

Types of Motivation and Its Influence to Students' Academic Performance in Social Studies

Jamaica Mae M. Laliman¹, Lucila C. Palacio, MAT²
17-ss-ss-117@lspu.edu.ph/ jamaicamae.laliman@deped.gov.ph
<https://orcid.org/0000-0001-7665-6442>
Laguna State Polytechnic University
San Pablo City Campus, Philippines

DOI: <https://doi.org/10.54476/apjaet/59825>

Abstract

The study was conducted to measure the influence of the types of motivation in improving students' academic performance in Social Studies, such as intrinsic motivation (a) goal setting, (b) feedback, (c) enjoyment, and extrinsic motivation (a) classroom rewards, (b) grades, (c) incentives for grade 11 students. Furthermore, it sought to determine the relationship based on the influence of the types of motivation after the implementation. Using a descriptive correlational research design, thirty-two (32) Grade 11 students from Bukal Integrated National High School during the academic year 2021–2022 were conveniently selected as respondents for the study. Five expert teachers validated the instrument. A research-made questionnaire was utilized to gather the respondent's perceptions about the types of motivation. The lesson exemplar for the whole grading period was made to reflect the influence of the types of motivation to be employed by the teacher in the facilitation of teaching-learning. The written works and performance tasks were utilized to see the relationship between the types of motivation. After the whole grading period, the data was gathered, tabulated, and analyzed. The Pearson Product–Correlation Coefficient was used to analyze the data. Additionally, descriptive statistics such as mean, standard deviation, and percentage were used and revealed that the overall performance of the respondents, grade 11 students, in terms of written work and performance tasks, is satisfactory. The result of the perceptions of the respondents on types of motivation revealed that students strongly agree that these types of motivation are highly motivating in improving students' academic performance in Social Studies. Students' perception shows that feedback is highly motivating as intrinsic motivation. Meanwhile, grades are highly motivating, as perceived by the respondents in terms of extrinsic motivation. The result revealed that most students performed very well in written work and excellently performed in performance tasks. The results of the written works and performance tasks revealed that there was no significant relationship between the students' perception of types of motivation and academic performance in terms of written works and performance tasks in Social Studies after exposure to intrinsic and extrinsic motivation. This implies that types of motivation may not significantly influential in improving students' academic performance in Social Studies in a distance learning modality.

Keywords: Intrinsic Motivation, Extrinsic Motivation, Academic Performance

Introduction

As a result of the huge social upheavals that have occurred around the world in the past few years, every person's way of life has drastically changed as a result of it. It has a huge and major impact on the

countries' health, economy, tourism, culture and tradition, and even the educational sector. It restricts everyone's ability to mobilize. Various safety processes and procedures have been implemented by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF-EID) to avoid the spread of the contagious virus throughout the neighborhood. Some of it includes restrictions on the conduct of mass gatherings, the need for social distancing, and the conduct of preventive hand washing and the use of face masks as part of our new normal nowadays.

Faced with the health crisis, the Department of Education (DepEd) led to the creation of the Basic Education Learning Continuity Plan (BLCP) to ensure compliance with the department's marching orders. It aims for the continuous delivery of quality education despite all the challenges brought by the COVID-19 pandemic. The top priority was to secure the safety of all teachers, learners, and DepEd personnel (DepEd Order No. 11, series 2020).

The Department of Education (DepEd) must adopt different means of learning delivery to reach learners regardless of who they are or where they are, as recognized by the Learning Continuity Plan (LCP). While face-to-face schooling is prohibited under DepEd order no. 12, s. 2020. The LCP identifies distance, blended, and homeschooling as learning modalities in the new normal in education. As we move away from traditional face-to-face teaching and learning, these learning modalities are quite new and challenging. In the current circumstances, a great deal of thought is given to the process of selecting a learning modality that will suit a diverse learner.

According to Ebstein (2021), the average human attention span is currently shorter than that of a goldfish. The average human attention span has declined from 12 seconds to 8 seconds in the year 2021. It was also reported that a goldfish's attention span was 9 seconds. This research catalyzed becoming more effective in terms of motivating learners and students and grabbing their interest.

The major and crucial issue for any of the modalities adopted was how teachers could stimulate and ignite learners' interest amid the pandemic. Because students have a lot of learning distractions at home, motivating and capturing their interest has become a struggle. At home, students face a variety of learning distractions, including tardiness, physical and mental characteristics and atmosphere, media, and other devices. This distraction turned into a virus that slapped the learners' motivation to work and complete their activities and tasks on time.

