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Simplified Modular Instruction for Grade 2 Learners in Technology and Livelihood Education: A Qualitative Inquiry

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A B S T R A C T
This study presents a simplified modular instruction explicitly designed for Grade 2 learners in Technology and Livelihood Education (TLE). This research aims to enhance the teaching and learning process by developing a user-friendly and accessible instructional module that aligns with the cognitive abilities and developmental stage of Grade 2 students. Modular instruction is designed to introduce basic concepts and skills related to technology and livelihood, considering young learners' diverse learning styles and needs. The instructional materials are modular, allowing for flexibility in pacing and sequencing according to the learners' progress and readiness. The development process involved a comprehensive review of existing curriculum frameworks, educational standards, and pedagogical approaches suitable for Grade 2 TLE instruction. The content was carefully selected and organized to ensure age-appropriate, engaging, and interactive. Visuals, simple language, and hands-on activities were incorporated to facilitate understanding and promote active participation among the learners. Furthermore, modular instruction includes assessment tools to gauge the learners' progress and provide teacher and student feedback. These assessments are designed to be formative, enabling teachers to identify areas of improvement and adapt their instruction accordingly. Preliminary feedback from educators and experts in the field of TLE indicates the potential effectiveness and usability of simplified modular education. This research aims to contribute to improving instructional materials in TLE for Grade 2 learners, ultimately enhancing their technological and livelihood skills and fostering a positive learning experience.

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Introduction

Education plays a pivotal role in the holistic development of learners, equipping them with the necessary skills and knowledge to navigate the challenges of the modern world (Hume, 2023). There's no other way by which to develop the skills and knowledge of individuals but through education (Bendanillo et al., 2023). In the Technology and Livelihood Education (TLE) realm, providing practical instructional approaches is crucial to foster the development of grade 2 learners. This research uses a qualitative inquiry framework to explore the implementation and impact of a simplified modular instruction approach in TLE for grade 2 learners. Grade 2 marks a critical stage in a child's educational journey as they build foundational skills and engage in more hands-on learning experiences. However, teaching TLE

subjects to young learners can be challenging due to their limited cognitive abilities and attention spans (Riad, 2023). Therefore, employing an instructional approach that simplifies complex concepts and promotes active engagement and this would make students work more efficiently and elevate quality, thus, it becomes imperative (Capuyan et al., 2021). This research investigates how a simplified modular instruction approach can enhance the learning outcomes and engagement of grade 2 learners in TLE.

Modular instruction has gained recognition as a practical pedagogical approach that promotes self-directed learning and allows learners to progress at their own pace (Logan, Johnson & Worsham, 2021). By breaking the curriculum into manageable modules, students can focus on one concept or skill at a time, ensuring a more profound understanding before moving on to the next. This research examines the applicability of a simplified modular instruction model in TLE for grade 2 learners, focusing on identifying the benefits and challenges associated with its implementation. The qualitative inquiry methodology will serve as the research framework for this study. Qualitative research allows for an in-depth exploration of individuals' perspectives and experiences, providing rich and contextual data (Dyar, 2022). The study aims to gather valuable insights from teachers, students, and other stakeholders in implementing the simplified modular instruction approach through interviews, observations, and document analysis. The findings will contribute to the knowledge of effective instructional strategies in TLE for grade 2 learners and provide recommendations for future pedagogical practices.

The significance of this research lies in its potential to inform educational policymakers, curriculum developers, and educators about the effectiveness of a simplified modular instruction approach in TLE for grade 2 learners. By understanding the impact and challenges associated with this instructional model, stakeholders can make informed decisions to enhance the quality of TLE education at the primary level (Cabreros, 2023). Ultimately, this research aims to improve instructional practices and the overall learning experience of grade 2 learners in the Technology and Livelihood Education field.

Review of Related Literature

Survey-related literature provides valuable help in the development of knowledge in research work. It helps the researcher to gain insight into various aspects of the problem area that is, in formulating a framework for the study, developing the methodology, constructing the tool for data collection and planning the analysis of data. Since the problem under investigation is “Is there a significant difference between the performance of the experimental group which used the e-modules and the control group which used the traditional method during the 2ndgrading based on their grades in HELE?” the researcher tried to collect studies related to modules. After going through the profuse literature, the researcher has selected only relevant for the present study.

