



Language Contents of Modules and Grade 7-10 Students' Engagement during the COVID 19

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Author's contribution

The sole author designed, analyzed, interpreted and prepared the manuscript.

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ABSTRACT

Aims: To determine the relationship between modules' language contents and students learning engagement during the COVID 19

Study Design: Descriptive-correlational

Place and Duration of Study: This study was conducted in Bato National High School, Sta. Cruz, Davao del Sur from February to June 2021.

Methodology: This research used the stratified random sampling. It involved 258 Grades 7-10 students. It utilized adopted questionnaires developed by Vergara (2017), Fredericks et al. (2005) and Moore and Lippman (2005).

Results: The level of language contents of the modules in English gained an overall mean of 4.05 (SD=0.94) described as "high." All components under language contents had rated high as follows: presentation (4.05), communication style (4.07), assessment (4.05) and content (3.92). On the other hand, the level of student engagement gained an overall mean score of 3.96 (SD = 1.06) with a verbal description of "highly engaged." All components under students engagement had rated high as follows: behavioral engagement (4.19), emotional engagement (4.04), and cognitive engagement (3.65). The tested hypothesis gained an r value of 0.633, and a p-value of 0.00 which is less than 0.01, the alpha level of significance is denoting a strong positive correlation between the level of language contents of the modules and engagement of students. Hence, it determined that there was a significant relationship between language content of the modules and

engagement of students.

Conclusion: Although all variables in the contents of the modules and engagement are rated high and highly engaged respectively, specific statements which are within the border of often and seldom may be given attention. Moreover, the findings of this research shows significant relationship between language content of modules and students' engagement may allow the module developers to consider that quality of modules is more relevant than quantity and that meaningful activities promote learners' engagement.

Keywords: Language contents; modules; students' engagement; COVID 19; Bato National High School; Davao del Sur.

1. INTRODUCTION

The world is experiencing difficult times as a result of COVID-19 pandemic. The academic changes brought by the current pandemic have opted educational institutions to shift from the traditional face-to-face classes in favor of more remote conventional modes of learning. As a result, student engagement has been described as a challenge to learning as schools close in response to the government directive. Educators and policymakers have expressed concern about the remote learning and student engagement problems associated with it [1]. The researcher believes that the absence of face-to-face learning experiences may have impacted student engagement in the learning process.

In an effort to control the spread of COVID-19 virus, several governments have temporarily closed educational institutions and developed their education continuity strategies using alternative platforms. Italy, the United States France, Egypt, and the United Arab Emirates (UAE) all offer distance education via the internet and other online learning platforms with printed supplementary materials for continuous education [2]. Teachers have education and training through these avenues in order to effectively implement these various distance education modalities and to make sure that children's learning continues [3]. Lessons are given through the use of apps, television, and other media platforms.

The Philippine educational system was not spared. It struggled due to the pandemic resulting in the shifting from face-to-face instruction to modular learning which emerged as the students' most preferred modality of distance learning as most students do not have access to the internet for online learning. In line with this, Sejpal [4] stated that the modular approach offers greater flexibility for both distance education and learners. Vergara [5] in his study

on the assessment of the content of module and the students' academic performance, revealed that the modules were very much acceptable in terms of content, language, presentation, and assessment, and the learners' performance. Furthermore, Dangle and Sumaoang [6] claimed that modules allow precise targeting for the development of specific competencies and develop enhanced self-study or learning skills.

The Department of Education established the Basic Education Learning Continuity Plan (BE-LCP), which included a package of education interventions designed to address the COVID-19-related challenges. In DepEd order no. 12, series of 2020, it was stipulated that all Basic Education institutions adopt distance education as a new mode of instruction, using printed modules, synchronous and asynchronous online instruction, as well as television and radio-based instruction. However, some areas in the Philippines lack connectivity and technological capabilities, necessitating the use of modular instruction. Despite the advantages on the use of modules, some students are still struggling to cope with it. In fact, in the study of Dangle and Sumaoang [6] in the secondary public schools located in the Province of La Union and Baguio City, the result showed that majority of students who used modules were unable to study independently; it was noted that 70% of them were unable to follow the instruction in the modules. Thus, modules were consistently submitted late and response sheets were left blank. Locally, in Bato National High School, the researcher observed that there were several students who were having difficulties answering the activities in the modules especially the performance tasks in English. There was an average of 33.15 percent students in the first quarter and 31.49 percent students in the second quarter out of 724 students who did not comply with their performance tasks. In this premise, the researcher was interested to assess the language content of the Grades 7-10 students in the

subject area of English. The researcher was interested to explore the modules' language contents and the students' learning engagement.

