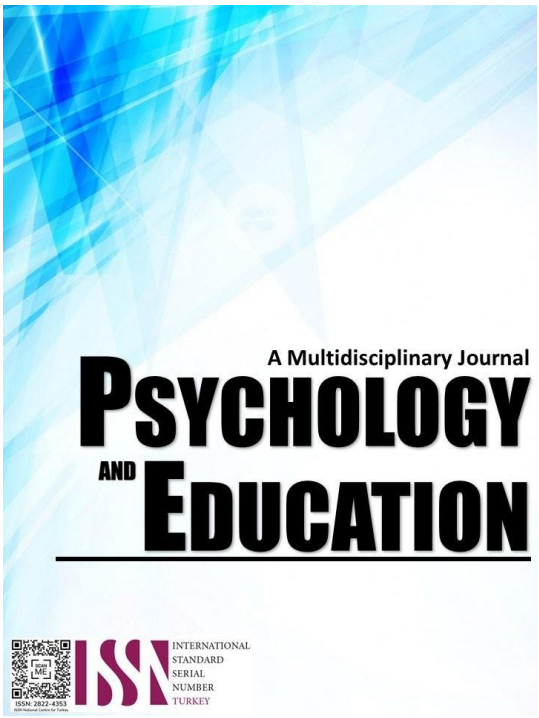
ASSESSMENT OF LEARNING ATTITUDE IN THE UTILIZATION OF SELF-LEARNING MODULE DURING SUSPENSION OF FACE-TO-FACE CLASSES IN PALIMBANG NATIONAL HIGH SCHOOL



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Research Article

Assessment of Learning Attitude in the Utilization of Self-Learning Module During Suspension of Face-To-Face Classes in Palimbang National High School

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Abstract

This study investigated the learning attitudes of Grade 10 learners at Palimbang National High School toward the use of self-learning modules during periods of suspended face-to-face classes. Utilizing a descriptive-quantitative design, the research compared learners' attitudes during the first quarter—without class interruptions—and the second quarter—marked by disruptions due to natural disasters, elections, and other institutional activities. Data was collected through survey questionnaires, key informant interviews, and focus group discussions. Quantitative findings revealed that while learners demonstrated a high level of learning attitude in both quarters, their attitude significantly declined in the second quarter, as confirmed by the Mann-Whitney U-test ($p < 0.05$). Qualitative data highlighted the role of parental support and online resources in enhancing learning, as well as challenges such as comprehension difficulties and the need for teacher guidance. The study underscores the importance of contextual support in modular distance learning and proposes a policy framework aimed at strengthening learner engagement and support systems during emergencies.

Keywords: *learning attitude, self-learning modules, modular distance learning, class suspension, educational policy framework*

Introduction

Measuring understanding is a multidimensional process and educators employ a variety of assessment approaches to gauge the depth of a learner's knowledge. It is essential to foster learner growth, guiding instructional practices, and continuously improving educational experience. In times of emergencies and natural calamities, learning is crucial.

Assessing learning attitude is imperative for understanding how learners acquire knowledge. Attitude encompasses thoughts, emotions, beliefs, and judgments, reflecting either approval or disapproval of something. In psychological terms, attitude denotes feelings, convictions, and actions directed toward a specific object, individual concept, or occurrence. Attitudes wield significant sway over behavior. Although attitudes tend to be stable, they are also susceptible to transformation (Cherry, 2021).

In response to the varying educational conditions and the growing demand for a versatile learning solution, self-learning modules have become a significant and transformative approach. Learners can take control of their educational pursuits with a self-learning module, which provides a unique learning experience. A self-learning module is a self-directed educational tool that allows learners to spend time learning at their own pace. This learning method yields a level of self-reliance that accommodates a variety of learning preferences, making it a valuable asset in contexts such as remote learning (Meniano, 2022).

The use of self-learning modules represents a progressive shift toward learner-centric approaches. However, despite the evident advantages of self-directed learning, it is vital to extensively assess the gaps in its utilization. These gaps could range from technological limitations and accessibility issues to variations in learners' self-motivation and engagement levels. By investigating the gaps, this study aims to pave the way for a more inclusive, effective, and universally accessible educational landscape.

The findings of this study will aid educators, instructional designers, and policymakers in refining methodologies to harness the full potential of self-directed learning and maximizing self-learning modules strategies for a more successful learning experience (Gueta, 2021).