Meanwhile, the Department of Education issued DepEd Order No.36, s. 16, The K–12 Basic Education Program's Policy and Guidelines on Awards and Recognition. As a result, every school formally honors a learner's exceptional performance and achievement in academics, leadership, and social duties, among other aspects of the learner's advancement and development. These honors and awards are given to motivate students to strive for excellence and to be active members of the school and community.

Furthermore, DepEd Order No. 31 s. 2020 provided instructions on how to assess student learning and the grading scheme that was used in SY 2020–2021. Individuals can demonstrate their gratitude in a variety of ways, including through awards and recognition. Positive comments and affirmation from teachers and schools can boost a student's self-confidence, self-awareness, and excitement for studying. Other methods for communicating information regarding a learner's skill or the worth of their efforts can be investigated. The development of a healthy student body was aided by a dynamic environment that raised respect for student diversity and a desire to learn.

Moreover, motivation is an inner strength that enables us to achieve our goals, which necessitates both physical and mental desire. It is one of the determining factors in whether learning is successful or unsuccessful. Hence, teachers must find all possible means to ensure that the students' motivation will be increased and sustained despite the present learning modality.

Raising students' interest and motivation in Social Studies to improve their performance and standing is a big challenge right now. Improving student engagement in learning is a significant problem for educators today. At Bukal Integrated National High School, a low retrieval rate in the submission of students' output in Araling Panlipunan was recorded during the Module Distribution and Retrieval for the First Quarter which can be attributed to the fact that they have a low interest in answering the tasks since there was limited guidance from the teachers.

Moreover, a significant decrease in their grades was recorded during the First Grading Period as compared to the past grading periods last school year. Evidently, it was so difficult to increase their enthusiasm for learning. Parents also mentioned that they find difficulty in encouraging their children to answer their Activity Sheets and Learning Tasks promptly, hence resulting in late submission of output and incomplete requirements. In particular, Araling Panlipunan is a subject that is difficult to comprehend, according to the students especially in the Distance Learning.

With all these, the researcher was prompted to conduct a study with students at Bukal Integrated National High School to improve student academic performance in Social Studies using types of motivation. Similarly, this study highlights the relevance of motivation, explaining and rationalizing motivation's and its influence as a foundation for improving students' academic performance in Social Studies.

Objectives of the Study

The study aimed at identifying the types of motivation and its influence to students' academic performance in Social Studies. Specifically, this study sought answers to the following questions: (1) What is the perception of the respondents on types of motivation in terms of intrinsic motivation such as (a) goal setting, (b) feedback, and (c) enjoyment; and extrinsic motivation in terms of (a) classroom rewards, (b) grades; and (c) incentives? 2. What is the level of students' academic performance in Social Studies in terms of written works and performance tasks. 3. Is there a significant relationship between students' perceived intrinsic motivation and written works; and performance tasks? 4. Is there a significant relationship between students' perceived extrinsic motivation and written works; and performance tasks?

Methodology

A descriptive correlational research design was used to find the relationship between variables. The study focused on the influence of the types of motivation on the academic performance of Grade 11 students. Because it involves measurement, classification, analysis, comparison, and interpretation, the study used a descriptive correlation design. A correlational study design, according to Bhandari (2021), examines relationships between variables without the researcher manipulating or controlling any of them.

This study covered the Grade 11 students of Bukal Integrated National High School. The respondents came from 2 sections of students, comprising thirty-two (32) students. The absolute number of the population was used in the study. No sampling technique was employed.

Phase I. The researcher delivered a communication letter to the Superintendent of Schools and the Officer-In-Charge of Bukal Integrated National High School in Padre Garcia, Batangas Province, requesting permission to conduct the study and give an assessment to the respondents. In addition, with the approval of the school head, the researcher asked for parental consent for the student's participation in the study. The information acquired was kept private, according to the letter.

Phase II. External and internal validation was part of this phase. Prior to the instrument validation, the researcher constructed a letter to experts, including language teachers, research experts, and Social Studies head and teachers, requesting the validation of the researcher-made questionnaire checklist and providing any necessary corrections and comments on the researcher-made questionnaire checklist used during the implementation of the study.

