



Social Studies Students' Motivation in Online Learning during COVID-19 Pandemic

Annaliza P. Adion¹, Remedios P. Adion², Melinda A. Casipong³, Nora B. Pactao⁴

¹Dumarao Elementary School, Palawan, Philippines

²San Nicolas Elementary School, Palawan, Philippines

³Roxas National Comprehensive High School, Palawan, Philippines

⁴Caroroy Elementary School, Palawan, Philippines

Abstract: Developing a self-learning module is regarded as a crucial educational objective to meet every learner's requirements and resources and guarantee a high standard of education. The study assessed a researcher-developed wellness massage module for Grade 10 students. The study employed a quantitative research design participated by 26 teachers and 35 students chosen purposively. The study used an evaluation checklist to gather the data following the utmost ethical measures and safety and health protocols. The teacher evaluation determined that the module is valid and appropriate to attain learning outcomes. Besides, the students are satisfied with the module's objectives, content, format, language, presentation, assessment, and evaluation. Moreover, both teachers and students agreed that the module is an effective teaching tool and helpful learning material for a wellness massage. The developed module is still subjected to further validation by a pool of experts.

Keywords: COVID-19, instruction materials, modular learning, TLE-TVL track, wellness massage

Introduction

Background of the Study

Massage is an old healing art, and there is mounting scientific proof of its efficacy in treating individuals suffering from diseases and traumas. As a healing art, it is practiced in various ways by people worldwide (De Domenico, 2007). Ng and Cohen et al. (2011) described massage as manual soft tissue manipulation that includes holding, creating movement, and applying pressure to the body. Massage has been employed for its therapeutic benefits by ancient civilizations dating back over 5,000 years. The massage was first mentioned in India in ayurvedic books and oral history as early as 3,000 BCE. In China, in about 2,700 BCE, ancient manuscripts detailing therapeutic massage, known as amma, emerged. Egyptian tomb images of persons believed to be performing massage date back to 2,500 BCE, and the Egyptians are credited with inventing reflexology around 1,000 BCE; Japanese monks studying Buddhism in China brought massage back to Japan, giving rise to shiatsu. Around the 5th century BCE, Hippocrates recommended friction massage to help cure ailments (Field, 2002). Massage's effects were first recognized in Europe in the 18th century when Swedish physician P.H. Ling used massage therapy to treat and prevent injuries in his gymnastic movement practice, popularizing massage in the west and creating an awareness of Swedish massage. In modern times, massage is used for stress reduction, relaxation, injury recovery, and to feel more connected and grounded (Beider, 2019).

In the Philippines, wellness massage is one of the elective disciplines offered under the Technology and Livelihood Education and Technical-Vocational-Livelihood (TLE-TVL) Track. However, the COVID-19 global health crisis presents unprecedented challenges among schools (Zakaria et al., 2022), teachers (Agayon et al., 2022), and students (Bacomo et al., 2022), where teaching wellness massage is included. With these teaching-learning constraints, schools must develop strategies to keep the learning going in the face of danger and uncertainty while preserving the well-being of all students and teachers. In this case, modular distance learning (SLM) was developed, which includes individualized instruction that allows students to use both print and digital materials (Agayon et al., 2022). A module can benefit students and teachers because it allows the teacher to organize numerous sequences of experiences to reflect the teacher's or student's particular interests (Bacomo et al., 2022). Instructional modules allow the teacher to focus on student deficiencies in subject matter that must be corrected while also removing the need to cover subject matter already known to the student, and it provides a way for students and teachers to collaborate (Yazon, 2018). The teacher is free to interact with the student in a personal manner; the self-contained nature of self-instructional units allows for the updating of study materials without significant revisions, and it serves as a model for teachers who want to create their materials and incorporate their personalities (Hamora et al., 2022).