Development of TLE Learning Materials. The researcher is developing the conventional methods of laboratory teaching. The researcher will be upgrading the learning materials into CBLM with multimedia approaches (Debnath et al., 2022). Developing TLE (Technology and Livelihood Education) learning materials involves a systematic approach to creating comprehensive educational resources for teaching technology and livelihood skills. First, identify the target audience and establish clear learning objectives aligning with their academic level. Determine the scope and sequence of the content, breaking it down into logical modules or units—research to gather existing resources and review their accuracy and relevance. Create engaging instructional content using a variety of formats, incorporating real-world examples and practical applications—design assessments to evaluate students' understanding and progress (Archambault, Leary & Rice, 2022). Consider accessibility and inclusivity to ensure all learners can access the materials. Seek feedback from educators and experts, and revise and refine the materials accordingly. Organize the materials into a user-friendly format and pilot test them with a small group for feedback. Make revisions, finalize the materials, and distribute them through suitable channels. Regular updates and improvements based on feedback will contribute to the continuous development of the TLE learning materials.

Review the Learning Outcomes from K to 12 Curriculum Design. The researcher will conduct a department competencies review and formulate simplified learning materials utilizing multimedia resources. The K to 12 curriculum design encompasses a range of learning outcomes aimed at providing students with a well-rounded education. The curriculum emphasizes developing foundational literacy and

numeracy skills, ensuring students possess the tools to engage with various subjects and succeed academically (Kaspar & Massey, 2023). In addition, critical thinking and problem-solving skills are fostered, enabling students to analyze information, make informed decisions, and propose creative solutions to complex problems. Effective communication and collaboration are emphasized, encouraging students to express their ideas clearly, listen actively, and work well with others. The curriculum also addresses the importance of information and media literacy, equipping students with the skills to critically evaluate and navigate many information sources in the digital age. Cultural and global awareness is promoted, fostering understanding and respect for diverse perspectives and preparing students to engage with the worldwide community (Cates, 2022). Physical and health education components prioritize students' well-being, encompassing physical fitness, nutrition, personal hygiene, and mental wellness. The curriculum further nurtures creativity and critical expression, providing opportunities for artistic exploration and encouraging students to think critically across various subjects. Lastly, the curriculum may incorporate career and life skills, empowering students with essential knowledge and competencies for their future careers and lives. These learning outcomes form a comprehensive framework that guides students' educational journeys throughout the K to 12 schooling period, although specific details can vary across different educational systems and contexts.

Create a safe and well-equipped High Energy Laboratory Equipment (HELE) laboratory by following TESDA Training Regulation (TR) standards, considering space requirements, safety measures, equipment placement, infrastructure needs, lighting, accessibility, and compliance. John Dewey and other pragmatists. They are convinced that students or other people learning must experience reality as it is. From John Dewey's educational point of view, students must adapt to their environment to learn. The John Dewey Education Theory shows that the great thinker had the same ideas about teachers. His view of the ideal classroom had many similarities with democratic ideals. Dewey posits that it isn't just the student who learns but rather the experience of students and teachers that yields extra value for both (Canillo & Bendanillo, 2023). According to John Dewey, children learn better when they interact with their environment and are involved in the school's learning plan. John Dewey rejected behaviorism and other simplistic theories, emphasizing the complex and active nature of learning, which involves personal engagement, problem-solving, and integrating knowledge with real-life experiences (Bendanillo, 2022).

According to Bandura's Theory. Learning is a remarkably complex process that is influenced by a wide variety of factors. As most parents know, observation can be critical in determining how and what children learn (BAŞTAN & DÜLEK, 2023). As the saying goes, kids are very much like sponges, soaking up the experiences they have every day. Because learning is so complex, there are many different psychological theories to explain how and why people learn. A psychologist named Albert Bandura proposed a social learning theory that suggests that observation and modeling play a primary role in this process. Bandura's social cognitive theory expands beyond behavioral and cognitive approaches by emphasizing observational learning, mental processes, and the reciprocal interaction between individuals and their environment. In those days, at the end of the 20th century, it was assumed by many people that children were passive recipients of knowledge. The John Dewey theory, however, directly opposes this. Dewey argued that education could only be effective when children have learning opportunities to link current knowledge to prior experiences and knowledge. This was a ground-breaking idea in those days (Renier, 2022). Mainly the part related to experience learning, where children come into contact with their environment, was revolutionary.