While much is known about student engagement, further research was required to assess the degree of engagement achieved through module use. Numerous researches had been conducted to investigate whether or not modules were effective in enhancing learning, however, this research was different from those studies because they were conducted for face-to-face classes; the situation has changed. The need to conduct this research was to shed light on the language content of modules and to bridge the gap between current knowledge about students' engagement during the pandemic and the new insights that students can provide. The result of this research can be a good avenue to address engagement problems and open academic opportunities to the learners by enhancing the language contents of the modules.

1.1 Objectives of the Study

The general objective of the research was to determine the relationship between language content of the modules and students learning engagement. Specifically, it aimed to:

1. Determine the level of language content of the modules in English in terms of:
 - 1.1 content;
 - 1.2 communication style;
 - 1.3 presentation; and
 - 1.4 assessment
2. Determine the level of student engagement in terms of:
 - 2.1 behavioral engagement;
 - 2.2 emotional engagement; and
 - 2.3 cognitive engagement;
3. Determine the significance of the relationship between the level of language content of the modules and student engagement.

1.2 Scope and Limitation of the Study

This research determined the link between language content of the modules and engagement among students. It dealt only with the specific indicators in the variables of this research. Hence, any idea regarding indicators presented by other authors that were not covered in this study. Likewise, investigation only involved

the students of Bato National High School, in the Division of Davao del Sur. Specifically, it was limited and focused only to Grades 7-10 students for the school year 2020 to 2021. The modules that were assessed were the first and second quarter English modules. The study was limited to only one school with 258 students-respondents. Due to the limitations mentioned, San Jose [7] pointed out that the findings of the study could not generalize the entire populations. The findings may only be true to the students who participated in the research. Moreover, San Jose and Mortos [8] mentioned that the findings of this research may become a good basis for a conduct of another research using another method. A qualitative method may be appropriate to confirm the findings of this research.

2. MATERIALS AND METHODS

2.1 Research Design

This research study employed the descriptive-correlational design. According to Williams [9] descriptive research is the process of identifying features of a phenomenon based on observation or analyzing the correlation between two or more phenomena, while Tan (2014) argued that correlational research is a type of non-experimental research in which the researcher evaluates the statistical relationship of two variables. The survey technique fit the needs and structure of this study since the researcher surveyed the language content of the modules in English and how it influenced the learning engagement of the secondary level students of Bato National High School in the Division of Davao del Sur. The correlational technique fit the requirements of this study because this aimed to determine the influence of the language content of the modules to student engagement.

2.2 Sampling Size and Technique

This research used stratified random sampling using Slovin's formula. Stratified random sampling is a technique in which the population is divided into strata or subgroups and a random sample is drawn from each subgroup [10]. Stratified sampling is often used in populations with high degree of heterogeneity. It aims to ensure that each stratum is represented adequately. In this research, the optimization of data on assessing the language content of the modules in English was evaluated by the students that influence their learning engagement.

2.3 Respondents of the Study

The respondents of this research were the Grade 7-10 students of Bato National High School, in the Division of Davao del Sur. A total of 258 enrolled students for the school year 2020-2021 were considered as respondents.

2.4 Research Instrument

This research utilized an adopted questionnaire developed by Vergara [5] which had two parts. Part I was composed of 15 statements divided into 5 items for each of the domains, namely: content, communication styles, presentation and assessment. It employed a 5-point Likert Scale with the following responses: 5- very high; 4-high 3-moderate; 2-low and 1-very low. The

questionnaire was answered by the students to evaluate the language content of the module in English in the first and second quarters. The second part of the research instrument was adopted from the study of Fredericks et al. [11] with the title School Engagement and also in Moore and Lippman [12] with the title What do children need to flourish?: Conceptualizing and measuring indicators of positive development. It was composed of 14 statements divided into five items for the behavioral, 6 items for the affective, and four items for the cognitive domains of school engagement. It also employed a 5-point Likert Scale with the following responses: 5-very highly engaged; 4-highly engaged; 3- moderately engaged; 2-not so engaged; and 1-never engaged for the student engagement towards modules. The two questionnaires were administered to the Grade 7-10 students.

Following the consultation and advised of an expert statistician, the researcher formulated the analysis on the quantitative description of language content of the modules as follows:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This denotes that the indicators relating to language content of the modules specified in the item are always manifested.
3.40 - 4.19	High	This denotes that the indicators relating to language content of the modules specified in the item are often manifested.
2.60 - 3.39	Moderate	This denotes that the indicators relating to language content of the modules specified in the item are sometimes manifested.
1.80 - 2.59	Low	This denotes that the indicators relating to language content of the modules specified in the item are seldom manifested.
1.00 - 1.79	Very Low	This denotes that the indicators relating to language content of the modules specified in the item are never manifested.

