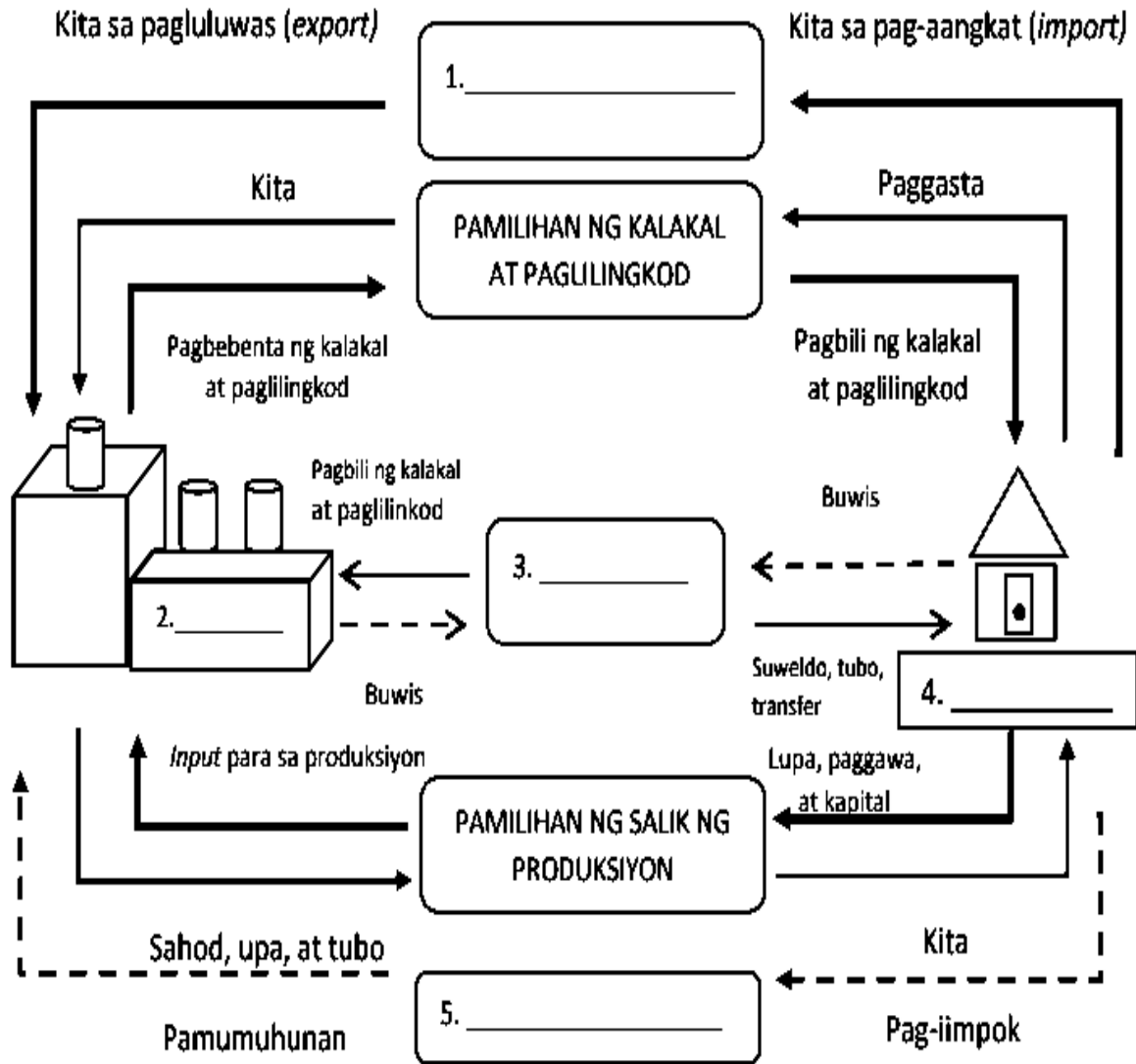
Ito ang modelo ng ekonomiya na bukas ang pambansang ekonomiya kung saan mayroong nagaganap na kalakalang panlabas. Ito ay ang pakikipagpalitan ng produkto at serbisyo sa mga dayuhang ekonomiya. Ang bahay kalakal ay nagluluwas (export) ng mga produkto sa panlabas na sector samantalang ang sambahayan ay nag-aangkat (import) mula dito.

Gawain 2: Ibigay ang ginagampanan ng mga aktor at pamilihan sa paikot na daloy ng ekonomiya.

MGA AKTOR SA PAIKOT NA DALOY NG EKONOMIYA	BAHAGING GINAGAMPANAN
1. Sambahayan	
2. Bahay – kalakal	
3. Pamahalaan	
4. Panlabas na Sektor	

MGA URI NG PAMILIHAN	BAHAGING GINAGAMPANAN
1. Pamilihan ng Kalakal at Paglilingkod	
2. Pamilihan ng Salik ng Produksiyon	
3. Pamilihan ng Pinansiyal	

Gawain 3: Ibigay ang nawawalang bahagi upang makompleto ang dayagram.



Pamantayang Pangnilalaman

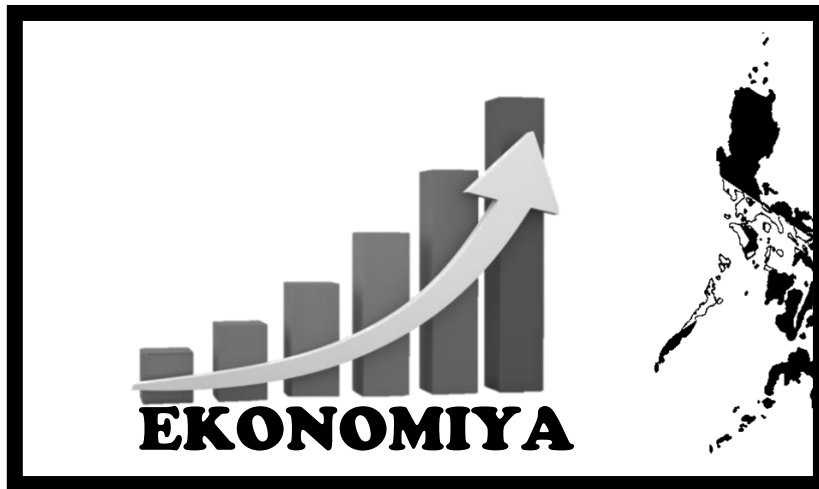
Ang mga mag-aaral ay may pag-unawa sa mga pangunahing kaalaman tungkol sa pambansang ekonomiya bilang kabahagi sa pagpapabuti ng pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran.