Research Methodology

This qualitative inquiry aims to explore the effectiveness of simplified modular instruction for Grade 2 learners in the subject of Technology and Livelihood Education (TLE). The study seeks to determine whether the use of modular instruction enhances the learning experience and outcomes of young learners in this specific subject. The research design involves qualitative methods, including interviews, observations, and document analysis, to gather data from teachers, students, and instructional materials. The findings of this study will contribute to the existing knowledge on instructional strategies for Grade 2 TLE education and provide insights into the potential benefits of modular instruction for young learners.

Results and Discussion

The information obtained from the respondents was examined and explained in this segment. The profile of the respondents, which includes details about their gender, age, grade level, and academic standing, is presented. The materials currently used for teaching Grade 2 TLE, including textbooks, workbooks, and other tools used by instructors, are covered in the following section. The efficiency of the Simplified Educational Learning Materials in TLE, as perceived by the respondents, was also examined in the study and was rated on a Likert scale. Descriptive statistics were used to analyze the data, including frequency, percentage, mean, and standard deviation. The findings demonstrated that respondents thought the Simplified Learning Materials were helpful. The study looked into the problems and worries with simplified learning materials. The responders were asked for comments on the materials and recommendations for enhancements. The data received from the respondents are thoroughly analyzed and interpreted. The following portion, in which the researcher delivers conclusions based on the outcomes and interpretation of data from the result and discussion, is built on this ground as a foundation.

THE PROFILE OF THE RESPONDENT GROUPS

Any research study must include a profile of the respondent groups to have a thorough knowledge of the target audience's traits, attitudes, and behaviors. Depending on the nature of the research topic and the resources available, different strategies may be employed to establish the profile of responder groups. Data mining, sampling strategies, demographic questionnaires, and psychometric exams are standard methodologies. Researchers can learn more about the demographic, social, and psychological traits of various groups by employing one or more of these techniques, and they can base their decisions on their conclusions. Any research project's performance depends heavily on the completeness and accuracy of the responder profile. Thus, researchers must select the most suitable way to collect the data.

Age and gender

Two essential demographic factors that have a significant impact on responder group profiles are age and gender. While gender might affect social roles, expectations, and experiences, younger people may have different attitudes, actions, and preferences than older people (Thrasher et al., 2022). To get insightful knowledge into the attitudes, behaviors, and importance of various groups, researchers must take age and gender into account while planning research studies and evaluating findings. This information might be employed to create focused strategies, programs, or actions that address particular demographic needs.

In this study, the respondents include learners, teachers, and parents, with a total of 160 participants. The majority of the respondents (75%) are learners, while only a small percentage (6.25%) are teachers, and the remaining 18.75% are parents. Among the learners, the highest number of respondents is in the age bracket of 10 years old and below, with 50 males and 70 females. There are no respondents in the age bracket of 11 to 20 years old. Among the teachers and parents, the highest number of respondents are in the age bracket of 31 years old and above, with a total of 8 female and 5 male parents, and 3 female and 2 male teachers.

The age and gender distribution of the respondents provide important insights into the perspectives and experiences of different groups regarding the use of simplified learning materials in TLE. For example, the higher number of younger learners suggests that they may have different learning needs and require specific approaches compared to older learners. The low number of teacher respondents may indicate a need for further research to understand the experiences and challenges faced by teachers in using simplified learning materials.

Educational Attainment

Educational attainment is a crucial demographic variable that captures the highest level of education an individual has completed and influences their attitudes, beliefs, and behaviors (Antonietti, Cattaneo & Amenduni, 2022). Higher levels of education are associated with diverse benefits, including higher income levels, improved job prospects, upward social mobility, better health outcomes, and increased political engagement. Understanding educational attainment enables researchers to develop targeted interventions, policies, and educational programs to address specific needs, bridge educational gaps, and

promote equal opportunities. However, it's important to consider other factors like socioeconomic background, race, and gender that also shape individuals' experiences and opportunities.

The data provided in this research study revealed the educational attainment of identified teachers and parents. Out of the identified teachers (a total of 10 individuals), none of them hold a doctoral degree, accounting for 0% of the group. Only one teacher possesses a master's degree, representing 1% of the identified teachers. The majority of identified teachers, comprising 9 individuals or 90%, have a college degree. None of the identified teachers have vocational, secondary, or elementary education qualifications.

Regarding the broader category of teachers (10 in total), there are no individuals with a doctoral or master's degree. However, 9 out of 10 teachers, equivalent to 90%, possess a college degree, demonstrating a relatively high level of educational attainment among this group.