Phase III. The instruments were then facilitated on an online platform using Google Forms surveys as they had been validated. During the implementation phase, the researcher continued with the delivery of the researcher-made questionnaire checklist after it was validated and confirmed to have sufficient dependability.

Instructional supervision was provided using motivation during the implementation stage. Every session included a lesson exemplar. The written works and performance task scores were assessed using a scoring rubric created by the teachers to determine the importance of motivating methods to student academic success in Social Studies.

Phase IV. The results of the questionnaire checklist created by the researcher were examined using frequency and percentage distributions, as well as a Pearson r. An inferential statistic was used to calculate the significant relationship in the checklist, which was utilized to test the hypothesis.

Results and Discussion

1. Perception of the Respondents on Intrinsic Motivation as to Goal Setting

With an overall mean of 3.58, students strongly agree that goal setting as motivation by the teacher helps them remain motivated and committed to their studies and future success. Indicator number 1, with the highest mean of 3.84, makes students strongly agree that when the teacher sets objectives, they feel more motivated to succeed in their activities. Moreover, they agree with indicator number 10 having the lowest mean of 3.25 that when the teacher provides them with a difficult task, they become more committed to achieving their goals.

The results revealed that the respondents are highly motivated when it comes to goal-setting and intrinsic motivation in the teaching and learning process. It can be argued that learners are highly motivated and participative in pursuing and attaining the established goals and objectives since the teacher used clear goals or objectives. Students' academic performance at school is heavily influenced by step-by-step methods and providing them with articles demonstrating achievement.

2. Perception of the Respondents on Intrinsic Motivation as to Feedback

The result reveals that the overall mean of 3.70, which can be seen as "strongly agree," that teachers' feedback as motivation increases students' work and performance and leads to educational excellence. Students strongly agree that teachers gave words of praise like "excellent," "good job," and "very good" on their tasks which improved their performance obtained the highest mean of 3.91. Meanwhile, students address that because the teacher provided immediate peer feedback to improve their personal performance, they work harder, with the lowest weighted mean of 3.53, and verbally interpreted strongly agree.

The findings demonstrate that respondents are highly motivated because feedback is used to improve their learning performance. The learner, for example, appreciates the use of congratulatory words and ideas as form feedback in a classroom session. This highlights the importance of verbal praise as an effective intrinsic motivation for learners to enhance their work or performance. The teacher offered

helpful feedback on the task; the learner became highly motivated and committed to completing their task. Overall, the respondent strongly agrees that all indicators of feedback as to intrinsic motivation are extremely motivating and beneficial in improving a learner's self-drive for learning.

3. Perception of the Respondents on Intrinsic Motivation as to Enjoyment

It can be gleaned from the result that the highest mean is indicator number 10. Students emphasize that the teacher set out activities that were appropriate to their abilities; they enjoyed doing them with a verbal interpretation of “strongly agree” with a mean of 3.59. Students stress that teachers let them express themselves and their creativity. They enjoy learning with a verbal interpretation of “agree” and with a mean of 3.44. This implies that the students strongly agree that enjoyment as an intrinsic motivation by letting the students feel happy and enjoy learning is an effective tool for teaching, with an overall mean of 3.51.

According to the results, the respondents' perception of intrinsic motivation in terms of enjoyment is that setting out activities that are appropriate for their skills will help them enjoy performing activities and hence improve their school performance. Furthermore, when teachers assign entertaining, engaging, and distinctive tasks, students appreciate learning and are motivated to accomplish them. Therefore, the students are particularly highly motivated to have fun in the class while learning.

4. Perception of the Respondents on Extrinsic Motivation as to Classroom Rewards

The respondents' views on extrinsic motivation as to classroom rewards. The overall mean was indicated as 3.45, which was verbally interpreted as agree. This emphasizes the use of classroom rewards as a motivational tool that enhances the students' performance at school. Indicators 1, 7, and 10 have the highest weighted mean of 3.59 and are verbally interpreted as strongly agree. Furthermore, students agree that *when teachers give nutritious snacks after a successful activity, they become motivated to complete their assignment*, which has the lowest mean of 2.94.

It demonstrates that extrinsic motivation is fairly motivating in terms of classroom reward, according to the responder. They became more focused on completing their mission. It also demonstrates that when students are paid for “Best Output/Performance,” they are more driven to work. Finally, the students revealed that obtaining oral awards pushed them to gain attention and recognition in class or at school. As per student perceptions, classroom rewards are pretty substantial for their learning.