Pamantayang Pagganap

Ang mag-aaral ay nakapagmumungkahi ng mga pamamaraan kung paanong ang pangunahing kaalaman tungkol sa pambansang ekonomiya ay nakapagpapabuti sa pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran.

ARALING PANLIPUNAN**ECONOMIC INDICATORS NG BANSA**

Gawain 1: Suriin ang ipinahihiwatig ng larawan. Matapos ang pagsusuri, punan ang pahayag sa ibaba.



Ang ekonomiya ng Pilipinas ay _____

Kahalagahan ng Pagsukat ng Pambansang Kita

Ayon kay Campbell McConnell at Stanley Brue sa kanilang *Economics, Problems, and Policies* (1999), ang kahalagahan ng pagsukat ng pambansang kita ay ang mga sumusunod:

1. Nakapagbibigay ng ideya tungkol sa antas ng produksiyon ng ekonomiya sa isang particular na taon at maipaliwanag kung bakit ganito kalaki o kababa ang produksiyon ng bansa.
2. Masusubaybayan kung may nagaganap na pag-unlad o pagbaba sa kabuuang produksiyon ng bansa.
3. Ang nakalap na impormasyon ay magiging gabay ng mga nagpapalano ng ekonomiya upang bumuo ng mga patakaran at polisiya na makapagpapabuti sa pamumuhay ng mga mamamayan at makapagpapataas sa economic performance ng bansa.
4. Kung walang sistematikong paraan sa pagsukat ng pambansang kita, haka-haka lamang ang magiging basehan na walang matibay na batayan.
5. Maaaring masukat ang kalusugan ng ekonomiya.

Ang GNP/GNI at GDP ay ang dalawang mahalagang economic indicators ng bansa. Ang GNP o Gross National Product o tinatawag rin ngayong Gross National Income ay ang kabuuang produksiyon na nagawa ng mga mamamayan ng bansa sa loob at labas ng bansa sa loob ng isang taon samantalang ang GDP o ang Gross Domestic Product ay ang mga produkto at serbisyo na ginawa sa loob ng bansa sa loob ng isang taon. Ang GNP/GNI ay ang lahat ng mga produktong likha ng mga Pilipino kahit saang dako ng daigdig naroon samantalang ang GDP ay produksiyon lamang sa loob ng bansa kahit ang gumawa ay dayuhan.

Iba't – ibang Paraan ng Pagkukuwenta ng Gross National Product/Gross National Income

1. Industrial Origin Approach O Value Added Approach
Sa paraang ito makikita na ang pagbuo ng produkto ay dumadaan sa iba-ibang proseso at ito ay nakapaloob sa tatlong sektor ng ekonomiya tulad ng agrikultura, industriya, at serbisyo. Matapos malaman ang GDP mula sa tatlong sektor ay idadagdag ang Net Primary Income from Abroad na tumutukoy sa kita ng mga Pilipino sa ibang bansa upang makuha ang GNP/GNI.

Halimbawa:

Agrikultura	₱ 250 milyon
Industriya	₱ 261 milyon
Serbisyo	₱ 105 milyon
GDP	₱ 616 milyon
NPIA	₱ 48 milyon
GNP/GNI	₱ 664 milyon

2. Final Expenditure Approach

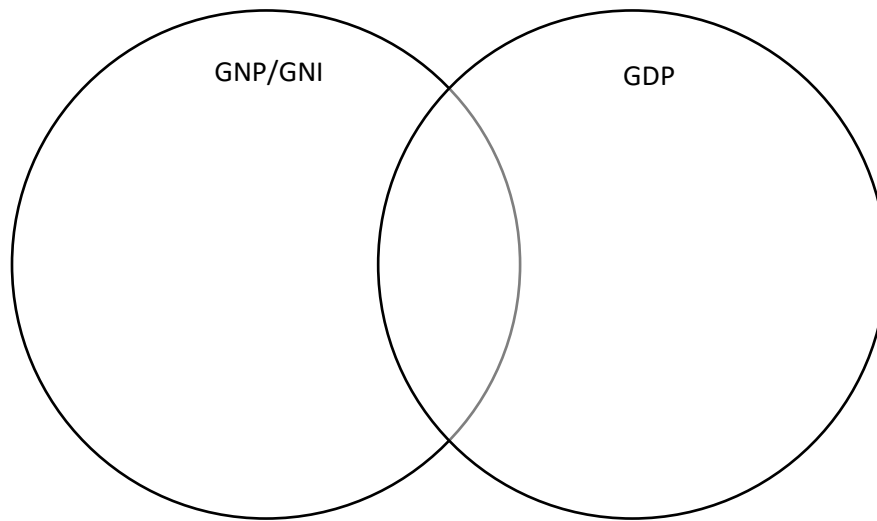
Ang lahat ng sektor ay tumatanggap ng kita na kanilang ginagastos sa pagbili ng kanilang pangangailangan. Ang mga gastusing ito ay kailangang malaman upang makuwenta ang GNP/GNI. Hinahati ito batay sa mga gumagastos. Sa pagkuha ng GNP/GNI ay gagamitin ang paraang ito: $GNI = C + I + G + (X - M) + SD + NFIFA$

