STUCK IN THE PANDEMIC: LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN THE SCHOOLS OF KABANKALAN I AND V
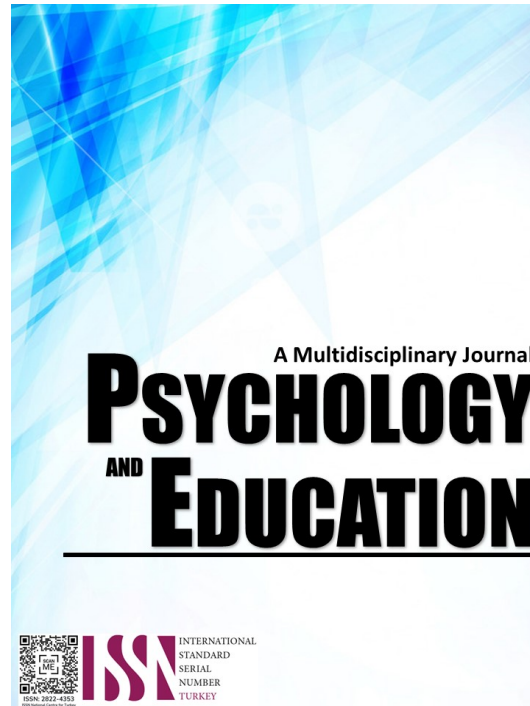
Stuck in the Pandemic: Lived Experiences of Senior High School Students in the Schools of Kabankalan I and V

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Abstract

This qualitative research studied and analyzed the senior high school learners' lived experiences on Modular Learning Delivery Modality during the COVID-19 pandemic. Eleven (11) Senior High School learners were interviewed in the districts of Kabankalan I and V of DepEd Kabankalan City. Using the Phenomenological Method of Inquiry in organizing, reading, looking, coding, description, representing, and interpreting the data, four major themes were derived from the study: (1) Uncomfortable Learning space, (2) Time Management and Parental Support, (3) Challenges Meet in the Modular Distance Learning, and (4) Realization to Oneself. Considering the careful analysis of the themes the following conclusions were deduced: (a) The conduciveness of learning spaces affects by external factors; (b): Poor Time management and lack of parental/guardian support affect the quality of modular distance learning; (c) Challenges encountered by the learners adversely affected their academic performance; (d) self - realization on the importance of face to face, parents' support, time management, and teachers in teaching difficult subjects opened the eyes of the learners to be more self-motivated to continue education through modular distance learning.

Keywords: Philippines, Study Habits, Modular Learning, Home Learning Environment, Challenges In Modular Distance Learning

Introduction

Since the outbreak of COVID-19 started in late 2019, it has continued to wreak havoc across the world. Like any other sector, education had been hit hard (DO No. 12, s. 2020). According to the United Nations Educational Scientific and Cultural Organization (as cited in DO No. 12, s. 2020)), over 800 million learners from around the world have been affected. Yet amidst the public health emergency brought about by the COVID-19 pandemic, the Department of Education (DepEd) is committed to ensuring the unhampered delivery of basic education services to the learners and the community (D.O. No. 32 s. 2020) as mandated by the Constitution of the Republic of the Philippines and reiterated in the Enhanced Basic Education Act of 2013.

The Department of Education recognizes the public safety of all learners in the country and had come to a decision to close all schools nationwide. However, to ensure that the rights of education of every learner are given the importance the Secretary of Education Leonor Briones made a marching order to continue the delivery of basic quality education despite the health crisis. Thus, the contingency plan is adopted known as Basic Education Continuity Plan (BE-LCP) for School Year 2021-2022 employing Multiple Learning Delivery Modalities (LDMs) to ensure continued learning opportunities for learners. (DO No. 12 s. 2020). Each school had to develop Basic Education-

Learning Recovery and Continuity Plan (BE-LRCP) to ensure that the Programs, Projects, and Activities (PPAs) of the schools are aligned with that of the Division, Region, and Central Office and to forge stronger partnerships among stakeholders. This action ensures the complementary role of the parents, guardians, household partners, and community members to support the teaching-learning process of the students at home.