On similar manner, the researcher also formulated the analysis on the quantitative description of student engagement as follows:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very Highly Engaged	This denotes that the cited indicators relating to student engagement specified in the item are always manifested.
3.40 - 4.19	Highly Engaged	This denotes that the cited indicators relating to student engagement specified in the item are often manifested.
2.60 - 3.39	Moderately Engaged	This denotes that the cited indicators relating to student engagement specified in the item are sometimes manifested.
1.80 - 2.59	Not so Engaged	This denotes that the cited indicators relating to student engagement specified in the item are seldom manifested.
1.00 - 1.79	Never Engaged	This denotes that the cited indicators relating to student engagement specified in the item are never manifested.

2.5 Data Gathering Procedure

The researcher took the following steps in gathering relevant data for this study:

1. The researcher first obtained permission to conduct the study in Bato National High School by securing a formal letter to be given to the Schools Division Superintendent and a letter of endorsement from the dean of the graduate school.
2. After the school principal approved the conduct of the study, the researcher informed the teachers that the survey questionnaire would be distributed through Google Forms. The researcher shared the google form link, and the advisers sent them to their students. In this way, physical contact was minimized.
3. During the data gathering, the researcher followed the safety precautions and minimum public health standards provided by the Department of Health (DOH) such as social distancing, wearing of face mask and face shield, regular hand washing, and the use of alcohol or sanitizers. All communications during the data gathering were done through Facebook messenger, SMS and calls.
4. After the survey questionnaires were gathered, the researcher tallied, tabulated, and encoded the data into a spreadsheet. The quantitative data on the language content of the modules and student engagement were analyzed using the appropriate statistical tools. Standard deviation was utilized to measure the dispersion of a data set or how close the number is to its mean. Also, the mean was computed to determine the level of language contents of modules and engagement of the students. Likewise, the Pearson-r was used to find the relationship between the language content of the modules and engagement of the students.

3. RESULTS AND DISCUSSION

3.1 Level of Language Content of Modules

3.1.1 Content

Table 1 shows the language content of modules in terms of the content. The indicator stating that the content of the modules matches the learning competencies has highest with a mean of 4.19

(SD = 0.97), described as high. While, the indicator stating that the contents of the modules are sensitive to the culture of the learner has the lowest with a mean of 3.66 (SD = 1.17) also described as high. Overall, the module content was found to have a high language content with a total mean score of 3.92 (SD = 0.98). This means that the English modules have high language content as perceived by students to influence their learning engagement. It implies that the teachers prepared modules that contained the competencies that matched to what DepEd prescribed in the Most Essential Competencies (MELCS) as stipulated in the Basic Education Learning Continuity Plan during pandemic [13].

On the other hand, the content of the modules in terms of culture sensitivity was rated the lowest with a mean score of 3.66 (SD=1.17), although it is still described as having a high language content. This may be because the teachers are more critical in the overall module content, specifically the preparation of the lessons to include in the modules that matches the competencies prescribed, than in the use of culture sensitive language. Moreover, culture sensitivity in the language use may be rated the lowest because the teachers have been respectful and have followed the guidelines for the conduct and preparation of learning materials that promote cultural sensitivity and respect for cultural diversity. The teachers have been very careful in using terms, images, expression, etc, to avoid discrimination against Indigenous People [14]. Meanwhile, Grassi and Barker [15] also mentioned that connections to a student's cultural background increase student's motivation to learn. With that, module developers may include culturally relevant contents in the development of self-learning modules.

In this research, the modules were found having high level of language content as manifested by teachers where the topics were clear and easy to understand, relevant to the learners' daily activities and with examples that were easy to understand. The result of this research is similar to the findings of Dejene and Chen [16] wherein they noted that the basic premise of evaluation in a modular learning is that the assessment should be aligned with the module's learning competencies and promote a comprehensive approach to learning. In line with this, Abi Hamid et al. [17] mentioned that modules are series of systematic learning activities based on curriculum tailored to the competencies to be achieved by the students.