- a. **Gastusin ng Personal na Sektor (C)**
Gastusin sa mga pangangailangan tulad ng damit, pagakin, tirahan, edukasyon, kuryente, tubig, at iba pang luho sa buhay.
- b. **Gastusin ng Gobyerno (G)**
Pagpapasahod sa lahat ng empleyado at opisyal ng pamahalaan, mga proyektong imprastruktura, at pagbibigay serbisyo ng pamahalaan.
- c. **Gastusin ng Kompanya (I)**
Ito ay gastusin ng kompanya kaugnay ng fixed capital tulad ng mga makina, gusali, pagbili ng stocks. Kabilang rin dito ang pagpapasahod sa empleyado.
- d. **Gastusin sa Panlabas na Sektor (X – M)**
Ibinabawas ang gastos sa export sa import at isinasama sa pagkuwenta ng GNP/GNI. Positibo kapag mas Malaki ang export kaysa import at negatibo kung mas malaki ang gastos sa import kaysa export.
- e. **Net Primary Income from Abroad (NPIA)**
Ito ang nagpapakita ng kinita ng mga Pilipino na naghahanapbuhay sa ibang bansa.
- f. **Statistical Discrepancy (SD)**
Kapag di maiwasan na magkaroon ng labis o kulang sa pagkukuwenta ng GNP/GNI ito ay tinatawag na statistical discrepancy.

Halimbawa:

Gastusing Personal	₱ 272 milyon
Gastusin ng Gobyerno	₱ 165 milyon
Gastusin ng Kompanya	₱ 121 milyon
Export	₱ 22 milyon
Import	₱ 24 milyon
Statistical Discrepancy	₱ 3 milyon
Net Primary Income from Abroad	₱ 105 milyon
GNI	₱ 664 milyon

Gawain 2: Itala ang pagkakatulad at pagkakaiba ng GNP at GDP sa loob ng Venn Diagram at sagutin ang mga tanong sa ibaba.



1. Batay sa nabuong Venn Diagram, papaano naiiba ang Gross National Product sa Gross Domestic Product?

2. Bakit kailangang sukatin ang economic performance ng bansa?

Gawain 3: Alamin ang Gross National Income gamit ang sumusunod na paraan. Isulat sa kahon ang isinagawang pagkukuwenta.

A. Final Expenditure Approach

C = ₱ 310 milyon
 G = ₱ 252 milyon
 I = ₱ 201 milyon
 X = ₱ 40 milyon
 M = ₱ 52 milyon
 SD = ₱ 2 milyon
 NPPIA = ₱ 52 milyon

B. Value Added Approach

Agrikultura = ₱ 300 milyon
 Industriya = ₱ 311 milyon
 Serbisyo = ₱ 155 milyon
 NPPIA = ₱ 53 milyon

Pamantayang Pangnilalaman

Ang mga mag-aaral ay may pag-unawa sa mga pangunahing kaalaman tungkol sa pambansang ekonomiya bilang kabahagi sa pagpapabuti ng pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran.

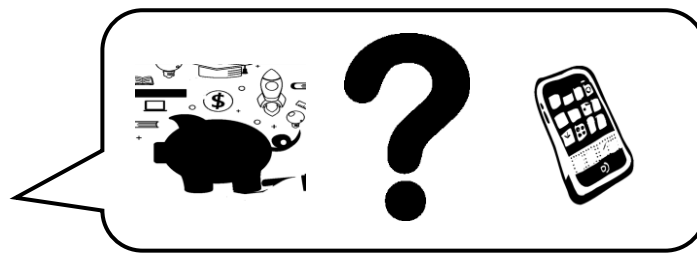
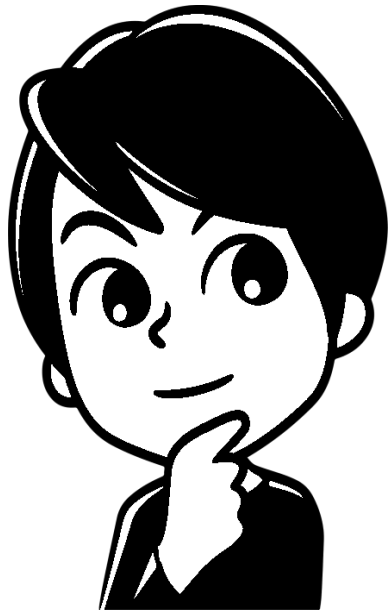
Pamantayang Pagganap

Ang mag-aaral ay nakapagmumungkahi ng mga pamamaraan kung paanong ang pangunahing kaalaman tungkol sa pambansang ekonomiya ay nakapagpapabuti sa pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran.

ARALING PANLIPUNAN

UGNAYAN NG PANGKALAHATANG KITA, PAG-IIMPOK, AT PAGKONSUMO

Gawain 1: Suriin ang larawan at sagutin ang mga tanong sa ibaba.



1. Ano ang ipinahihiwatig ng larawan?

2. Kung ikaw ay may trabaho at kita, saan mo ito gagastusin?

Consumption Function

Ito ay ang pagpapakita ng relasyon ng pagkonsumo at kita. Ang kita ay salik na nakaiimpluwensiya sa pagkonsumo ng tao. Kapag tumanggap ng malaking kita, malaki rin ang gastos sa pagkonsumo, kapag maliit ang kita ito ay nagbubunga ng maliit rin na pagkonsumo. Ang personal income ay ang kabuuang kita ng tao samantalang ang disposable personal income ay ang kita na handing gastusin matapos tanggalin ang mga babayaran.

Ang Average Propensity to Consume (APC) ay tumutukoy sa relasyon ng pagtaas ng pagkonsumo sa bawat pagtaas ng kabuuang kita. Sa pag-alam ng APC ay gagamitin ang pormulang pagkonsumo (C) / kita (Y).

Ang Marginal Propensity to Consume (MPC) ay naglalarawan ng pagbabago ng pagkonsumo sa bawat pagbabago ng kita. Ang pag-alam ng MPC ay gagamitin ang $\Delta C/\Delta Y$.