This study assessed how learners use the self-learning modules during local and national emergencies that shift the learning paradigm during the second quarter of the school year 2023-2024. This study examined the learners' learning attitude based on their learning experiences between the first quarter period when no face-to-face classes were suspended and the second quarter period when face-to-face classes were suspended due to natural calamities such as earthquakes and other instances such as Barangay and Sangguniang Kabataan Elections, which resulted in learners using self-learning modules as an alternative mode of learning.

This study enhances policy framework regarding utilizing self-learning modules during emergencies, natural disasters, and other situations that may result in schools suspending face-to-face classes. Policymakers may design more relevant and learner-centered modules to give learners a more meaningful learning experience.

When classes were suspended, Palimbang National High School learners experienced serious problems utilizing self-learning modules. These problems included learners needing to be more active in accomplishing the learning activity sheets, lack of parental support, and inability to access resources online due to limited gadgets available.

Research Questions

The study determined the learning attitude of grade 10 learners in the utilization of self-learning modules during suspension of face-to-face classes in Palimbang National High School. Specifically, it sought answers to the following questions:

1. What was the level of learning attitude of grade 10 learners in quarter 1 without face-to-face class interruptions?
2. What was the level of learning attitude of grade 10 learners in quarter 2 with face-to-face class interruptions?
3. Was there a significant difference between the learning attitudes of grade 10 learners in quarter 1 and quarter 2?
4. How did learners describe their learning experiences when utilizing self-learning modules?
5. What policy framework may be proposed for the implementation of self-learning modules?

Methodology

Research Design

During the time that classroom instructions were suspended at Palimbang National High School, the research utilized a descriptive-quantitative methodology in order to accomplish the goal of defining the learners' learning attitude through the utilization of self-learning modules.

Eggen and Kauchak (2020) stated that descriptive quantitative design is an approach that utilizes techniques such as tests, surveys, interviews, and observation in order to characterize the status of phenomena or situations. As an additional point of interest, Gravetter and Forzano (2018) stated that surveys are regarded to be descriptive research. When it comes to survey research, it is common practice to include a description of a certain group of individuals.

The purpose of the quantitative study, as stated by Creswell (2003), is to conduct an analysis of anything that can be measured. The use of numbers in a methodical manner to uncover correlations between data variables and the testing of a variable to either confirm or disprove a control or phenomena are the means by which this objective is accomplished.

Respondents

The participants of the study were junior high school learners in grade 10. The study was undertaken at Palimbang National High School in the School Year 2023-2024 with a sample of 242 learners from five sections. The sections chosen were Grades 10 - Aristotle, Einstein, Faraday, Newton, and Tesla. The study involved purposeful sampling. In purposeful sampling, the researcher chooses individuals and locations on purpose to learn about or understand the key phenomenon (Creswell, 2012).

Table 1. *Distribution of Respondents of the Study*

Grade & Section	*Number of Learners*	*KII Informants*	*FGD Participants*
Grade 10 - Aristotle	45	2	2
Grade 10 - Einstein	47	2	1
Grade 10 - Faraday	51	2	1
Grade 10 - Newton	51	1	1
Grade 10 - Tesla	48	1	1

The study was conducted at Palimbang National High School, one of the public secondary schools in Palimbang municipality in the Province of Sultan Kudarat. This large school has departments for Junior High and Senior High. As of School Year 2023-2024, Junior High School department has 43 teachers teaching different subjects such as English, Filipino, Mathematics, Science, Araling Panlipunan, MAPEH, ESP, and TLE with 1,014 learners from grade 7 to grade 10. As for the Senior High School department, it has 12 teaching forces with 606 learners. Palimbang National High School is situated at Sittio Waling, Barangay Poblacion, Palimbang, Sultan Kudarat.

Instrument

The study used the survey technique by using a validated researcher-made questionnaire, key informant interview questions, and focus group discussion questions. The research-made questionnaire has the 10-item questions about the learning attitude of the learners between actual face-to-face classes and during the suspension of face-to-face classes with the use of self-learning modules. The researcher-made questionnaire was evaluated by a guidance counselor and public school district supervisors for contents validation. Then, pilot testing was done to 25 randomly chosen grade 10 learners through reliability test to ensure the internal consistency of the research instrument. A 4-point Likert scale was used in the study so that respondents' answers would be more assertive to assess the learning attitude of the learners without suspension of face-to-face classes and during suspension of face-to-face classes using self-learning modules.