3.1.2 Communication Style

Table 2 displays the level of language content of the modules in terms of communication style as evaluated by the students in English. In terms of the communication style of the content of the modules, the indicator stating that the contents of the modules are using language that promotes culture sensitivity and good values with a mean of 4.49 (SD= 0.87), described as high. While, the indicator stating that the sentences are easy to understand has the lowest mean of 3.66 (SD = 0.97) also described as high. Overall, the module was found to have high language content in terms of communication style with a mean of 4.07 (SD=0.93) described as high. This means that the indicators assessing the communication style in English module were oftentimes observed and manifested. This suggests that the communication style of the module content respected the students' cultural backgrounds and values as teachers prepared the modules carefully to avoid the use of terms that may cause misinterpretations and discrimination among students with different backgrounds. Bontuyan et al. [18] said that it is necessary to consider learners' cultural language experiences because it is one of the identified factors which make learners to struggle learning the language. Moreover, the teachers were even citing and relating examples that fostered good values to the students.

On the other hand, the students did not affirm that the sentences were easy to understand as it was rated with the lowest mean. This may be attributed to the students' poor vocabulary and comprehension that caused them difficulty to understand the sentences. Davis et al. [19] claimed that students may have a variety of reading weaknesses. These include having difficulty with vocabulary, having difficulty comprehending texts, having poor metacognition, not grasping what they read, and being unable to apply understanding. Richards [20] mentioned that there are lessons in the modules for which students lack prior knowledge; however, since the material is presented efficiently and logically, students easily understand the topic. Moreover, according to Susanti et al. [21] effective sentences are ones that are free from ambiguity. Less effective sentences will lead to students getting confused about the module's content.

3.1.3 Presentation

In the presentation of the module, results revealed that the indicator stating that the font size of the module is readable has the highest mean of 4.34 (SD = 0.89) with a verbal description of high. Students rated the first item which refer to the pictures and drawings of the module are both familiar to the learner as the lowest mean score of 3.84 (SD = 0.95) with a verbal description of high.

Table 1. Level of Language Content of Modules in English in terms of Content

Statements	Mean	Standard Deviation	Descriptive Level
The topics are clear and easy to understand.	3.86	0.83	High
The contents are sensitive to the culture of the learner.	3.66	1.17	High
Topics are relevant to the daily activities of the learner.	4.04	0.99	High
The contents match the learning competencies.	4.19	0.97	High
Examples are easy to understand.	3.84	0.94	High

Table 2. Level of language content of modules in english in terms communication style

Statements	Mean	Standard Deviation	Descriptive Level
Common words are used and easy to understand.	4.00	0.91	High
Use of words are arranged to prevent misinterpretation.	4.16	0.98	High
The jargon and terminology used are familiar to the learners.	3.91	0.94	High
The language promotes culture sensitivity and good values.	4.49	0.87	High
Sentences are easy to understand.	3.87	0.97	High
Over-all Mean	4.07	0.93	High

Table 3. Level of language content of modules in english in terms presentation

Statements	Mean	Standard Deviation	Descriptive Level
Pictures and drawings are both familiar to the learner.	3.84	0.95	High
The pictures and drawing used matches the topics in the module.	4.28	0.85	High
The contents are presented in logical manner.	4.13	0.92	High
The fonts sizes are readable.	4.34	0.89	High
Lessons are presented logically.	4.17	0.94	High
Over-all Mean	4.15	0.91	High

Having a total mean score 4.15 (SD = 0.91), the level of language content of the modules in English as evaluated by the students in terms of presentation has a verbal description of high

Table 4. Level of language content of modules in english in terms assessment

Statements	Mean	Standard Deviation	Descriptive Level
The assessment develops higher order thinking skills.	4.30	0.87	High
Questions are easy to understand.	3.76	0.89	High
Evaluation matched the content of the topic.	4.05	0.93	High
Key answers for the assessment are provided.	3.99	1.03	High
The number of questions is adequate to the topic.	4.17	0.90	High
Over-all Mean	4.15	0.91	High

The result corroborates the study of Susanti et al. [21] wherein the language aspects of the module that they designed have the following: module's letter form and size are readable, the information is clearly presented, the language used is correct and appropriate, and the module's readability and clarity of information were unquestionable. In their study, the development of the modules was found to be beneficial in making the learning process easier for the students to carry out. With that, a module should be able to serve as a learning material and as a substitute for the functions of teachers. On the contrary, the pictures and drawings in the modules were not familiar to the learners. The students' unfamiliarity with the pictures and drawings in the modules may lead to difficulty of comprehending texts as they don't have prior knowledge about the content. The content must be presented logically, with a carefully selected printed media e.g. drawings, pictures and images in order to ensure that students can achieve the expected learning competencies. In addition, the content of the image must be common with the students' experiences. The visual must be constructed in such a way that the child can bridge the gap between familiar and unfamiliar aspects. In line with that, Cheng and Abu Bakar [22] stated that a good presentation of modules with legible texts, images, and graphics that are aligned with the lessons increases the student's engagement to learn and answer the modules.

