# ABSTRACT

**JULIE JAKE M. GAYLA, MYLENE R. SUGUE, KARLA MAE R. TOMAS, FAITH A. VIJIGA, and DIANA M. VITACION.** College of Education, Tarlac Agricultural University, Camiling, Tarlac. A.Y 2021-2022. DEVELOPMENT AND EVALUATION OF THE SELF-LEARNING MODULE FOCUSING ON EARTHQUAKES AND FAULTS IN SCIENCE 8

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Several studies have shown that a well-developed Self-Learning Module had a higher probability of being accepted by students and experts. Due to the public health issue where various teaching modalities are implemented, Modular Distance Learning is very prevalent to ensure that students can access a high-quality education despite the limited traditional classroom setup. This study developed a Self-Learning Module focusing on earthquakes and faults in Science 8, featuring the need to have Self-Learning Module available for all Grade 8 students which will aid in enhancing their learning performance. The study's goal was to determine the acceptability level of the module as evaluated by the Experts in science as well as by the Grade 8 students and to know the significant difference in the pre-assessment and post-assessment performance of the Grade 8 students before and after exposure in the Self-Learning Module. The study is helpful for Self-Learning Module developers in developing and implementing a learning material as well as for the students to have access to a wide range of relevant and reliable information on Earthquakes and Faults.

The Self-Learning Module was developed using the Analyze, Design, Develop, Implement, and Evaluate model which resulted in an organized educational resource.

Besides, the Self-Learning Module was based from the Department of Education Order No. 18's Most Essential Learning Competencies (2020). Furthermore, the respondents were selected via purposive sampling that ensured the population was selected and that the sample group reflected the population's characteristics. The experimental method was applied to determine the significant difference between the pre-assessment and post-assessment performance of Grade 8 students using the Self-Learning Module by participating in the pilot testing. As well as a descriptive research design was used to describe the acceptability level of the Self-Learning Module as determined by the Experts based on the evaluation rubrics included in Department of Education Order No. 001 series of 2021, Form 2.1 C, and Form 2.3 B. Also, the Grade 8 students evaluated the acceptability level of the Self-Learning Module in terms of its content, language, presentation, and assessment using the Likert Scale developed by Vergara (2017). The level of acceptability from the Experts and the Grade 8 student's performance and feedback was critical to the study's success. As a result, the Self-Learning Module as evaluated by the Experts received conditionally passed remarks in terms of its content as well as layout and design, and very acceptable remarks from the Grade 8 students in terms of its content, language, presentation, and assessment. It also implies that there was indeed a significant difference in the performance of Grade 8 students before and after exposure to the Self-Learning Module.