To make the implementation of different learning modalities in the Schools Division of Kabankalan City smooth and organized, the division initiated the pilot implementation of each Learning Delivery Modality (Esparar et al., 2022) such as Radio-based instruction, TV-based instruction, Online Distance Learning, Modular Distance Learning, and Blended Learning in the five districts with the assistance of the ten (10) Public Schools District Supervisors and ten (10) Education Program Supervisors. After the pilot implementation, the majority of the parents chose Modular Distance Learning. Because of the limited resources, only a few schools opted for Blended Learning. Moreover, a few schools in the District of Kabankalan I and V chose Online Learning for those learners who had gadgets and stable internet connection. However, it was only done for some hard-to-teach competencies that really need teachers' help.

Since the majority of the learners in Districts I and V used modular distance learning the assigned Public Schools District Supervisors and adoptive Education

Program Supervisors have monitored the implementation of the chosen modality. The assigned supervisors gathered data and feedback from the different teachers in all grade levels through the focus group discussion (FGD) and through the Monitoring, Evaluation, and Adjustment (MEA) technology. Through the detailed characterization of the data, it was found that the Senior High school learners have difficulty answering the Self Learning Modules (SLMs) since they require direct instruction from the teachers. Since, only the parents/guardians, siblings, other family members, and household helpers were acting home facilitators, it was really hard for the learners to accomplish their SLMs. Despite the support of their parents, their being busy hampered them from helping their children. In the study conducted by Dr. Lourdes Servito (2001), Parents are partners of teachers in education, and that they are the home facilitators, the "*tagapagdaloy*" means channel, but they will not teach the subject matter. It is the teacher's duty to teach. It's a fact that during the pandemic teachers did not teach in modular distance learning.

To be home facilitators was a great task for them for they were not trained and most of them did not know the subject matter. According to the teachers that the learners were not complying with their tasks even though they were signing promissory notes in front of their parents during home visitation. The teachers admitted that the learners were complacent that they would pass the subjects even if they could not submit their performance tasks, quizzes, and assignments.

Because of the data gathered both from the supervisory visits and MEA, the researchers were intrigued to find out what other bottlenecks they have encountered, specifically in the District of Kabankalan I and V, as far as the conduct of the MDL. Hence, this qualitative research was conducted to look into the matter head-on, and use the data gathered as input for instructional intervention.

Research Questions

This study aimed to investigate the experiences of senior high school learners in the Modular Distance Learning Modality at the height of the pandemic. Specifically, this research study sought to answer the question.

1. What are your lived experiences as learners in modular distance learning in terms of:
1.1. learning space;
1.2. study habits-parental/guardian support; and
1.3. challenges?

Literature Review

Modular Learning

The COVID-19 pandemic has closed educational institutions and dramatically shifts instruction to distance learning. However, students rooted in marginalized families and from rural areas have limited access to the technology necessary for online learning. Modular learning addresses this learning inequality by providing more inclusive access to education. Parents have encountered various challenges from the new mode of learning in a virtual setting; delivery of instruction; unsatisfactory learning outcomes; financial difficulties while working for the family during the lockdown. (Agaton and Cueto, 2021)

There are four types of assessment used in Modular Distance Learning and they differ from one another. 1. Formative Assessments are usually not scored or graded commonly in five-item multiple choice type tests in order to assess if the learners understand the lesson. 2. Summative assessment is used to evaluate learners' understanding and learning in a specific period of time. It can be done weekly in a form of a Unit test, and at the end of a quarter in a form of a Quarterly examination. 3. Performance Assessment is used to let the learners complete a particular task about the lesson using their skills that will manifest their multiple intelligences. This type of assessment includes: making experiments, singing, making poetry, answering graphic organizers, making dramatizations, and more. It is called authentic assessments since they are considered by some educators to be more accurate and meaningful evaluations. 4. Portfolio-based assessments are a collection of academic works that include: poems, results of experiments, creative works like drawings, clay sculptures, artworks, handicrafts, and writing samples. Portfolio-based assessments are often used to evaluate a "body of knowledge".(Anzado,2021.)