3.1.4 Assessment

The data presented concerning the assessment of the content of the modules in English showed that the first item has the highest mean of 4.30 (SD = 0.87) stating that the assessment of the modules develops higher order thinking skills (HOTS). The second item stating that the questions of the modules are easy to understand was rated the lowest with a mean score of 3.76 (SD = 0.89) described as high. Having an overall score of 4.05 (SD= 0.92), the verbal description in this variable was high. This means that the assessment contain in the modules develops higher order thinking skills. Since it is in the higher order thinking skills, it is therefore difficult for some students to understand and answer, as they found out that the questions were not easy to understand and rated with the lowest mean.

The result supports Ambayon and Millenes [23] wherein they mentioned that the modules contribute to the achievement of primary objectives, promote the development of higher cognitive abilities, are well-crafted, and are favorable to students. Torre Franca [24] also stated that self-learning objectives should include clear instructions on how to complete the tool/activity and how it will be rated, as well as questions or scenarios that are relevant to and easy to understand.

However, students found the questions in the modules difficult to understand. This may be attributed to the students limited comprehension of the words used in the questions. The researcher observed that some students were not answering the performance tasks (e.g. essays and other writing activities) because they only answered those questions which answers can be found on the answer key. Similarly, Tofade et al. [25] asserted that poorly constructed questions can hinder learning by causing confusion, intimidating students, and restricting creative thinking. With that, the questions in the modules should be appropriate for a student's standard learning capacity, given that these instructional materials will be evaluated primarily by students independently.

3.1.5 Summary on the Level of Language Content of Module

Table 5 shows the summary of the level of language content of the modules in terms of content, communication style, presentation and assessment.

The presentation of the language content of the modules was rated the highest, this may be attributed to the students' reliance to the visual representations of the lessons especially when they find difficulty in understanding the sentences, instructions and concept of the lesson as a whole. Moreover, the pictures, images, colors and other visual representations increased the student's interest and engagement to learn and complete the modules. The content of the module was found having the lowest mean, this means that the students found the content of the module difficult. This maybe attributed to the lack of reading comprehension and vocabulary where the content of the modules required more reading and understanding what was read. Overall, the learning modules contained the language content, which sufficed the most essential learning competencies given by the DepEd to increase students' learning engagement, and provided a more adaptable learning environment for both teachers and students.

The result is supported by Nardo [26] who claimed that modules that have been carefully prepared for students will assist in meeting their diverse language learning needs. Furthermore, Cheng and Abu Bakar [22] noted that an effective presentation of module with readable texts, images and graphics congruent to the lessons, increase the student's engagement to learn and complete the modules.

3.2 Level of Student Engagement towards the Modules

Using the mean formula, level of student engagement towards module in terms of behavioral, emotional and cognitive engagement were determined. The research questions of this item examined and the descriptive statistics were presented in the succeeding tables to indicate the level of student engagement.

3.2.1 Behavioral engagement

Table 6 presents the level of student engagement towards module in terms of behavioral engagement.

Taking the areas that constitute the level of student engagement of students in terms of behavioral engagement, it is in the third item in which students follow instructions found in their modules has the highest mean of 4.49 (SD = 1.05) described as very highly engaged; and the second item stating that when answering their modules, students just act as if they are working has the lowest mean score of 4.907 (SD = 1.05) described as highly engaged. Having a total mean score of 4.19 (SD = 0.93), the level of student engagement towards module was described as highly engaged. This means that the level of students' behavioral engagement is evident. The students' effort, persistence, and compliance with the learning tasks are often observed. This implies that the students regularly do their learning modules and they have no problems answering them.

The findings were consistent with the study of Greller et al. [27] wherein they claimed that being consistent and persistent in learning activities are associated to students' behavioral engagement and good performance. Students that are behaviorally engaged devote their attention and attention to their educational activities, where real learning occurs. On the contrary, based on the result, students do not view module answering like as if they are working. With that, the researcher believes that the students may have view module answering as a responsibility. The researcher found it contradicting since she had observed that some students were not committed to their responsibility of answering their modules completely, both written and performance tasks. This observation was supported by the study of Anzaldo [28] in which she mentioned that not all learners do their

modules committedly. Most students complete their modules purely for the sake of compliance with the requirements. In addition, Dangle and Sumaoang [6] also revealed in their study that students were unable to study independently and 70% of them were unable to follow the modules' instructions. As a result, modules consistently arrived late and response sheets remained blank. The researchers believes that perhaps, there are maybe other factors not in the scope of the study which is causing the incomplete answers of the students. With that, a related study may be conducted to identify other variables and to possibly determine students' incomplete answers.