5. Perception of the Respondents on Extrinsic Motivation as to Grades

The findings show that the indicator *“As my teacher gives me top grades on every task that I accomplish, I become more motivated to do it,”* obtained the highest mean of 3.72 and was verbally interpreted as “strongly agree.” Furthermore, the indicator *“As my teacher gives a high score on my assessment, I feel less stressed,”* was pointed out as the lowest mean of 3.34 and was verbally interpreted as “agree.” This reveals that they strongly agree that grades' extrinsic motivation is a fruitful tool to improve their academic progress, with an overall mean of 3.58.

The study suggests that students are highly motivated since grades are utilized as an extrinsic motivator. They were tremendously driven to complete the task because the teacher offered them top grades in every activity they finished. On the other hand, because they were given valuable feedback on their work and performance, they felt well compensated for their efforts. It demonstrates that grades are an important component in motivating and strengthening students' performance.

Meanwhile, the study findings revealed that in indicator number 5, students felt less stressed as they received a good grades in their assessment. It means that students are moderately motivated to accomplish tasks or to gain a high score on their assessment or examination.

6. Perception of the Respondents on Extrinsic Motivation as to Incentives

The findings show that students strongly agree that incentives improve their sense of responsibility and motivate them to pursue their task and performance, with an overall mean of 3.54 and verbally interpreted as strongly agree. Students strongly agree that the teacher's provided plus points resulted in exerting more effort to perform and do their tasks with a mean of 3.62 as the highest indicator. Meanwhile, indicator number 4 obtained the lowest mean of 3.34 and was verbally interpreted as agree.

The result of the respondents' perception of extrinsic motivation is highly motivating as to incentives. It can be concluded that the teacher provided plus points as they exerted their effort to perform and do their task. Hence, it improves students' sense of responsibility. Meanwhile, task exemption and verbal incentives are moderately motivating as perceived by the learner. Overall, it can be generalized that incentives are essential to highly motivate students to perform well at school.

7. Summary of Student's Perception of the Use of Types of Motivation to Students' Academic Performance in Social Studies

Table 1

Summary of Student's Perception of the Use of Types of Motivation to Students' Academic Performance in Social Studies

Types of Motivation									
Intrinsic	Mean	Sd	Vi	Des	Extrinsic	Mean	Sd	Vi	Des
Goal Setting	3.58	0.36	SA	HM	Classroom Rewards	3.45	0.51	A	MM
Feedback	3.70	0.33	SA	HM	Grades	3.58	0.42	SA	HM
Enjoyment	3.51	0.41	SA	HM	Incentives	3.54	0.34	SA	HM
Overall	3.60	0.37	SA	HM	Overall	3.52	0.42	SA	HM

The table reflects the summary of students' perceptions of the use of the types of motivation for students' academic performance in Social Studies. It can be seen that in terms of intrinsic motivation, students strongly agree that feedback is highly motivating in improving students' performance at school, with the highest mean of 3.70. Meanwhile, in terms of extrinsic motivation, grades are highly motivating as students strongly agree with the highest mean of 3.58.

With an overall mean of 3.60, the study's findings revealed that students strongly agree that intrinsic motivation is highly motivating. With a mean of 3.52, it also revealed that students are highly motivated because extrinsic motivation is integrated into school activities. It also demonstrates that students agree with a mean of 3.45 that classroom rewards are moderately motivating.

It is evident that the use of intrinsic and extrinsic motivation in improving students' academic performance in Social Studies is highly motivating. Hence, classroom rewards as extrinsic motivation are moderately motivating. In general, it can be implicated that types of motivation are efficient and effective in influencing written work and performance tasks as students perceive them.