Savings Function

Ito ay nagpapakita ng relasyon ng pag-iimpok sa kita. Ang savings ay kita na hindi ginastos sa kasalukuyang pagkakagastusan. Ito ay ang pagtatabi ng ilang bahagi ng kita para sa hinaharap. Kapag ginamit ang pormulang Y-C ay makukuha ang S (impok).

Average Propensity to Save (APS) ang nagpapaliwanag ukol sa relasyon ng pagtaas ng pag-iimpok sa pagtaas ng kita. Sa pag-alam ng APS ay gagamitin ang pormulang S/Y.

Ang Marginal Propensity to Save (MPS) ang nagpapaliwanag ng bawat pagbabago ng pag-iimpok sa bawat pagbabago ng kita. Upang malaman ang MPS, gagamitin ang pormulang $\Delta S/\Delta Y$.

Talaan 1

Punto	Y	C	S	ΔY	ΔC	ΔS	APC	APS	MPC	MPS
A	70	66	4	20	12	8	0.94	0.06	0.6	0.4
B	110	94	16	20	14	6	0.85	0.15	0.7	0.3

Gawain 2: Sagutin ang sumusunod na tanong.

6. Paano nagiging 0 (zero) ang pag-iimpok?	1. Ano ang nagpapakita ng relasyon ng kita at pagkonsumo?
_____	_____
_____	_____
_____	_____
7. Ano ang tawag sa kabuuang kita na tinatanggap ng tao?	2. Ano ang kinatawan ng simbolong Y?
_____	_____
_____	_____
_____	_____
8. Bakit mahalaga ang pag-iimpok?	3. Ano ang tawag sa akita na handing gastusin ng tao?
_____	_____
_____	_____
_____	_____
9. Ano ang pormula upang matukoy ang Marginal Propensity to Consume (MPC)?	4. Ano ang tumutukoy sa relasyon ng pagtaas ng pagkonsumo sa bawat pagtaas ng kita?
_____	_____
_____	_____
_____	_____
10. Anong pormula ang ginagamit upang makuha ang Average Propensity to Save (APS)?	5. Anong pormula ang ginagamit upang makuha ang Marginal Propensity to Save (MPS)?
_____	_____
_____	_____
_____	_____

Gawain 3: Punan ang nawawalang datoss upang mabuo ang talaan. Isulat sa kahon na nasa ibaba ang paraan ng pagtutuos ng datos

Punto	Y	C	S	ΔY	ΔC	ΔS	APC	APS	MPC	MPS
A		92	8	15	12			0.08		0.2
B	130	112		20		2	0.86			0.1
C	150		26	20	12		0.83	0.17	0.6	

KAAPAT NA MARKAHAN

Pamantayang Pangnilalaman

Naipamamalas ng mag-aaral ang pag-unawa sa mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito sa harap ng hamon at puwersa tungo sa pambansang pagsulong at pag-unlad.

Pamatayang Pagganap

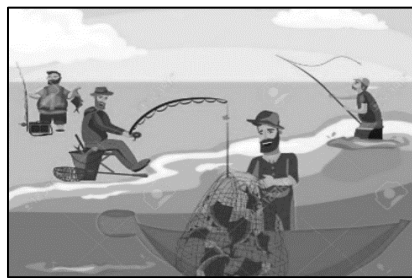
Ang mga mag-aaral ay aktibong nakikibahagi sa maayos na pagpapatupad at pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito tungo sa pambansang pagsulong at pag-unlad.

ARALING PANLIPUNAN SEKTOR NG AGRIKULTURA

Gawain 1: Tukuyin ang ipinapakita sa larawan. Gamitin ang mga ginulong titik bilang gabay sa pagsasagot.



(SAKAGAPAS)



(ISDANGIGNAP)



(HAYPAUNHAGPA) (BATGUPGAUG)



Ang agrikultura ay isang agham na may kinalaman sa paghahalaman at pagpaparami ng hayop at lahat ng mga gawaing may kaugnayan dito. Ito ay binubuo ng apat na sektor—pagsasaka, paggugubat, paghahayupan, at pangingsida.

Kahalagahan ng Agrikultura

1. Nagpapasok ng dolyar sa bansa
2. Bumibili ng mga produkto ng industriya
3. Nagbibigay hanapbuhay

Suliranin ng Agrikultura

1. Mababang presyo ng produktong agricultural
2. Kakulangan ng sapat na imprastruktura
3. Kakulangan sa makabagong kagamitan at teknolohiya
4. Paglaganap ng sakit at peste
5. Pagdagsa ng dayuhang produkto
6. Implementasyon sa tunay na reporma sa lupa

Mga Sagot sa mga Suliranin ng Agrikultura

1. Tunay na implementasyon ng reporma sa lupa
2. Pagtatakda ng tamang presyo sa mga produktong agricultural
3. Pagbibigay ng subsidy sa magsasaka
4. Pagpapatayo ng mga imbakan, irigasyon, tulay, at kalsada
5. Pagtuturo sa mga magsasaka ukol sa paggamit ng makabagong teknolohiya
6. Paghihigpit sa mga dayuhang produktong agrikultural na pumapasok sa bansa

Gawain 2: Suriin ang mga sitwasyon. Isulat ang **SA** kung may kaugnayan sa suliranin ng agrikultura at **SSA** kung may kinalaman sa sagot sa suliranin ng agrikultura.