3.2.2 Emotional engagement

Table 7 presents the level of student engagement towards module in terms of emotional engagement. Depicted in the table was the level of student engagement towards module in terms of emotional engagement having a total mean score of 4.04 (SD = 1.09) described as highly engaged. With a verbal description of very highly engaged, the fifth item stating that students are determined to finish all of their modules obtained the highest mean score of 4.43 (SD = 0.95) and the lowest with a mean score of 3.72 (SD = 1.13) described as highly engaged is item one stating that they feel happy whenever they are answering their modules.

Table 5. Summary on the level of language content of module

Variables	Mean	Standard Deviation	Descriptive Level
Content	3.92	0.98	High
Communication Style	4.07	0.93	High
Presentation	4.15	0.91	High
Assessment	4.05	0.94	High
Over-all Mean	4.15	0.91	High

The results revealed that all components under language content of the modules in English have a verbal description of high and rated highest to lowest according to its mean score by the respondents are as follows: presentation (4.05), communication style (4.07), assessment (4.05) and content (3.92). The overall result implies a high language content of the modules used in English perceived to influence learning engagement

Table 6. Level of student engagement towards module in terms of behavioral engagement

Statements	Mean	Standard Deviation	Descriptive Level
I answer my modules regularly.	4.52	0.79	Very Highly Engaged
When I am answering my modules, I just act as if I am working.	4.07	1.05	Highly Engaged
I follow instructions found in my modules.	4.49	0.85	Very Highly Engaged
I have no problem in answering my modules.	3.69	1.05	Highly Engaged
Over-all Mean	4.19	0.93	Highly Engaged

Table 7. Level of student engagement towards module in terms of emotional engagement

Statements	Mean	Standard Deviation	Descriptive Level
I feel happy whenever I am answering my modules.	3.72	1.13	Highly Engaged
I find it interesting to answer my modules.	3.83	1.05	Highly Engaged
I feel excited whenever I have new modules to answer.	3.75	1.20	Highly Engaged
I like being at home answering my modules.	4.17	1.17	Highly Engaged
I am determined to finish all of my modules.	4.43	0.95	Very Highly Engaged
My home is a conducive place while answering my modules.	4.37	1.02	Very Highly Engaged
Over-all Mean	4.04	1.09	Highly Engaged

This implies that the students were determined to finish their modules and like answering them at home, a manifestation that they really value learning. It seemed that they easily get adjusted to the current learning modality.

The result corroborates to the claims of Guan and Benavides [29] wherein learners should be presented with a specified time window for completing specified tasks. Learners are given flexibility in completing each module based on their learning needs, character traits, and degree of knowledge in order to make sure that they have mastered the course content, which is also a prerequisite in subsequent modules. Meanwhile, based on the result, students were unhappy when they were answering their modules. The feeling of unhappiness may be caused by different factors such as lack of proper guidance from parents or teachers, overwhelming number of modules, inadequate learning resources, and unfavorable learning environment. This is contrary to what Greller et al. [27] said that an emotionally engaged students possess positive emotions such as interest, excitement, or happy, as they participate in the learning activities. Devito [30] emphasized that emotional engagement of the students is conceptualized as the presence of positive emotional reactions to learning activities, as well as valuing learning and having interest in the learning content. It is measured with items about students' emotional reactions such as interest, enjoyment, and the perceived value of learning.

3.2.3 Cognitive engagement

Table 8 presents the level of student engagement towards module in terms of cognitive engagement.

The data presented concerning the cognitive engagement of the students in answering their

modules showed that among the items described as highly engaged, the highest was item one, when reading the module, they ask themselves questions to make sure they understand what the topic is about with a mean score of 4.12 (SD = 1.03). The second item in which students' study at home even when they do not yet have a module to answer was rated the lowest with a mean score of 3.13 (SD = 1.27) described as moderately engaged. This means that the level of students' cognitive engagement is evident. The students' effort, persistence, and compliance with the learning tasks were oftentimes observed. This implies that the students positively immersed themselves in their learning under the new modality.

Greene [31] emphasized that cognitive engagement is measured in terms of students' use of shallow and deep learning strategies to absorb and comprehend material, as well as their self-regulation and persistence. Similarly, Botma et al. [32] mentioned that students display engagement when they reflect, analyze or apply knowledge to real-world problems and challenges. On the other hand, the indicator stating that students study at home even when they do not yet have a module to answer got the lowest mean of 3.13 (SD = 1.27). This may be attributed to the lack of proper guidance of the students when they were in their homes. The lack of communication between the teachers and students can be a major challenge in monitoring their learning. According to Bharti [33] teachers must develop the ability to engage and communicate effectively with students, even more so in this digital age. Despite the distance, they should still be able to connect with their students in order to maintain a positive student-teacher relationship.