8. Frequency and Percentage Distribution of Students' Academic Performance in Written Works and Performance Tasks

Table 2

Frequency and Percentage Distribution of Students' Academic Performance in Written Works and Performance Tasks

Grades	Written Works		Performance Tasks		Verbal Interpretation
	<i>f</i>	%	<i>f</i>	%	
90-100	8	25	14	43.75	Excellent
85-89	10	31.25	2	6.25	Very Good
80-84	5	15.63	6	18.75	Good
75-79	5	15.63	5	15.63	Fair
74-below	4	12.5	5	15.63	Poor
Total	32	100	32	100	

The table shows the frequency and percentage distribution of students' written works and performance tasks as verbally interpreted as poor, fair, good, very good, and excellent. Among the N = 32 respondents, the majority of the respondents' grades are 85–89 in written works, with a percentage of 31.25%, as verbally interpreted as very good. It can also be drawn from the table that 4 students poorly performed in terms of written work, with a percentage of 12.5% and receiving 74 and below marks. Meanwhile, in terms of performance tasks, most of the respondents' grades ranged from 90-100, with 14 respondents gaining excellent performance with a percentage of 43.75%. Hence, 5 of the respondents poorly performed at performance tasks, obtaining 74 and below grades with a percentage of 15.63%.

The result revealed that most of the respondents performed very well in terms of written work, whereas the majority of the respondents excellently performed in terms of performance tasks. However, it can be noted that intrinsic and extrinsic motivation were more effective on performance tasks as compared to written work. Moreover, it can be implied that the use of intrinsic and extrinsic motivation has an impact on the academic performance of the students.

9. Test of Significant Relationship between Students' Perceived Intrinsic Motivation and the Respondent's Written Work and Performance Task After the Exposure to Intrinsic Motivation

Table 9

Test of Significant Relationship between Students' Perceived Intrinsic Motivation and the Respondent's Written Work and Performance Task After the Exposure to Intrinsic Motivation

Intrinsic Motivation	Written Works	Performance Tasks
Goal Setting	-.102	-.133
Feedback	.063	-.026
Enjoyment	-.115	-.113

** Correlation is significant at the 0.01 level (2 tailed)

*Correlation is significant at the level of 0.05 (2-tailed)

Findings show that the students' perceived intrinsic motivation in terms of goal setting, feedback, and enjoyment has no significant relationship with their written works and performance tasks.

This further implied that the implementation of intrinsic motivation has no significant relationship to student-respondent academic performance in terms of written works and performance tasks. This notes that students struggled in modular distance learning despite the application of intrinsic motivation.

Being on self-paced learning is a disadvantage for the learner in terms of staying engaged and improving their learning. The flexibility of schedule drag time management slowly added the burden to complete students' requirements and cramming became a virus that obstructed the increase of submitted

output for the whole grading period. Gadgets and game addictions are becoming the biggest distractions for learners nowadays, brought on by the poor study habits of learners.

Even though modular distance learning is the preferred method of instruction, an internet connection is required for communication purposes as well as the completion of required written works and performance tasks as social media has become an avenue of communication. Lack of communication hindered that increase in the returned output of the learner. Due to a lack of gadgets and an unstable internet connection, monitoring and updating become difficult on the part of the teacher, parents, and learners, as per the study conducted by Castroverde and Acala (2021).

Despite teachers providing feedback on learner output and performance, it was discovered that feedback or comments are not significantly influential to students in a modular distance learning setting. is difficult for the teacher to address the progress and evaluation of the students.

Goal setting and enjoyment are absent from the perspective of the respondent as they are not physically present at school. Sense of enjoyment and goal achievement is irrelevant to the student’s current situation. The success of the implementation of intrinsic motivation is held up by this factor.

10. Test of Significant Relationship between Students’ Perceived Extrinsic Motivation and the Respondents Written Works and Performance Tasks after the Exposure to Extrinsic

Table 10

Test of Significant Relationship between Students’ Perceived Extrinsic Motivation and the Respondents Written Works and Performance Tasks after the Exposure to Extrinsic Motivation

Extrinsic Motivation	Written Works	Performance Tasks
Classroom Rewards	.113	.216
Grades	.013	.064
Incentives	-.154	-.055

** Correlation is significant at the 0.01 level (2 tailed)

*Correlation is significant at the level of 0.05 (2-tailed)

The table shows that students' perceived extrinsic motivation in terms of classroom rewards, grades, and incentives has no significant association with written work and performance tasks.

This indicates that the implementation of extrinsic motivation has no significant relationship to student-respondent academic performance in terms of written work and performance tasks. It can be implied that the modular distance learning modality impedes the success of the implementation of extrinsic motivation for the respondents.