According to Castroverde (2021) teachers used various ways to cope with the challenges encountered in modular distance learning modality such as time management, innovating teachers' strategies, adapting to the changes brought by the new normal trend in education, being flexible, providing alternative plans, being optimistic, patient, and equipping oneself with the necessary skills for the new normal ways of education.

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Modular learning is a student-centered, andragogical approach where outcomes are achieved by breaking down a body of knowledge into its components. Learners are able to utilize prior knowledge to assess what information is known and complete modules related to areas that still need to be learned (Tate, Schubert, & Mc Coy 2014). In modular distance learning, the teachers take the responsibility of monitoring the progress of the learners. The students may ask assistance from the teacher via email, telephone and text message/instant messaging. For students who experience difficulties, the teacher will give remedial activities (Abude, 2021).

Home Learning Environment (learning space)

Home is the first institution of a child that has significant relationships with the student's overall life. Family interactions are important at home and take place frequently, which were found significantly related to student's academic achievement. (Khan, Begum, & Inaz 2020). In her doctoral dissertation, Parveen (2007) studied students' home environment and was of the view that it significantly influences students' childhood which has further influences on the adult life of the child. Parveen (2007) along with Muola (2010) believe that the home environment hinders or supports children's overall development. Parents' attitudes play a dominant role and where it is supportive enhance children's performances and has positive impacts on a child's development. Interactions of family members contribute to students as it enables them to improve their linguistic, social, and intellectual skills. There is evidence that a supportive home environment enhances a child's confidence in his/herself and enables them to be sociable. This confidence helps students in developing their adjustment capabilities in different environments which positively influences students' educational performances.

A study conducted by Clark et al. (2007), also agreed that a positive domestic environment is a prominent indicator of students' success in their academics. They further added that the teaching-learning process carried out at school is incomplete without the support of the home environment. In this regard, the study of Shah et al. (2012), emphasized that the awareness of parents' role in the education of their children is fundamental. It makes the relationship between student's home environment and their academic achievement at the secondary school level.

Study Habits

Ashish (2013), stated that how a student takes his or her studies, greatly determines his/her level of academic achievement. If students must ensure academic success throughout the entire year, it is important to ditch bad study habits and establish good ones (Ashish, 2013). He further maintained that no matter what age or academic level, employing effective study strategies can make all the difference between acing a class, barely passing or worse, and failing miserably. She admits that many of today's most common study methods or habits can lead to utter disappointment despite best efforts and intentions. To Ashish (2013), knowing exactly what does and does not work on a personal level, even tracking study patterns and correlating it with related grades, and then proactively creating a study plan and schedule around the proven effective methods, is the most powerful study tool of all. Crow and Crow (2007), proposed that to study there is a need to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas, and perfecting skills. This is also supported by the study of Sawar et al. (2009), in their analysis of "Study Orientation of High and Low Academic Achievers at Secondary School Level in Pakistan" revealed that the high achievers had better study orientation, and study attitude than the low achievers.

Crow and Crow (2002) stated that effective study habits include plan/place, a definite timetable, and taking brief well-organized notes. Many studies have been carried out by researchers like Adeyemo (2005) and Gbore (2006) on effective study habits. They argue that study habits have a strong relationship with the academic performance of students. A student who cultivates certain study habits will perform differently from a student who has another set of study habits. It is believed that student who lacks effective and efficient means of studying would be building on a shaking foundation and consequently have a weak foundation. The teachers teach all the students collectively but all the students do not have the same grades, here we see underachievers and high achievers in mathematics. With these, the teachers get puzzled by the sight of such situations and then try or push too much (Riaz et al., 2002). There may be several reasons like different levels of intelligence, lack of good infrastructural facilities, lack of good libraries, and so on. But one of the reasons is that students fail to make good an effort to learn what their teachers taught them in school and do not study at home because they fail to recognize the importance of study habits to their academic achievement.

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Challenges to Distance Learning

The sudden and unexpected global shift to online teaching caused difficulties in several aspects: access to online systems, teacher and student competencies and pedagogies for distance learning, and the requirements of specific fields of study (Marinoni et al., 2020). For example, restricted internet access has presented major problems in low- to medium-resource countries such as India (Dutta, 2020) whilst Toquero (2020) describes the suspension of distance learning in the Philippines because HEIs were not prepared to implement online learning systems.