Table 8. Level of student engagement towards module in terms of cognitive engagement

Statements	Mean	Standard Deviation	Descriptive Level
When I read the module, I ask myself questions to make sure I understand the topic.	4.12	1.03	Highly Engaged
I study at home even when I haven't received yet a module to answer.	3.13	1.27	Moderately Engaged
I try to watch educational TV shows and videos online about the lessons in the modules.	3.24	1.32	Moderately Engaged
I check my answers in the module for mistakes.	4.11	1.05	Highly Engaged
Over-all Mean	3.65	1.17	Highly Engaged

3.2.4 Summary on the level of student engagement towards the modules

Table 9 shows the summary of the level of student engagement towards the modules in English in terms of behavioral, emotional and cognitive engagement.

The overall result of the student engagement as supported by the data presented in Table 9, the level of student engagement towards module has an overall mean score of 3.96 (SD = 1.06) with a verbal description of highly engaged. All components under student engagement towards module have a verbal description of highly engaged and rated highest to lowest according to its mean score by the respondents are as follows: behavioral engagement (4.19), emotional engagement (4.04), and cognitive engagement (3.65). This indicates that the level of students' learning engagement of the learner is evident.

Among the variables, the behavioral engagement got the highest mean this may be attributed to the students' focus and goal of accomplishing the learning tasks in the modules correctly. Further, because the students found the overall language content of the modules highly engaging, hence, they answer their modules regularly and have no problems in answering them. However, the cognitive engagement has the lowest mean, this may be attributed to the students' decreasing effort and persistence in answering the modules especially when the topics and assessment were getting difficult or when the modules contained lengthy competencies to learn for the week. Unlike in the regular classes that students study at home in advance before the new lesson is discussed by the teacher, in this modular learning, the students do not have the persistence to study even when they have not received yet the modules to answer. Overall, the level of the student engagement towards the module was described as highly engaged. This means that the learner's effort, persistence, and

compliance with the learning tasks were oftentimes observed. This implies that the students manifest favorable learning engagement as they persisted immersing themselves in learning under the new modality. The students invested considerable energy and effort to learn in learning-related tasks even in confronting adversity.

The result conforms to the study of Konold et al. [34] that students' learning engagement was evident in facilitating instructional climate. Students who were extensively engaged tend to attain higher grades and aspire for higher academic achievement and students who value, appreciate, and feel competent in their social interactions were more likely to ask others' assistance with academic tasks. This finding is also a manifestation of what Devito [30] claimed that well-engaged students are determined, committed, strategic and able to make the requisite effort to understand ideas and accomplish complicated tasks. Further, Dixson [35] stated that student engagement refers to the effort made by a student to commit to staying engaged while learning, gain knowledge and develop critical thinking skills. It is also linked to the learner's sense of personal desire to learn and accomplish learning goals.

3.3 Test of Significance of Relationship between Level of Language Content of the Modules and Student Engagement

The test of significant relationship between level of language content of the modules and engagement of students was determined using the Pearson r correlation between the total scores for each student's responses. Result of the analysis of data is presented in Table 10. The results indicated that the relationship between the level of language content of the modules and engagement of students showed a strong positive correlation and significant result.

Table 9. Summary of the level of students engagement towards the modules

Variables	Mean	Standard Deviation	Descriptive Level
Behavioral	4.19	0.93	Highly Engaged
Emotional	4.04	1.09	Highly Engaged
Cognitive	3.65	1.17	Highly Engaged
Over-all Mean	3.96	1.06	Highly Engaged

Table 10. Relationship between the level of language content of the modules and student engagement

Variables		r value	p value	Decision	Interpretation
Language Content	Students' Engagement	0.633*	0.000	Reject H ₀	Significant

In the table, the correlation or r value is 0.633, denoting a strong positive correlation between the level of language content of the modules and engagement of students. It implies that the increase of level of language content of modules tends to increase the learning engagement of the students towards module. Since the p-value of 0.00 is less than 0.01, the alpha level of significance, then the relationship is significant. Hence, there is a sufficient evidence to reject the null hypothesis. It is therefore determined that there is a significant relationship between the level of language content of the modules and engagement of students. This implies that when the level of the language content of the modules is high, the students are more likely highly engaged to learn. The fact that the lessons in the modules were logically sequenced, presented in readable text with relevant images, the instructions were clear, the students were able to indecently facilitate own learning even without the presence of teachers.