The lack of formal direction and supervision during the 8 weeks of blended learning greatly affects the result of the study. Students also pointed out that trouble with internet connection is another factor that hinders their performance during the implementation of the study. Some of the students were also working at the same time while studying, which could be one of the reasons why intrinsic motivation fails. Early employment was also a factor that hampered the success of the modality (Bibon and Barcenas 2021).

Guiamalon 2021 discovered that students’ responsibilities or students' home duties and irresponsible use of time and gadgets are also tempting factors that lead to mismanagement of time, as self-control is one of the major problems of learners brought by the new normal in education. The barrage of requirements and tasks can be concluded as a factor that lessens students’ interest and motivation to complete and submit their requirements on time. This led to academic burnout and stress on the part of the learner as subjects and requirements coincided.

Classroom rewards, incentives, and grades are not sensible for a learner to be more eager to keep on improving their written work and performance tasks. The lack of an educational atmosphere at home is an added factor to the failure of the significance of motivation for the respondents.

It can be concluded that modular distance learning brought problems that set back the purpose of the implementation of extrinsic motivation to the external passion and commitment of the learners to remain motivated and on target during the conduct of the study. Despite the integration of classroom rewards, incentives, and grades as motivating factors, it can be implied that learners in modular distance learning are quite unmotivated and lack a sense of academic commitment.

Conclusions

The results of the investigation led to the following conclusions:

1. The null hypothesis is accepted since there's no substantial association between perceived intrinsic motivation and students' academic performance in Social Studies.
2. The findings show no substantial association between perceived extrinsic motivation and students' academic performance in Social Studies; hence, the null hypothesis is accepted.

Recommendations

The researcher makes the subsequent recommendations supported by the study's findings and conclusions:

1. Since the result of the perception of the respondent revealed that intrinsic and extrinsic motivation is highly motivating, it is recommended that these types of motivation may be used and integrated into the educational routine to boost students' academic performance at school.
2. Teachers and school administrators may focus on finding the appropriate motivation in distance learning to enhance the written work and performance tasks of a learner.
3. Teachers may conduct a partnership with the parents to collaborate to provide a meaningful learning environment at home that probably helps to increase learners' engagement for the success of the distance learning modality.
4. Though the results revealed that intrinsic and extrinsic motivation are not significant in improving student academic performance, researchers still recommended the use of it since many of the studies revealed the types of motivation are effective and influential to students' academic performance.

References

- Barcenas, J. M. A., & Bibon, M. B. (2021). Coping mechanism of Island school students on the problems encountered in modular distance learning. *Int. J. Sci. Res. in Multidisciplinary Studies* Vol, 7(12).
- Bhandari, P. (2021). Correlational research: When and how to use it?. <https://www.scribbr.com/methodology/correlational-research/> Date Retrieved: January 22, 2022
- Castroverde, F., & Acala, M. (2021). Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic. *International Journal of Research Studies in Education*, 10(8), 7-15.

DepEd Order No.36, s. 2016, The K–12 basic education program's policy and guidelines on awards and recognition. <https://www.deped.gov.ph/2016/06/07/do-36-s-2016-policy-guidelines-on-awards-and-recognition-for-the-k-to-12-basic-education-program-2/>

DepEd Order No. 12, s. 2020 “Adoption of the basic education learning continuity plan for school year 2020-2021 in light of the covid-19 public health emergency.” https://authdocs.deped.gov.ph/deped-order/do_s2020_012-adoption-of-the-be-lcp-sy-2020-2021/

DepEd Order No. 31, s 2020 Interim guidelines for assessment and grading in light of the basic education learning continuity plan. <https://www.deped.gov.ph/2020/10/02/october-2-2020-do-031-s-2020-interim-guidelines-for-assessment-and-grading-in-light-of-the-basic-education-learning-continuity-plan/>

DepEd Order No. 11, s 2022 Revised Guidelines on Alternative Work Arrangements in the Department of Education During the Period of State of National Emergency Due to COVID-19 Pandemic -Enclosures No. 2 & 3

Ebstein, J. (2021, July 6). Orlando Sentinel - We are currently unavailable in your region. InsideSources.Com. Retrieved December 22, 2021, from <https://www.tribpub.com/gdpr/orlandosentinel.com/>

Guimalon, T. (2021). Teachers issues and concerns on the use of modular learning modality. <http://ijasos.ocerintjournals.org/tr/pub/issue/63063/970927>

Copyrights

Copyright of this article is retained by the author/s, with first publication rights granted to APJAET. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).