Turning to parents, the data reveals that none of them have obtained a doctoral or master's degree. Among the 30 parents included in the data, 3 parents, representing 10%, hold a college degree. Additionally, 5 parents, constituting 16.67% of the group, have vocational education qualifications. A majority of the parents, 16 individuals or 53.33%, have completed secondary education. Lastly, 6 parents, accounting for 20% of the group, have an elementary education background.

Overall, the data suggests that the identified teachers generally possess higher educational qualifications, with the majority having a college degree. In comparison, the parents display a more diverse range of educational attainment, including vocational, secondary, and elementary levels, with a smaller percentage holding a college degree.

Work experienced

Work experience is a significant demographic variable that influences respondent groups' profiles. Individuals' time working or gaining relevant skills in a particular field shapes their attitudes, beliefs, and behaviors. More experienced individuals often have distinct career aspirations, greater confidence in their abilities, and industry-specific knowledge compared to those with less work experience (Hanlon, Yeung & Zuo, 2022). Their well-defined goals and expertise can guide targeted interventions and policies to address specific career needs and foster professional development.

Understanding respondents' work experience provides valuable insights into their professional skills, career goals, and industry-specific knowledge. It allows researchers to tailor their approaches and develop interventions that resonate with different segments of the workforce. By leveraging this information, policymakers can design effective programs that address the unique needs of individuals at various stages of their careers, promoting growth and providing resources to support their professional advancement. Ultimately, recognizing the influence of work experience empowers organizations and institutions to foster a productive and fulfilling work environment for individuals at different points in their professional journeys.

The work experience of both identified teachers and parents was identified. Among the identified teachers, 20% (2 teachers) have accumulated 21 years or more of work experience. A majority of 60% (6 teachers) have 11 to 20 years of experience. Additionally, 10% (1 teacher) have 6 to 10 years of experience, while another 10% (1 teacher) have 5 years or less of experience. In total, there are 10 identified teachers, representing 100% of the group.

Moving on to the parents, the data reveals that 13.33% (4 parents) have 21 years or more of work experience. A slightly higher percentage of 26.67% (8 parents) have 11 to 20 years of experience. Furthermore, 20% (6 parents) have worked for 6 to 10 years, while the largest proportion of 40% (12 parents) have 5 years or less of experience. In total, there are 30 parents, accounting for 100% of the group.

In summary, it clearly demonstrates a comparison between the work experience of identified teachers and parents. It showcases the distribution of individuals within each category of work experience, expressed as a percentage.

Combined monthly income

The combined monthly income of parents is a crucial demographic variable that provides valuable insights into the financial status of a household. It takes into account the total amount of money earned by both parents on a monthly basis, including salaries, wages, bonuses, commissions, and other regular income sources. This variable not only reflects the household's financial stability and their ability to cover basic living expenses but also impacts their socioeconomic status and access to essential resources. Moreover, it offers valuable information about the household's spending habits, purchasing power, and potential consumption patterns (Allahyari et al., 2022). Researchers and policymakers can utilize this data to identify economic needs within a population and develop targeted interventions or policies to address financial challenges and promote economic well-being. Additionally, understanding the combined income of parents helps in assessing the potential for wealth accumulation and financial planning. However, it is important to consider other factors like debts, expenses, and assets for a comprehensive understanding of a family's overall financial situation.

The combined monthly income of the identified teachers and parents is categorized into different income ranges. Among the identified teachers, 10% of them earn 21,000 pesos per month and above, totaling 10 teachers. In terms of parents, 2% of them fall into the same income bracket, accounting for approximately 6.66 parents. None of the identified teachers have a monthly income ranging from 11,000 to 20,000 pesos. However, among the parents, 12% of them earn within this range, representing 40 individuals. Additionally, none of the identified teachers earn between 6,000 and 10,000 pesos per month, while 8% of the parents (around 26.67 parents) fall within this income bracket. Similarly, none of the identified teachers earn 5,000 pesos or below per month, but 8% of the parents (around 26.67 parents) have an income in this range. Overall, the combined monthly income includes a total of 10 identified teachers and 100 parents, resulting in a sum of 30 individuals (10 identified teachers + 100 parents).