The results of the previous review and similar arguments elsewhere (Garrison, 1997) suggest that we are entering a postindustrial era of distance education characterized by the ability to personalize and share control of the educational transaction through frequent two-way communication in the context of a community of learners. Moreover, this can be accomplished in an affordable manner along with access to educational resources and information via networks that may well provide educational experiences superior to traditional face-to-face educational experiences. An educator, as a member of a community of learners and not solely as a member of an organizational team of curriculum developers creating prepackaged self-study learning materials, may facilitate education at a distance in a timely and adaptable manner.

The challenge the field of distance education faces is the construction of theories addressing specific components and concerns of postindustrial distance education. For example, the creation of distance education theory that informs and explains computer-mediated communication is both an opportunity and a challenge. Asynchronous collaborative learning may well be the defining technology of the postindustrial era of distance education. It has been argued that this technology, along with audio and video conferencing, represents a paradigmatic shift in distance education, making it possible to adopt collaborative approaches to learning at a distance (Garrison, 1997)

Methodology

This research study used Qualitative Research Design using the Phenomenological Method of Inquiry. Phenomenological research is a method with strong philosophical origins and can enhance and strengthen a research design. (Wilson, 2015) Its objective is to understand human experience (Manen 1997). As described by Moustakas (1994), "Phenomenology seeks meanings from appearances and arrives at essences through intuition and reflection on conscious acts of experience, leading to ideas, concepts judgments, and understandings" (p. 58). The construct of the research study is that of a phenomenological qualitative design. As defined by Creswell (2009), "phenomenology is a research strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants" (p. 13).

In this research study, the students are directly involved in modular distance learning regarding their lived experiences at home. The students were interviewed and gathered their narratives for data analysis. Through the phenomenological method, the researchers evaluated some common experiences of students and categorized them as majors and subthemes that would serve as the basis for new learnings from the study.

Participants

The participants of this study were eleven (11) Senior High School students of the Districts of Kabankalan I and V who were randomly selected using the following criteria: 1) The students were enrolled as Senior High School at District of Kabankalan I and V; 2) Willingness to be interviewed; 3) Experienced Modular Distance Learning. These participants are currently enrolled at schools in the districts of Kabankalan I and V for the School Year 2022-2023.

Instruments of the Study

The research study used the Researcher Interview Form (RIF) containing the open-ended question: "What are your lived experiences as learners in Modular Distance Learning?"

The researchers prepared a letter approved by the Schools Division Superintendent of the Schools Division Office of Kabankalan City to conduct an interview with Senior High School students at the selected secondary schools of the two districts namely District of Kabankalan I and V. Upon approval of the letter the researchers sought the approval of the selected school principals to conduct the research. The students were selected based on the standards established by the researchers.

The data were collected through the Individual Interview Form (IIF) and one on one interviews with the students. The interview with the participants was recorded and transcribed. To check the validity of the

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transcriptions the participants conformed with them. The responses were coded and arranged into themes. The data were analyzed using Creswell's six steps followed in the process of qualitative data analysis (2013).

Step One: Organize and prepare the data that was collected.

This is to be sorted depending on the information from the source. The researchers will have to type the notes, transcribe interviews and scanning materials are also part of this step. (Creswell, 2014)

Step 2. Read and look at the data.

At this step, the researchers begin to look at the data collected and see the tone, general ideas, and credibility. (Creswell,2014). The answers will be coded by sentence, phrase, or paragraph depending on the weight of the responses. The purpose of this step is to avoid repetition, giving of synonyms, and clarification of things.

Step three. Coding

In this step, the researchers will have to place segments, pictures, and text data in categories and then label them with a term (Creswell, 2014) The codes are categorized into main topics and sub-topics.

Step four. Description stage

In this step, the researchers will have to generate a description of the setting for the people places, or events as well as categories for analysis (Creswell, 2014).

Step Five. Represented.

This step goes over and over again to address the findings from the analysis (Creswell,2014) At this point the researchers will have to exercise their judgement. They will have to decide whether they have to remove redundancies, and classify essential elements, what are important, what are less and what are not. This is done through reentering the categories.