___1. Maraming nakumpiskang botsa na baboy.

___2. Ipinamigay na ang titulo ng lupa ng mga magsasaka.

___3. Ang mga inaning palay ay nabubulok.

___4. Nagkaloob ng tulong ang pamahalaan upang makabili ng pataba sa lupa ang mga magsasaka.

___5. Pagtatakda ng tamang presyo ng mga produktong agrikultural.

___6. Marami ang hindi bumibili ng seashells dahil sa red tide.

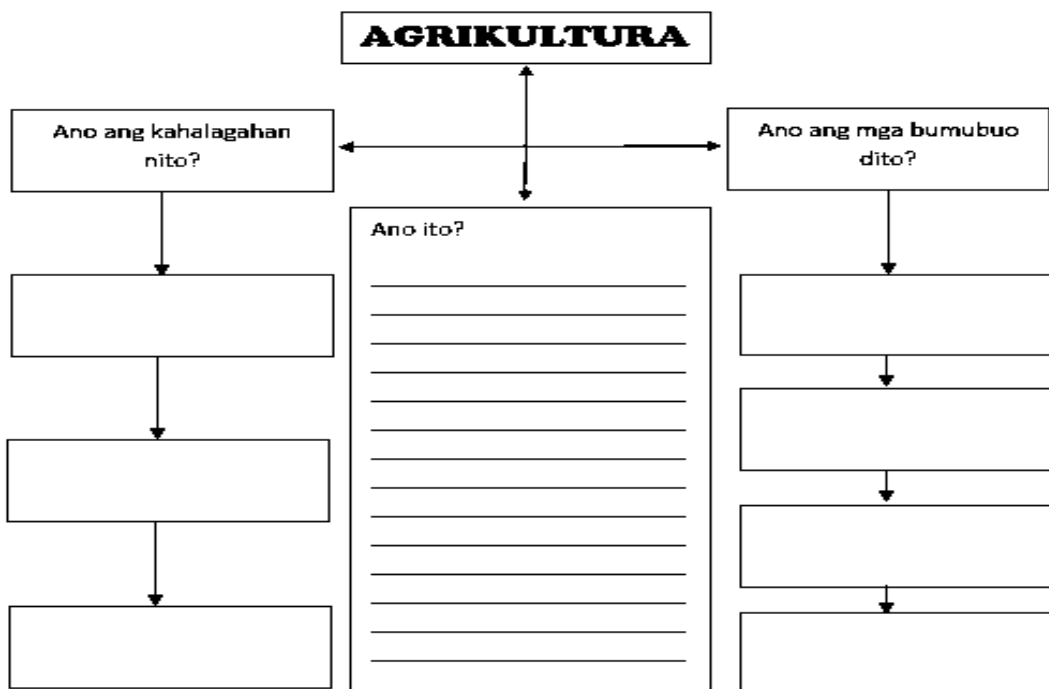
___7. Mabagal ang produksiyon ng mga magsasaka.

___8. Lumaganap ang peste sa mga pananim ng mga magsasaka.

___9. Paghihigpit sa mga dayuhang produkto na makapasok ng Pilipinas.

___10. Pagtatatag ng kooperatiba na magpapautang sa mga magsasaka at mangingisda.

Gawain 3: Mula sa mga impormasyon tungkol sa sektor ng agrikultura, bumuo ng “Concept Definition Map” gamit ang modelo sa ibaba.



Pamantayang Pangnilalaman

Naipamamalas ng mag-aaral ang pag-unawa sa mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito sa harap ng hamon at puwersa tungo sa pambansang pagsulong at pag-unlad.

Pamatayang Pagganap

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ARALING PANLIPUNAN
SEKTOR NG INDUSTRIYA

Gawain 1: Gumuhit ng paraan ng pagpoproseso ng isang produkto.

1. Ano ang nararamdaman mo habang gumuguhit ng proseso ng isang produkto?

2. Bakit masalimuot ang pagbuo ng isang produktong industriyal?

Ang industriya ay kumakatawan sa sekundaryang sektor ng bansa. Ito ay sumasaklaw sa lahat ng uri ng pagawaan na naitayo sa isang ekonomiya. Kadalasan, ginagawang basehan ang pag-unlad ng industriya sa pagkilala sa kaunlaran ng isang bansa.

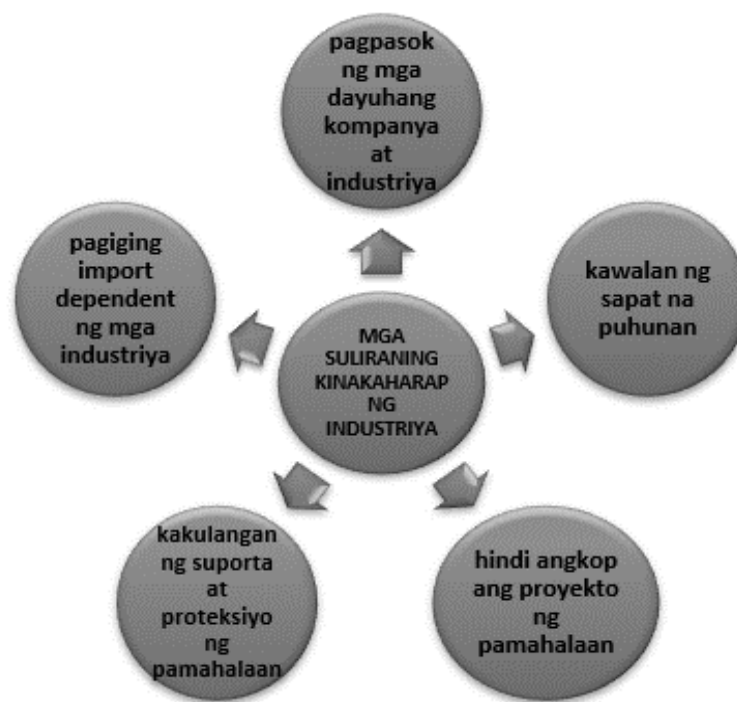
Pagmimina—pangangalap ng mamahaling metal at ibang mineral sa mga likas na yaman ng bansa

Pagmamanupaktura—pagpoproseso ng mga hilaw na materyales upang maging yaring produkto.

Industriya

Serbisyo—pagproseso, paglikha, at pagbebenta ng mga elektrisidad, gas, at tubig.