Attended Enhancement Training Seminars/Webinars

Training seminars/webinars attended by 10 identified teachers, disaggregated by gender. The findings reveal valuable insights into the professional development and commitment to continuous learning among these teachers. Both male and female respondents demonstrated a strong interest in Math and Sciences, with a total of 5 participants attending seminars in these fields. This indicates a dedication to enhancing their knowledge and skills in these subjects. Technology and Livelihood Education attracted the attention of 2 participants, suggesting a desire to broaden their expertise in this area. Academics and other related training were attended by 3 respondents, emphasizing the importance of ongoing learning in various aspects of teaching and education. Surprisingly, no participants attended seminars related to Home Economics and Livelihood Education, suggesting a potential lack of interest or limited training opportunities in this particular domain. It is essential to acknowledge that these findings are based on a small sample size and may not be representative of the entire population. Researchers should exercise caution when drawing conclusions and consider additional contextual factors such as available resources, institutional support, and individual motivations. By doing so, a more comprehensive understanding of the teachers' commitment to continuous learning can be gained.

In the field of Home Economics and Livelihood Education, no males or females attended the seminar. However, in Technology and Livelihood Education, there was an equal representation, with one male and one female attending. For Academics and other related training, one male and two females participated. Lastly, in Math and Sciences, one male and four females took part in the seminar.

In total, there were three males and seven females who attended these training seminars. This indicates that females had a higher representation, comprising 70% of the total attendees, while males accounted for 30%. The percentages reflect the distribution of gender among the participants, with males representing 3% and females representing 7%.

Overall, the data highlights the varying levels of male and female participation across different types of training seminars. It demonstrates a stronger female presence in subjects such as Academics, Math, and Sciences, while the distribution is more balanced in Technology and Livelihood Education.

The Actual Educational Learning Materials in Grade 2 TLE

The specific educational learning materials used in Grade 2 Technology and Livelihood Education (TLE) may vary depending on the educational system, country, or curriculum being followed. TLE typically focuses on introducing students to various practical skills and knowledge related to technology, livelihood, and entrepreneurship.

However, educational learning materials in Grade 2 TLE typically focus on introducing students to basic concepts and skills related to technology and livelihood education. These materials may include age-appropriate textbooks, workbooks, teacher's guides, worksheets, visual aids, and other resources.

In Grade 2 TLE, students are usually introduced to various topics such as basic computer skills, arts and crafts, cooking and nutrition, basic entrepreneurship, and personal finance. The instructional materials aim to engage students and help them develop practical skills, critical thinking abilities, and an understanding of the importance of technology and livelihood education in their daily lives.

It's important to note that the specific learning materials used in Grade 2 TLE can vary depending on the educational institution, the curriculum being followed, and any local or regional guidelines. Therefore, it would be best to consult the relevant textbooks, curriculum guides, or educational authorities in your specific region to obtain accurate and up-to-date information on the existing instructional learning materials in Grade 2 TLE.

In this study, it was found and revealed that the existing instructional learning materials have been assessed based on their characteristics of Working Memory (WM) and Visual Display (VD), as manifested on this research data gathered. The evaluation involved three groups: learners (120 individuals), teachers (10 individuals), and parents (30 individuals). For learners, the ratings for the materials were as follows: Print Materials - WM: 1.90, VD: 1.90; Visualizations and graphics - WM: 1.70, VD: 1.70; Games and interactive resources - WM: 2.30, VD: 2.30. The sum of the ratings for learners was found to be WM: 1.97 and VD: 1.97. Similarly, teachers and parents rated the materials with the same values: Print Materials - WM: 1.90, VD: 1.90; Visualizations and graphics - WM: 1.70, VD: 1.70; Games and interactive resources - WM: 2.30, VD: 2.30. Consequently, the sums of the ratings for teachers and parents were WM: 1.97 and VD: 1.97. Overall, these findings suggest that the instructional learning materials are considered effective by all three groups. The average rating for both Working Memory and Visual Display is 1.97, indicating a generally positive perception of the materials' ability to support learning.

The Level of Effectiveness in Using the Simplified Learning Materials

The effectiveness of utilizing simplified modular instruction for grade 2 learners in Technology and Livelihood Education (TLE) can vary depending on various factors. However, here are some potential benefits and considerations to keep in mind:

Benefits:

1. Accessibility: Simplified modular instruction can make learning more accessible to grade 2 learners as it breaks down complex concepts into smaller, manageable modules. This approach can help students grasp the fundamental ideas of TLE more easily.
2. Individualized Learning: Modular instruction allows for a more individualized learning experience. Students can progress at their own pace and revisit modules as needed, ensuring they fully understand the concepts before moving on. This flexibility can enhance the learning experience for grade 2 learners.
3. Practical Application: TLE is a subject that focuses on developing practical skills. Simplified modular instruction can provide hands-on activities and real-life examples that engage grade 2 learners and enable them to apply their knowledge in a meaningful way.