Step 6. Interpretation

This step is the final step where one asks what was learned from this report (Creswell, 2014) This step assists in evaluating the answers because all the data collected can be broken down into subcategories. From there depending on the source would depend on how much further would go. This is because it allows one to break down the findings by using the analysis steps to find the validity of the report. It also helps by having everything organized and broken up into all the correct categories needed. This would be done by evaluating the question by breaking it up and following the six steps and analyzing each part to ensure the validity of the report. Once that is all done one should be able to find out what lesson the researchers wanted to learn from their data report (Creswell, 2014).

Result

This chapter shows the results of the interview with the senior high school learners on their lived experiences during the conduct of Modular Distance Learning and was analyzed using the phenomenological approach of inquiry where the researchers identify the essence of human experiences about a phenomenon as described by participants (Creswell, 2009). The major themes derived from the narratives were: 1. Uncomfortable Learning space 2. Time Management and Parental Support 3. Challenges Meet in the Modular Distance Learning. 4. Realization of Oneself.

Theme 1: Uncomfortable Learning Space

The participants encountered uncomfortable learning spaces at home. The following were the sub-themes: 1. A lot of distractions outside and inside the learning environment. 2. Divert to social media 3. Small learning space

Sub Theme 1: A lot of distractions inside and outside of the learning space.

It was found out during the interview that there were a lot of distractions in their learning space at home both inside and outside. There were many sounds coming from outside that distracted their concentration like the loud sounds from the neighbors, shouting of people, and sounds of transportation. Inside their learning space, there were lots of objects, family members talking, and cries of babies.

Learner 1. "*Kadamo distractions like singgit sang mga tao sa tupad balay, sounds of transportation kg mga tricycle*" (There were many distractions like shouting of the neighbors, sounds of transportation, sounds of tricycles)
Learner 2: "*Ang palibot sang balay puno sang mga objects nga nagasabad sa akon concentration.*" (The

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surrounding were full of objects that distracts my concentration).

Learner 8: "*My nagahibi nga bata, naga-estoryahanay sa sulod balay*" (There were babies crying, conversation inside the house)

Sub Theme 2: Divert to Social Media.

Some of the learners revealed that some of the distractions to their concentration while studying was the tendency to divert their attention to social media because they were bored studying their SLMs, especially in Mathematics.

Learner 4: My whole life was exposed to social media.

Learner 6: "*Kabudlay kung wala sang maestra nga naga-explain especially sa Math. Naga divert na lang akon attention sa social media.*" (Its very difficult if there was no teacher to explain the lesson, especially in Mathematics so I tend to divert to social media."

Sub-Theme 3: Small Learning Space.

Several learners revealed that they have small learning spaces in their homes.

Learner 1: My learning space is quite small and I need a spacious space to answer my modules.

Learner 9: "*Damo gid na encounter ko nga difficulties during pandemic kay ang amon balay wala gid sang enough para sa akon pagtuon.*" (There were many difficulties that I encountered because our home does not have enough space for me to study).

Learner 11: "*Ang lamesa amo lang na ginagamit ko nga comfort zone kung magtuon ko.*" (The table is the one I used as my comfort zone when I study).

Theme 2: Poor Time management and lack of parental/guardian support.

Another problem mentioned by the learners during the modular distance learning was the time management and lack of parental/guardian support. These were really great factors in their study using MDL. The following were the sub-themes: there 1. were a lot of responsibilities while studying 2. Financial problem 3. Difficult questions 4. Lack of knowledge of home learning facilitator or parents/guardians

Sub-theme 1: There were a lot of responsibilities given while studying.

The learners revealed that they can not fully focus on their studies because there were a lot of responsibilities given to them. Learner 4 & 7 revealed: "*Kabudlay mag focus sa study ko kay kadamo obra sa balay kadamo sang obligasyon ko sa balay kag sa simbahan*" (Its very difficult to focus on my study because of various home chores and I have so many responsibilities at home and on church). Learner 11: I helped my sister who had twin babies and I can't concentrate at that time.

This scenario really affected the study of the learners in the MDL. This is supported by Esparar et al. (2021) stating that parents were busy with their work so balancing their time with the daily routine and teaching their kids has been a struggle for most of them.