Konstruksiyon—pagpapatayo ng mga estruktura ng mga pabrika, pagawaan, gusali, tulay, at iba pa.



Mga Patakarang Pang-ekonomiya na Nakatutulong sa Industriya

1. Filipino First Policy

Ipinatupad ni dating pangulong Carlos P. Garcia na naglalayon bigyang pabor ang mga negosyanteng Pilipino kaysa sa mga dayuhang mamumuhunan sa pagpapalawak ng kanilang negosyo.

2. Oil Deregulation Law

Ito ay itinakda ng Batas Republika Blg. 8479 na nagsasaad na ang pamahalaan ay hindi makikialam sa pagtatakda ng presyo, pag-aangkat, at pagluluwas ng mga produktong petrolyo, at pagtatayo ng gasoline stations, depots, at refineries.

3. Microfinancing

Sa tulong ng bangko nagkaroon ng pagkakataon ang maliliit na negosyante na magtayo ng sariling negosyo. Nagpapautang nang mayroong maliit na interes ang mga bangko sa mga magsasaka at maliliit na negosyante ng puhunan upang makapagsimula ng negosyo.

4. Online Business

Ang mga nagnanais magtayo ng negosyo ay hindi na kailangan pang humanap ng puwesto na pagtatayuan at kahit nasa bahay lamang ay maaaring magnegosyo sa pamamagitan ng internet. Ito ang magsisilbing pamilihan ng mga produkto na hindi mo na kailangang pumunta sa aktuwal na pamilihan.

Gawain 2: Tukuyin ang hinihingi ng sumusunod. Isulat ang wastong sagot sa kahon

- Ito ay sumasaklaw sa lahat ng uri ng pagawaan na naitayo sa isang ekonomiya.
- umutukoy ito sa pagpapatayo ng mga estruktura ng mga pabrika, pagawaan, gusali, tulay, at iba pa.

- Ang pangangalap ng mamahaling metal at ibang mineral sa mga likas na yaman ng bansa ay saklaw ng sektor na ito.

- Sektor ng industriya na nagpoproseso ng mga hilaw na materyales upang maging yaring produkto.

- Nakatuon ang sektor na ito sa pagproseso, paglikha, at pagbebenta ng mga elektrisidad, gas, at tubig.

Gawain 3: Bilugan ang sagot sa loob ng kahon at isulat sa patlang.

I	N	D	U	S	T	R	I	Y	A	B	C	D	E	F	O
G	O	H	I	J	K	L	M	N	O	P	Q	R	S	T	N
A	Y	B	C	D	E	F	G	H	I	J	S	A	O	U	L
M	I	C	R	O	F	I	N	A	N	C	I	N	G	V	I
M	S	N	O	L	P	Q	R	S	T	K	T	I	N	W	N
V	K	W	X	Y	Z	A	B	C	D	E	U	M	M	X	E
N	U	M	K	A	L	J	I	H	G	F	V	I	L	Y	B
O	R	Q	P	R	O	D	U	K	T	O	W	M	K	Z	U
P	T	W	X	Y	Z	A	C	D	E	F	X	G	J	A	S
Q	S	V	G	H	I	J	P	U	H	U	N	A	N	B	I
R	N	U	T	S	R	Q	P	O	N	M	Y	P	I	C	N
S	O	Y	S	I	B	R	E	S	K	L	Z	B	H	D	E
T	K	F	G	H	J	M	A	T	E	R	Y	A	L	E	S
U	V	W	X	Y	Z	A	V	C	D	E	D	C	G	F	S

1. Kumikita ng _____ ang ekonomiya na isa sa mga kahalagahan nito.
2. Ang industriya ay nagsusupply ng yaring _____.
3. Ito rin ang nagpoproseso ng hilaw na _____.
4. Isa sa mga suliranin ng industriya ay ang pagpasok ng _____ kompanya.
5. Ang kawalan ng sapat na _____ ay kinakaharap na problema ng industriya
6. Ang _____ kumakatawan sa sekundaryang sektor ng bansa.
7. Ang _____ ay sektor ng industriya na nangangalap ng mamahaling metal.
8. Ang _____ ay ang pagpapautang ng mga bangko sa mga magsasaka at maliliit na negosyante bilang puhunan sa kanilang negosyo.
9. Ang pagpapatayo ng mga estruktura ng mga pabrika, pagawaan, gusali, at tulay ay saklaw ng sektor na _____.
10. Ang _____ ay nakatuon sa pagproseso, paglikha, at pagbebenta ng mga elektrisidad, gas, at tubig.

Pamantayang Pangnilalaman

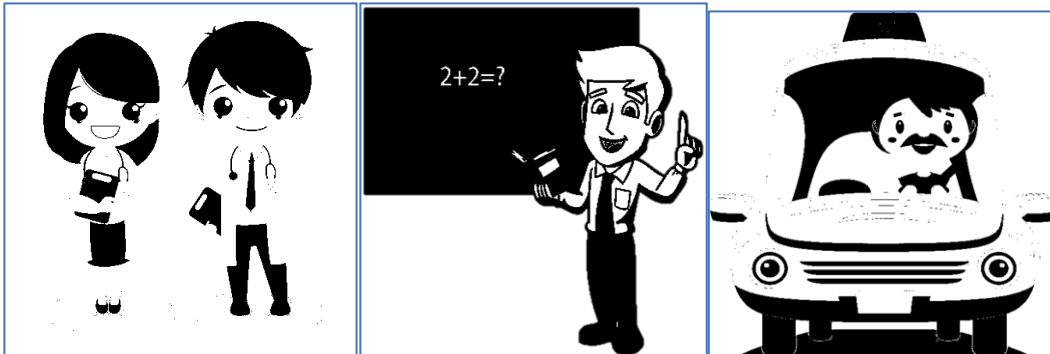
Naipamamalas ng mag-aaral ang pag-unawa sa mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito sa harap ng hamon at puwersa tungo sa pambansang pagsulong at pag-unlad.