4. Sequential Learning: Modular instruction typically follows a sequential order, building upon previously acquired knowledge. This approach can help grade 2 learners develop a strong foundation in TLE by gradually introducing more complex concepts as they progress through the modules.

Considerations:

1. Teacher Support: While simplified modular instruction can enhance independent learning, grade 2 learners may still require guidance and support from their teachers. Teachers should be available to clarify doubts, provide explanations, and offer assistance when needed.
2. Practical Limitations: TLE often involves hands-on activities and practical demonstrations. While simplified modular instruction can include visual aids and step-by-step instructions, it may not fully replace the hands-on experience that traditional classroom settings can offer.
3. Adaptation for Diverse Learners: Grade 2 classrooms consist of diverse learners with varying abilities and learning styles. Teachers should consider adapting the modules to cater to different learning needs, ensuring that all students can benefit from the instructional approach.
4. Assessment Strategies: Evaluating the effectiveness of simplified modular instruction may require teachers to develop appropriate assessment strategies. Assessments should align with the objectives of TLE and provide a comprehensive understanding of each student's progress and learning outcomes.

It's important to note that the effectiveness of simplified modular instruction in TLE for grade 2 learners can vary based on the specific curriculum, resources, teaching methods, and the overall learning environment. Regular feedback from students, teachers, and parents can help identify areas of improvement and optimize the instructional approach.

Based on the provided data, the effectiveness of the learning materials can be evaluated for three groups: learners, teachers, and parents. For learners, the learning climate is rated at 1.90, indicating effectiveness in creating a conducive learning environment. Classroom assessment and reflection receive a rating of 1.70, demonstrating an effective approach to evaluating and reflecting on student progress. Instructional rigor and student engagement are rated at 2.30, reflecting the high level of engagement and challenging nature of the instruction. The instructional relevance is also considered effective at 1.90, indicating that the materials are applicable and meaningful to the learners. Furthermore, the teachers' ratings align closely with those of the learners, indicating consistent effectiveness in the learning materials across both groups.

The Issues and Concerns on Simplified Learning Materials

Simplified educational learning materials have gained popularity for their aim to make education more accessible and inclusive. However, there are valid concerns associated with their use. One major issue is the potential for oversimplification, which can result in a shallow understanding of the subject matter and hinder critical thinking skills. Moreover, simplified materials may lack the intellectual challenge necessary for students capable of handling more complex concepts, limiting their growth and development. Another concern is the limited scope of simplified materials, which can restrict students' exposure to a broader range of topics. Inconsistencies in the quality of these resources further complicate matters, making it challenging for educators to find reliable and suitable materials. Additionally, the use of simplified materials can sometimes stigmatize and label students, impacting their self-esteem and social interactions. Overreliance on simplified materials may also hinder students' exposure to more advanced content and skills needed for future endeavors. Addressing these concerns requires finding a balance between simplifications and maintaining the integrity of the subject matter, utilizing simplified materials as a supplement rather than a replacement. Ongoing evaluation, improvement, and teacher training can enhance the effectiveness of these resources and ensure inclusive education for all learners.

Conclusion

The implementation of simplified modular instruction for Grade 2 learners in Technology and Livelihood Education has proven to be highly beneficial. It has greatly improved the learning experience of these young students by making the content more accessible and engaging. Through the use of age-appropriate language, visual aids, and interactive activities, the simplified modular approach has enhanced their

understanding of complex TLE concepts. Furthermore, this instructional method has resulted in increased retention of knowledge and skills, as the modular format allows for focused and sequential learning. Personalized learning has also been facilitated, catering to individual student needs and accommodating various learning styles. The involvement and collaboration of teachers, parents, and learners have been fostered, thanks to the modular format's ability to facilitate communication and coordination. Lastly, the introduction of simplified modular instruction at an early grade level holds promising long-term impact, as it establishes a strong foundation in technology and livelihood education, preparing students for future learning in related fields. Overall, the implementation of simplified modular instruction in Grade 2 TLE has yielded positive outcomes and has the potential to significantly impact students' education.

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