Sub-Theme 2: Financial Support.

It was revealed that the financial support had really great contributors to their study in the MDL

Learners 7, 10, 11. revealed that they were delayed in answering their modules because they have no money for fare to get and return their modules. "*Ang akon ginikanan wala kung kaisa kwarta ihatag sa akon nga inogplete.*" (My parents sometimes had no money to give me for the fare.)

They failed to attend online classes because they have no money to buy loads and gadgets.

Sub-Theme 3: Difficult questions on the activities in the SLMs

It was found out that during the interview with the learners, they find it difficult to answer the modules because there were questions that were difficult to understand.

According to Learner some of the questions are difficult to understand and I cannot answer it directly.

Another Learner said: When I submitted my modules some of them had no answers because the questions were very difficult to understand.

Learner 8: "*Kung gabasa ko question sa module I tend to become sleepy because it was difficult to understand.*" (When I read the question in the module I felt sleepy because it is very difficult to understand.

This means that there were modules that have activities that were not appropriate to the capacity of

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the learners. In the study conducted by Esparar et al. (2021), the use of highfalutin words and complicated questions also add up to the dilemma of learners in answering the modules.

Sub-Theme 4: Lack of knowledge of parents/guardians as home learning facilitators.

It was found out through the learners' revelation that the parents don't have enough knowledge to assist them in their studies.

Learners 5, 10, and 11 revealed that *"Kabudlay wala pamangkutan ah. Indi man kasabat akon mga parents kay ka limited lang man sang ila knowledge."* (It's very difficult if you don't have any person to ask with regards to the lesson and besides my parents had only limited knowledge).

It was very hard for the learners if the lesson were difficult to understand because of the absence of the teachers to facilitate learning. This showed that teachers have a great factor in the teaching and learning process. The parents were not equipped with the knowledge and skills to become home learning facilitators.

Theme 3: Challenges Met in the Modular Distance Learning.

This was revealed that the students encountered many challenges that came along the way while they had their Modular Distance Learning. These include: Sub-theme 1 lack of learning resources. Sub-theme 2- Poor internet connectivity, Sub-theme 3- Overloaded remote tasks Sub-Them 4. Mental health problems

Sub-Theme 1: Lack of Learning Resources

Some of the learners revealed that in their home there were no learning resources that will support their studies.

Learners 4 & 10: There's no other person to ask if they know the topic. *"Sa isa ka estudyante nga pareho ko its very hard to understand the lesson kay wala ka gid pamangkutan."* (As one of the students like me its very hard to understand the because no one could be ask about the lesson) *"My parents don't have enough knowledge sa certain nga topics and kag wala kami sang mga learning resources nga makabulig sa amon lesson".* (My parents don't have enough knowledge in a certain topic and we don't have learning resources to help us in our lesson).

Learners 6 & 9: *"Kabudlay gid sa balay kay wala gid ko mga balasahon para kuhaan namon information kung gatuon ko."* (It is very difficult in our home when I study because there are no reading materials to get information while I am studying).

Sub-theme: 2-Poor internet connectivity

Since the schools opted for blended learning sometimes the schools have to conduct an online class on topics that need discussion. Much to the desire of the learners to attend the online class there was poor internet connectivity.

Learner 5: *"Kung kaisa ang internet amo gid ang pinakadaku nga problema. Sa isa ka estudyante nga wala kwarta I struggled a lot kung diin ko makuha kwarta para ibakal load."* (Sometimes the major problem is the internet connectivity. As one of the students who had no money I struggled a lot where I can get the money to buy load.
Learner 7: During online classes, one of the biggest problems is poor signal and Modular Distance Learning is very hard for me. Sometimes I could not catch up on the lessons I missed.

Sub-Theme 3: Overloaded Remote Task

Since the students purely remained in their houses while studying their SLMs there were overloaded remote tasks given to them that they can not focus on their studies. Multi-tasks were given to them which sometimes they left their modules unattended.