Pamatayang Pagganap

Ang mga mag-aaral ay aktibong nakikibahagi sa maayos na pagpapatupad at pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito tungo sa pambansang pagsulong at pag-unlad.

ARALING PANLIPUNAN SEKTOR NG PAGLILINGKOD

Gawain 1: Suriin ang mga larawan. Tukuyin ang mga trabaho ng mga taong nasa larawan. Ipaliwanag ang iyong naging batayan sa loob ng kahon.



1. _____ 2. _____ 3. _____

--	--	--

Ang sektor ng paglilingkod ay nagbibigay paglilingkod sa transportasyon, komunikasyon, media, pangangalakal, pananalapi, paglilingkod mula sa pamahalaan, at turismo. Ito ang umaalalay sa buong yugto ng produksiyon, distribusyon, kalakalan, at pagkonsumo ng mga produkto sa loob o labas ng bansa. Kilala ito bilang ikatlo o tersaryang sektor ng ekonomiya. Sa pangkalahatan, ang paglilingkod ay ang pagbibigay ng serbisyo sa halip na bumuo ng produkto. Ang pormal na industriyang bumubuo sa sektor ng paglilingkod ay ang sumusunod:

- ❖ **Transportasyon, komunikasyon, at mga imbakan**
Binubuo ito ng paglilingkod mula sa pagbibigay ng publikong sakayan, telepono, at mga pinaupahang bodega.
- ❖ **Kalakalan**
Mga gawaing may kaugnayan sa pagpapalitan ng iba't – ibang produkto at paglilingkod.
- ❖ **Pananalapi**
Paglilingkod na ibinibigay ng iba't ibang institusyong pampinansiyal.
- ❖ **Paupahang bahay at Real Estate**
Mga paupahan tulad ng mga apartment, developer ng subdivision, at condominium.
- ❖ **Paglilingkod ng pampribado**
Lahat ng paglilingkod na nagmumula sa pampribadong sektor.
- ❖ **Paglilingkod na pampubliko**
Lahat ng paglilingkod na ipinagkakaloob ng pamahalaan.

Mga Ahensiyang Tumutulong sa Sektor ng Paglilingkod



Department of Labor and Employment

- Nagsusulong ng malaking pagkakataon para sa pagtatrabaho, nangangalaga sa kapakanan ng mga manggagawa, at nagpapanatili ng kaayusan sa industriya ng paggawa sa bansa.



Overseas Workers Welfare Administration

- Ahensiya na tumitingin sa kapakanan ng mga Overseas Filipino Workers.



Philippine Overseas Employment Administration

- Layuning isulong at paunlarin ang mga programa ukol sa paghahanapbuhay sa ibayong - dagat at pangalagaan ang kapakanan ng mga Overseas Filipino Workers.



Technical Education and Skills Development Authority

- Isinusulong nito na hikayatin ang buong partisipasyon ng industriya, paggawa, lokal na pamahalaan, at intitusyong teknikal at bokasyonal upang sanayin at paunlarin ang kasanayan ng mga manggagawa ng bansa.



Professional Regulation Commission

- Nangangasiwa at sumusubaybay sa gawain ng mga manggagawang propesyonal upang matiyak ang kahusayan sa paghahatid ng mga serbisyong propesyonal sa bansa



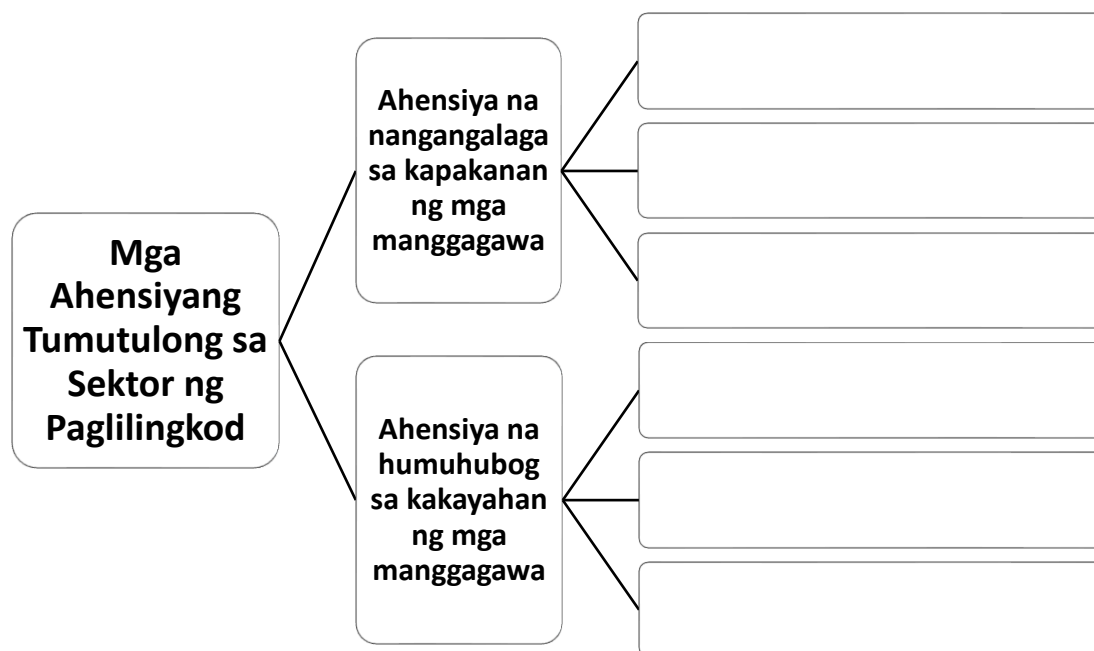
Commission on Higher Education

- Nangangasiwa sa gawain ng mga pamantasan at kolehiyo sa bansa upang maitaas ang kalidad ng edukasyon sa mataas na antas.

Gawain 2: Punan ang tsart sa ibaba. Itala an mga ito ayon sa mga hinihingi sa bawat hanay.