It is empirical to validate the current module on wellness massage to ensure that its specific components are suited to the learning needs of students, whether they are slow learners or fast and motivated ones, to enrich supplementary instructional materials for learning concepts and skills. For Grade 10 learners, this study should include information on what knowledge, skills, and behavior the students should know and exercises to assist them in meeting their learning goals. This will also help them determine what materials are essential for learning and achieving learning outcomes and the most effective approach for measuring how far learners have advanced toward those objectives. To classroom teachers, it should consider how the context influences the module's design. His or her viewpoint on outcome design, learning tasks, and evaluation is likely to change. The format, the resources available, and the discipline background all have an impact. Creating one's module would be a highly fulfilling experience for any teacher. However, rigorous planning and execution should be taken into account. To the panel of module writers, it should consider returning to the course or examining it to check out if the learning outcomes and activity evaluations have been successfully matched. Additionally, it provides experts with the skills and tools needed to achieve those criteria/standards and create acceptable and potentially effective wellness massage learning materials for Grade 10 learners. Finally, this research will be helpful in aiding educators in creating wellness massage learning materials and those who accept online learning modules as resources for others.

Objectives of the Study

The study validated the researcher-developed wellness massage module for Grade 10. Specifically, the study described the Grade 10 learners' and teachers' evaluation of the module in terms of objective, content, format and language, presentation, assessment and evaluation, effectiveness as a teaching tool, and usefulness.

Materials and Methods

Research Design and Participants

The study used a quantitative research design. In particular, the researchers utilized a descriptive method to determine the validity of the researcher-developed wellness massage modules. Meanwhile, the study participants were Grade 10 teachers and students of a selected high school in Roxas Central District, Palawan, Philippines. Specifically, 26 teachers and 35 students were chosen purposively and served as key informants of the study. The researchers and the participants ensured voluntary participation and commitment to providing truthful and complete information pertinent to the research questions. Parental consent was also obtained among student participants. No personal information and profile variables were not collected to ensure that anonymity and respect for the participant's background were observed.

Data Gathering Procedures and Tools

The researchers followed the standard procedures in conducting research. An approved letter of request to the School Principal was secured before the conduct of the study. The researchers also coordinated with the Head Teacher of the TLE-TVL Department, identified the Grade 10 teachers and learners carefully to serve as participants, and distributed the evaluation checklist to the respective participants. Before selecting participants and distributing research instruments, participants signed informed consent indicating their willingness to participate in the study and allowing the researchers to use the data obtained in their study.

The researchers employed (1) Teachers Evaluation Checklist for the Wellness Massage Module and (2) Learner's Evaluation Checklist for the Wellness Massage Module. A four-point Likert scale was adapted (4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree) to have a basis for determining the validity and appropriateness of the objectives, content, format, language, presentation, usefulness, and effectiveness of the existing developed wellness massage module. Some modifications to the item format were made better to align them with the purpose of the study. In the learner's questionnaire for the wellness massage module, the four-point Likert scale shall also be adopted as follows; 4=Very Satisfactory; 3=Satisfactory; 2=Unsatisfactory; 1=Very Unsatisfactory. Three external experts reviewed the research instrument and were pilot-tested to other modules developed by the researchers.

Data Analysis

The data gathered were consolidated, summarized, and tabulated. Data screening was conducted to ensure the veracity of the data to be analyzed and reported. The weighted mean and verbal interpretation were used to present the information gleaned from the participants' responses. The results were discussed using narrative and descriptive reports. Unlike other studies, this one did not compare teacher and student evaluations because different research instruments were used.

Results and Discussion

Teacher's Validation of Wellness Massage Module Weighted Mean and Interpretation.

Table 1 presents the teacher's validation of the wellness module. The data shows that teacher evaluation of the modules is valid with their strong agreement with the parameters considered (Grand Mean = 3.60). Specifically, the teachers evaluated the parts of the module as valid in terms of objectives (Mean = 3.59), content (Mean = 3.63), forms and language (Mean = 3.53), presentation (Mean = 3.65), assessment and evaluation (Mean = 3.66), effectiveness as a teaching tool (Mean = 3.58), and usefulness (Mean = 3.58).