Learner 6: *"I can't focus on my study because of the many responsibilities given to me both in church and at home."*
Learner 8: *"Sometimes I tend to quit because I can't cope with my studies because of so many household chores that I could answer the activities in my modules."*
Learner 11: *"I can't manage my time because there is a lot of homework and a lot of obligations at my house."*

Sub-theme 4: Mental Health Problems.

Faced with the closure of classes young people have been left vulnerable to social isolation and disconnectedness from social isolation which had fuel feelings of anxiety and loneliness.

Learner 8: *"There are lots of difficulties and challenges that I encountered having hard times in*

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socializing, mental issues such as anxiety attacks caused by frustration and overthinking."

Learner 10: *"Sang pandemic wala face to face I experienced breakdown, anxiety, sleepless nights."*

Learner 11: *"Its hard during pandemic and I always experienced tiring days."*

Theme 4: Realization to One self.

Modular Distance Learning is very hard for the students because there is no teacher to facilitate the teaching learning process. The learners face many problems along the way but they can't afford schooling since the DepEd had decided to still continue the conduct of classes using different modalities the parents and learners had chosen. The learners had a lot of realization in line with their experiences. The following sub-themes were: (1) The importance of face to face (2) The parents support on their education (3) Time management (4) The importance of teachers in teaching difficult subjects.

Sub-theme 1: The importance of face to face

There was no mode of teaching that can replace the face to face class may it be online, modular, or blended learning. The student can access more information and get richer understanding through a teacher.

Learner 4 : *"Its not easy to be a student during a distance learning or during the pandemic and I'm happy to hear the face to face is back."*

Learner 6: *"I can't focus with my studies in face to face classes that I can really focus and catch up in my study."* This simply means that the learner finds difficulty in modular learning.

Sub-Theme 2: The parents support them in modular learning.

Parents' support was really important in educating the children. Children can do well in school and have better social and emotional development.

Learner 2: *"With regards to study habits and parental support everything is okay."* Parental support is very important with regard to study habits.

Learner 11: *"With regards to my study family support they are for me cheering me up."*

Sub-Theme 3: Time management.

Managing time effectively enables students to become more confident, efficient, and effective in handling different subjects as well as taking tests.

Learner 4: *"Every time there's a module, I make a time management to balance my time."*

Learner 2: *"I answered my module at a given time In spite there are many household chores."*

Sub-theme 4: The importance of teachers in teaching difficult subjects.

There is no person who could replace a teacher in the delivery of learning. Teacher presence in the classroom is very essential.

Learner 5: Some of the learners are difficult to understand there is no teacher that can explain.

Discussion

The Modular Distance Learning Delivery had been a difficult journey for learners during the pandemic. First: Uncomfortable Learning Space The participants encountered uncomfortable learning spaces at home. A lot of distractions outside and inside the learning environment that they cannot focus on their study. The learners tend to divert to social media because they got bored while studying. They have a small learning space in their house and this contributes to the hardships they had encountered. This will lead the teachers in finding ways to make their classroom a conducive place for studying. Second: Poor Time management and lack of parental/guardian support. This indicates that time management and the support of parents are very important in the study of learners. Based on the narratives of the learners there were a lot of responsibilities given to them while they were studying. Another was a financial problem when they get and returned their modules. They were late in the submission of their performance tasks and activities because transportation was very expensive during the pandemic. There were difficult questions in the modules that they found hard in answering. It means that some of the questions were not at the comprehension level of the learners. Home learning facilitators played important role in modular distance learning. However, they lack knowledge of the different lessons, and they were not trained in this kind of task. Thus, they find it difficult to assist the learners. Educational background of the parents. Another problem was the lack of resources in their study place. Learning resources played an important part in modular learning because reading materials can assist learners when they encounter difficult lessons. Third students encountered many challenges that came along the way while they had their Modular Distance Learning. These include a lack of learning

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resources, poor internet connectivity, overloaded remote tasks, and mental health problems. Despite these challenges, the learners did not stop their studies. They tried to adjust so that they can continue their studies. Lastly, self-realization the learners had a lot of realization in line with their experiences. These were the importance of face-to-face, the parent's support of their education, time management, and the importance of teachers in teaching difficult subjects. These realization had help the learners self- motivated to continue education through modular distance learning.

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