Pormal na sektor ng paglilingkod	Halimbawa	Paano nakatutulong ang mga gawaing ito sa pambansang ekonomiya?
1		
2		
3		
4		
5		

Gawain 3: Kumpletuhin ang nilalaman ng graphic organizer at sagutin ang mga tanong sa ibaba.



CONCLUSIONS

The following conclusions are derived based on the data collected.

1. Majority of the respondents are young, female, single, below five years in service and bachelor's degree holder.
2. The respondents strongly agree on the utilization of modular distance learning strategies such as lesson delivery, learning of students and assessment of learning.
3. The respondents disagree that they encounter challenges on the utilization of modular distance learning strategies
4. There is no significant difference on the utilization of modular distance learning strategies such as lesson delivery, learning of students and assessment of learning. when their profile is considered.
5. There is no significant difference in the challenges on the utilization of modular distance learning strategies such as lesson delivery, learning of students and assessment of learning when their profile is considered.
6. There is a significant relationship between the utilization of modular distance learning strategies and challenges experienced on it.
7. The proposed learning activities was designed by the researcher based on the curriculum provided to them by the Institution.

RECOMMENDATIONS

From the conclusions of the study, the recommendations were made on the important data.

1. Teachers should strengthen continuously themselves and pursue their graduate schooling whether they are young or old, male or female, new and seasoned in the service.
2. Teachers should maintain and sustain their good practices in the utilization of modular distance learning strategies particularly in this time of pandemic wherein face to face classes is not allowed.
3. Teachers should periodically review and update themselves on different teaching modalities which use different techniques of teaching the students. In addition, teachers should let themselves exercise and initiate appropriate leadership roles to obtain the vision, mission and goal of the school based on the utilization of modular distance learning.
4. Teachers should align the weekly home daily plan, lesson logs, and syllabus to the learning competencies that required modular distance learning.

5. School heads and teachers should strengthen the linkages and partnership to improve the modular distance learning strategies for the enhancement of students' performance.
6. School heads and teachers must be abreast always on the challenges on the modular distance learning strategies particularly during the time of pandemic.
7. Implementation of the learning activities is highly recommended.

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SURVEY QUESTIONNAIRE

Part I – Directions: Please check the information needed on each blank.

Name: _____

Position: _____

1. Age

_____ 20 - 30 years

_____ 31 - 40 years

_____ 41 - 50 years

_____ 51 - 60 years

_____ 61 - above

2. Sex

_____ Male

_____ Female

3. Civil Status

_____ Single

_____ Married

_____ Widow/Widower

_____ Separated

4. Length of Teaching Service

_____ Below five years

_____ 5-10 years

_____ 11-15 years

_____ 16-20 years

_____ 21-25 years

_____ 26-30 years

_____ 31-35 years

_____ 36 years above

5. Highest Educational Attainment:

_____ Doctoral Graduate

_____ With doctoral Units

_____ MA / M.S. Graduate

_____ MA / M.S. Units

_____ Bachelor's degree Graduate

PART II. Utilization of Modular Distance Learning Strategies

A. Directions: Please put a check mark on the statement that you perceive in the utilization of modular distance learning strategies according to the following indicators.

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

Utilization of Modular Distance Learning Strategies				
Lesson delivery	4	3	2	1
Items				
1. I prepare an effective flexible modular system of teaching and learning instructions.				
2. I apply personal experience and research techniques to the students thru modular delivery of instructions.				
3. I assess the student's learning performance and achievements by means of modular evaluation approaches.				
4. I recognize teaching and learning techniques in the variety of instructions through modular delivery platform.				
5. I provide and maintains database-activity items associated with the modular learning system.				
6. I craft the lesson plan as guide in the delivery of the lesson.				
7. I accomplish the tasks of the lesson for my students' learning and development.				
Learning of Students	4	3	2	1
Items				
1. I start the lesson by organizing content and specific objectives.				
2. I utilize innovative educational techniques as part of the mastery of the content/subject matter of the lesson.				
3. I explore the usage of varied learning environment for deeper learning of the complex content of the lesson.				
4. I can provide specific dimensions to the intervening process for the understanding				
5. I demonstrate a high quality of the classroom instruction in achieving the mastery of the content through instructional techniques for the lesson.				
6. I transfer knowledge all throughout the lesson by means of modular teaching as a medium of instruction.				
7. I give vital information through modular of instruction policies to the school performance of the students.				

Assessment of Learning	4	3	2	1
Items				
1. I integrate collaborative and interactive learning activities through modular acquisitions.				
2. I adopt modular distance learning strategies which can surely identify the effective strategies for an effective teaching and learning procedures.				
3. I plan for innovative learning to solve educational problems through the accessibility of Modular distance learning strategies.				
4. I easily understand and manage delivery modality of instruction.				
5. I utilize modules to measure task performance, usefulness and easy for use and utilization of teaching the lesson.				
6. I provide feedback and follow-up to communicate to teachers with the learning-oriented field experience assessment.				
7. I use feedback mechanism as a tool for teaching processes that contribute to enhance learning outcomes for students.				

Challenges in the Utilization of Modular Distance Learning Strategies

A. Directions: Please give your perception on the challenges in the utilization of modular distance learning strategies according to the following indicators. Check the column which corresponds with the most accurate description of the challenges in the utilization of modular distance learning strategies.

- 4 – Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 – Strongly Disagree

Challenges	4	3	2	1
Items				
1. Insufficient idea in using any of the assessment tools in modular distance learning strategies.				
2. I find it difficult to access learning in modular approach.				
3. I am less confident in utilizing the modular distance learning strategies				
4. I always panic whenever I accidentally click asynchronous materials I gave to my students.				
5. I cannot measure using assessment tools the performance of my students.				
6. I find difficulty in giving grades to my students using the modular distance learning strategies.				
7. I find it hard to assess the performance task of my students which is required for computation of grades.				

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