Table 1. Teacher's Validation of Wellness Massage Module Weighted Mean and Interpretation

Parameters	Mean	Interpretation
Objectives	3.59	Strongly Agree
The goals are well-thought-out, articulated, and organized.	3.69	Strongly Agree
Specific, quantifiable, attainable, reasonable, and time-bound objectives are articulated.	3.58	Strongly Agree
The goals are tailored to the needs of the students.	3.58	Strongly Agree
The objectives are related to the topics of each module's lesson.	3.42	Strongly Agree
Each lesson in the module has its own set of objectives.	3.50	Strongly Agree
The goals are spelled out in behavioral terms.	3.77	Strongly Agree
Content	3.63	Strongly Agree

The module contains the expected learning competencies.	3.50	Strongly Agree
Supplementary activities help students understand the material better.	3.54	Strongly Agree
Each lesson's content is straightforward to comprehend.	3.62	Strongly Agree
Examples supplement the concepts, and the practice is appropriate for the student's level.	3.62	Strongly Agree
Each lesson's material is directly related to the goals that have been established.	3.65	Strongly Agree
The offered ideas, thoughts, and points are well-explained.	3.69	Strongly Agree
The design is attractive to the eye (color, text, amount of information per screen)	3.81	Strongly Agree
Forms and Language	3.53	Strongly Agree
The language is simple, direct, and inspiring.	3.38	Strongly Agree
Students are given clear and straightforward instructions.	3.42	Strongly Agree
The vocabulary chosen is appropriate for children's comprehension levels.	3.62	Strongly Agree
The module comes with clear and detailed instructions on how to use it.	3.58	Strongly Agree
The lessons are provided in grammatically correct paragraphs/sentences.	3.58	Strongly Agree
The lessons are engaging because the format/layout is well-organized.	3.58	Strongly Agree
Presentation	3.65	Strongly Agree
The learning activities are presented clearly.	3.54	Strongly Agree
Adequate examples are given for each topic	3.62	Strongly Agree
The lessons are presented in a rational and chronological order.	3.65	Strongly Agree
The presentation of each lesson is attractive and exciting to the students.	3.65	Strongly Agree
The lessons of the modules are presented in a unique and original form.	3.81	Strongly Agree
Assessment and Evaluation	3.66	Strongly Agree
Each lesson in the module includes a pre-test, self-assessment, and post-test.	3.62	Strongly Agree
The evaluation items correspond to the specified objectives.	3.62	Strongly Agree
Some test items assess higher-order cognitive abilities (HOTS).	3.62	Strongly Agree
It is simple to score the tests/evaluation activities.	3.69	Strongly Agree
The test items cover the essential skills that need to be developed.	3.73	Strongly Agree
Effectiveness as a Teaching Tool	3.58	Strongly

		Agree
Identifies prerequisite knowledge	3.50	Strongly Agree
Has activities, practices, or quizzes that reinforce the content	3.50	Strongly Agree
Overall, it is very effective as a teaching tool	3.50	Strongly Agree
Demonstrates relationships between concepts	3.50	Strongly Agree
Offers timely and relevant feedback	3.65	Strongly Agree
It is efficient (one can learn a lot in a short period)	3.65	Strongly Agree
Builds on prior concepts	3.77	Agree
Usefulness	3.58	Strongly Agree
The modules will allow students to make better use of their time.	3.50	Strongly Agree
The modules will be used as supplemental materials to meet the needs of the students.	3.54	Strongly Agree
The modules will assist students in learning the topics at their own pace.	3.58	Strongly Agree
The modules will encourage students to pursue a career in wellness massage.	3.65	Strongly Agree
The modules will improve hands-body synchronization when performing body massage.	3.65	Strongly Agree
Grand Mean	3.60	Strongly Agree

Legend:

3.26 - 4.00 Strongly

2.60 - 3.25 Agree

1.76 - 2.50 Disagree

0.75 - 1.75 Strongly Disagree

Agree

Similar to Auditor and Naval (2014) and Gallardo (2021), this suggests that the developed module can be helpful for teaching and learning wellness massage. It is highly suggested that the prepared and validated module be used as an instructional resource in teaching Grade 10 wellness massage. Learning from the results, other teachers and module writers may adopt or modify the same material. In consonance with Pentang (2021), teachers and module writers have shown their role as *curricularists* with the height of the pandemic and other related cases.