In addition, the researcher utilized the questions from the key informant interview as well as the questions from the focus group discussion (FGD) in order to evaluate the learners' attitudes toward learning. In addition, the questions that were asked during the interview with the key informant as well as the questions that were asked during the focus group discussion were examined by three (3) Public School District Supervisors (PSDS) to confirm that they were valid.

Procedure

Before the conduct of the study, the researcher secured a letter requesting permission from the Schools Division Superintendent of the Schools Division Office of Sultan Kudarat, school principal of Palimbang National High School, and classroom advisers for the learners' participation in the study. After the permission, the researcher explained the objectives of the study to the respondents, instructed them on how to answer the questionnaire honestly, and give them enough time to complete the 10-item closed-ended questions for part I of the questionnaire. After the given time, the questionnaire was retrieved from the respondents to analyze the data quantitatively.

The researcher ensured some ethical considerations made to protect respondents' rights. Respondent information was anonymous, which means that no personal information such as name, address, contact information, age, or sex was collected to safeguard and secure the privacy of their data.

The questionnaire, which consists of closed-ended 10-item questions about the learners' learning attitude between actual face-to-face classes and during suspension of face-to-face classes using self-learning modules, was used as a data collection instrument by the researcher. Additionally, the researcher collected data through 5-item key informant interview questions and focus group discussion questions. Face-to-face interviews and group discussions were conducted concerning learning experiences of the learners in the utilization of self-learning modules during suspension of face-to-face classes.

Data Analysis

To determine the level of learning attitude of grade 10 learners in quarter 1 without face-to-face class interruptions, weighted mean was used. To determine the level of learning attitude of grade 10 learners in quarter 2 with face-to-face class interruptions, weighted mean was also used. For the purpose of determining whether or not the data that were collected were nearly normally distributed, a test for normality known as the Kolmogorov-Smirnov Test was utilized.

A nonparametric test known as the Mann-Whitney U-Test was utilized in order to determine whether or not there is a significant difference between the level of learning attitudes of grade 10 learners during the first quarter (when there were no interruptions to face-to-face classes) and the second quarter (when there were interruptions to face-to-face classes). This was done because the data sets came out to be not normally distributed. At the 0.05 threshold of significance, each and every test was carried out. The replies of the informants were categorized into themes through the use of thematic analysis during the qualitative phase. This was done in order to determine how the learners characterize their learning experiences in relation to the difficulties that they encountered when utilizing the self-learning module. The method developed by Colaizzi, known as Quirkos, was utilized as a key source of coding in order to consolidate data analysis. Data collection and organization are two areas in which the software proves to be useful (Charmaz & Bryant, 2010).

Quirkos is a qualitative data analysis software that is straightforward and easy to use, and it is designed for working with text data. A graphical user interface is provided for the purpose of coding, analyzing, and exploring unstructured text data. In order to draw connections and gain a better understanding of the data obtained from surveys, interviews, focus groups, literature, and policy, qualitative researchers make use of this tool.

By providing researchers with the tools necessary to tag and code qualitative text data in a manner that is both more engaging and intuitive, Quirkos is a software that is designed for qualitative data analysis.

Ethical Considerations

Ethical considerations served as the study's guiding course in the quest for academic achievement. The researcher recognized the importance of scholarly responsibility; every effort was made to adhere to ethical norms throughout the research process. Respect for participants' rights and dignity had been crucial, with informed consent and confidentiality as fundamental cornerstones. A thorough effort was made to ensure the study's integrity. The researcher prioritized confidentiality by preserving sensitive information to avoid unexpected consequences. Treating diverse groups of learners with respect is essential, encouraging inclusivity and preventing prejudice.

Results and Discussion

This section deals with the results, analyses, and interpretations of the data gathered to answer the research problems. The results are presented in the succeeding tables with corresponding discussions and explanations. It also answers specific difficulties stated in the previous chapter.

Quarter 1 Learning Attitude

The study reveals that learners had varying responses to the self-learning modules during face-to-face class interruptions. While some learners showed enthusiasm and adaptability towards the modular distance learning, others found it challenging without the structure of traditional classroom settings. Learners' attitudes and performance during suspension of classes were greatly influenced by factors such as access to resources, individual learning styles, and support systems.