The result of this research is similar to the study of Albor et al. [36] which stated that modularization places the learner at the center of the educational process. It promotes a learning environment in which students actively participate in the transmission of knowledge and act as facilitators of their own learning. Further, the result corroborates the study of Vergara [5] on the module content analysis administered to the Alternative Learning System (ALS) learners at Tanay, Morong Rizal, Philippines revealed that the ALS learners rated "Very High" the overall acceptability level of the self-modules as assessed in terms of content, language, presentation and assessment. As a result, the modules are indeed basic and appropriate for the learners' level, while remaining relevant and purposeful [37].

4. SUMMARY, CONCLUSION AND RECOMMENDATION

This section comprised the study's summary, conclusions, and recommendations. The findings were summarized based on the results from the survey questionnaire. Additionally, conclusions were drawn based on the data gathered. Finally,

recommendations were suggested to maximize the relationship between level of language content of the modules and engagement of students.

4.1 Summary

This research was conducted to determine the students learning engagement of the students as may be influenced by the content of the modules used in distance education during the pandemic in one of the public secondary schools in the Division of Davao del Sur with a total of two hundred fifty-eight respondents. Descriptive-correlation method was used in this study. The researcher utilized adopted test questionnaires in conducting the study. Results of the study showed that on level of language content of the modules in English as evaluated by the students, it gained an overall mean of 4.05 (SD=0.94) described as "high". All components under language content of the modules in English have a verbal description of high and rated highest to lowest according to its mean score by the respondents were as follows: presentation (4.05), communication style (4.07), assessment (4.05) and content (3.92).

Result of the analysis on the level of student engagement revealed an overall mean score of 3.96 (SD = 1.06) with a verbal description of "highly engaged". All components under student engagement towards module have a verbal description of high and rated highest to lowest according to its mean score by the respondents were as follows: behavioral engagement (4.19), emotional engagement (4.04), and cognitive engagement (3.65).

The tested hypothesis revealed that the result gained an r value is 0.633, and a p-value of 0.00 which is less than 0.01, the alpha level of significance is denoting a strong positive correlation between the level of language content of the modules and engagement of students. Hence, there is a sufficient evidence to reject the null hypothesis. It is therefore determined that there is a significant relationship between the level of language content of the modules and engagement of students.

4.2 Conclusions

Based on the results, the following conclusions were drawn:

1. Although all variables in the contents of the modules are rated high by the students, it is worthy to note some specific statements such as: the topics are clear and easy to understand; the contents are sensitive to the cultures of the learners; the jargons and terminology used are familiar to the learners; sentences are easy to understand; pictures and drawings are both familiar to the learners; and questions are easy to understand are within the borders of often and seldom. It is but necessary to make a re-evaluation of the module focusing on these statements.
2. Similarly, albeit the the learners' over-all ratings of highly engaged in the engagement, it is essential to look into the the statements such as: I have no problem in answering my modules; I feel happy whenever I am answering the modules; I fell excited whenever I have new modules to answer; I study at home even when I haven't received yet my module; and I try to watch educational TV shows and videos online about lessons in the modules. These statement are within the borders of often and seldom. Teachers may look into motivational strategies which can be incorporated in the modules to increase the engagement of the learners.
3. The findings of this research which show significant relationship between language content of modules and students' engagement may allow the module developers to consider that quality of modules is more relevant than quantity and that meaningful activities in the modules promotes learners' engagement.

4.3 Recommendations

Based on the findings, the following recommendations are made:

The researcher recommends that the Public Schools District Supervisors (PSDS), Education Program Supervisors (EPS), may ensure the quality of the language content of modules through the development of self-learning modules and through implementation of in-service training for teachers to develop modules

that increase student engagement based on the criteria of content, communication styles, presentation, and assessment.

1. School administrators may encourage all teachers to design modules with high language content for remote learning and activities to engage students in meaningful learning experiences despite the pandemic.
2. Module developers may use the data of this study in crafting and designing lessons in the modules that are suitable and will increase the student engagement.
3. Parents may facilitate students' learning at home by guiding them in studying and answering the modules regularly. Parents and teachers may communicate regularly in monitoring the students' progress.
4. Students may enhance their learning by continually using the modules with high language content. The modules will also help them in staying engaged in the learning process as they continue their learning endeavors in the current modular learning modality.
5. Future undergraduate and graduate researchers may conduct a qualitative investigation to substantiate the claims. The study's findings will shed light on the implications of carefully constructing learning modules that increase students' degree of learning engagement.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the authors.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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