Learner's Validation of Wellness Module Weighted Mean and Interpretation

The Grade 10 learners are satisfied (Mean = 3.01) with the module (Table 2), that the module's objectives, content, format, language, presentation, assessment, and evaluation, effectiveness as a teaching tool, and usefulness as good learning material for a wellness massage. However, they are open to the possibility that the module requires some tweaking to be an excellent learning material for a wellness massage. Agreeing with Gallardo (2021) and Hamora et al. (2022), the wellness massage module suits the needs and aspirations of the learners. The consistency between the current study's findings and those of other research may be due to the impression that instructional modules were practical teaching-learning tools amid the COVID-19 pandemic.

Since learners' engagement is crucial in today's educational system, teachers and module writers must see that those instructional materials such as modules satisfy the needs of the students considering their interests, motivation, learning styles, and differences. As Eswaramoorthi et al.

(2022) emphasized, student engagement is a crucial indicator of learning, performance, course completion, and student satisfaction. Besides, teachers and module writers may explore educational technology and develop e-modules or virtual materials, given that learners nowadays are more into electronic materials, not simply printed media or library resources. This is to ensure that the learners are also inclined with the technological dimensions of globalization (Pentang, 2021) and fully equip them with 21st-century skills as TLE-TVL completers.

Table 2. Learner's Validation of Wellness Module Weighted Mean and Interpretation

Parameters	Mean	Interpretation
How would you rate the quality of the module?	2.86	Satisfactory
1. How would you rate the objectives of the modules?	2.97	Satisfactory
2. How would you rate the content of the modules?	3.09	Satisfactory
3. How would you rate the forms and language of the modules?	2.97	Satisfactory
4. How would you rate the presentation of the modules?	3.09	Satisfactory
5. How would you rate the assessment activities of the modules?	2.94	Satisfactory
6. How would you rate the ease of the modules as a teaching tool?	3.11	Satisfactory
How would you rate the ease of the modules as a learning resource?	3.09	Satisfactory
Grand Mean	3.01	Satisfactory

Legend:

3.26 - 4.00	Very Satisfactory
2.60 - 3.25	Satisfactory
1.76 - 2.50	Unsatisfactory
0.75 - 1.75	Very Unsatisfactory

Conclusion and Recommendation

The study validated the researcher-developed wellness massage module for Grade 10 learners and teachers. It is suggested that the same study be repeated with various factors to see if these variables represent the same conclusions shown in this study. The prepared module is appropriate to satisfy the learning competencies expected from the students. Still, the module must undergo further revision and evaluation considering other constructs. It is suggested that the same study be repeated, but with the addition of other relevant learning modules that might improve the knowledge of Grade 10 learners and teachers teaching wellness massage. A study considering other significant variables may yield more discussions and comprehensive results.

This study was undertaken during the COVID 19 pandemic when Grade 10 learners and teachers were rigorously monitored with adherence to health protocol enforced by the health authorities. It is suggested that the same study be carried out once the epidemic has returned to normalcy to determine whether there is a substantial difference in teaching wellness massage when minimum health regulations are still in place.

Limitations and Future Directions

The study was limited to 26 TLE-TVL teachers and 35 Grade 10 students because of the COVID 19 pandemic. As a result, it is empirical to advise that a large sample size be used to get reliable results once the new normal is conducive for directly examining Grade 10 students studying wellness massage without limitation. Besides, the evaluation of experts both in wellness massage and instructional materials may be consulted in further studies.

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