Table 2 shows that the overall mean of the learners' learning attitude in quarter 1 without face-to-face class interruptions was high with the overall mean rating of 3.27. As evaluated by the learners, the highest two shown on the table were: the learners preferred face-to-face classes (M=3.52), where they feel more comfortable and learn more efficiently in a familiar, traditional classroom setting. They can connect, problem-solve, and network with other learners from diverse backgrounds. This was described as very high level. Similarly, learners preferred face-to-face classes because they can learn new things (M=3.51) and better understand through stories and real-world examples from their teachers and peers. Completing their lessons in a classroom situation increases their chances of success. This was described also as very high level.

The face-to-face classroom sessions is a teaching style that offers benefits not available in the other learning environment. It is possible to create student learning success by paying attention to and adapting the teaching technique to the student's preferences (Anggrawan, 2021).

Face-to-face learning was chosen by 83 percent of learners, according to the findings of a study conducted by Hasanah (2022). Students showed more positive responses toward face-to-face learning even though they acknowledged the benefits that other distance learning provides.

On the other hand, the two lowest means on the learning attitude of grade 10 learners during quarter 1 were, learners believe that attending face-to-face classes is more effective in achieving good grades (M=3.09), described as high level. They believe that attending classes helps them perform better, especially in terms of getting good grades, since attendance and lectures by teachers have been found to impact their performance positively. Learners also believe they perform better on tests during face-to-face classes (M=3.11), described as high level. Attending classes in person is beneficial as it helps them perform better on quizzes and quarterly assessments. They also found that active learning activities helped them understand the content and perform better.

Senn (2008) affirmed that in the face-to-face class, the teacher frequently interrupted sessions upon observing numerous learners encountering comparable difficulty with specific tasks. The teacher, after that, delivered supplementary guidance that facilitated the solution of particular learners' challenges and averted the occurrence of comparable difficulties for other learners.

According to Senn (2008), some learners prefer direct interaction with a teacher and their classmates. These learners exhibit superior performance, possess elevated perspectives of the lessons, and favor the benefits offered by in-person training.

Furthermore, grade 10 learners in Palimbang National High School gained significant knowledge during the first quarter without any face-to-face class interruptions. This suggests that the learners were receptive and engaged during their face-to-face classes despite the challenges posed by the shift to modular distance learning. The statistical data indicates a positive trend in the learners' adaptability and willingness to learn new things during face-to-face classes.

Table 2. *Level of Learning Attitude of Grade 10 Learners in Quarter 1 Without Face-to-Face Class Interruptions*

Quarter 1 Learning Attitude	*Mean*	*Description*
I prefer face-to-face classes because I can learn new things.	3.51	Very High Level
I believe I can receive excellent grades during face-to-face classes.	3.09	High Level
I can understand the most difficult lessons presented during face-to-face classes.	3.13	High Level
When I take a test, I can get good scores during face-to-face classes.	3.11	High Level
I am very interested learning in face-to-face classes.	3.52	Very High Level
Overall Mean	3.27	High Level

Legend: 1.00-1.49 – Very Low 1.50-2.49 – Low 2.50-3.49 – High 3.49-4.50 - Very High

Quarter 2 Learning Attitude

Table 3 presents the overall mean of the learning attitude of grade 10 leaners who experienced interruptions in face-to-face classes in quarter 2, it has an overall mean rating of 2.97 and described as high level.

Table 3. *Level of Learning Attitude of Grade 10 Learners in Quarter 2 With Face-to-Face Class Interruption*

Quarter 2 Learning Attitude	*Mean*	*Description*
When I study using self-learning module, I often miss important points of the lessons.	3.03	Very High Level
I often feel so lazy or bored and find it hard when I study using self-learning module.	2.97	High Level
I often find myself questioning things I read in self-learning module.	3.02	High Level
I always have trouble learning using self-learning module.	2.91	High Level
I make lower grades using self-learning module.	2.90	High Level
Overall Mean	2.97	High Level

Legend: 1.00-1.49 – Very Low 1.50-2.49 – Low 2.50-3.49 – High 3.49-4.50 - Very High

The highest two in the learning attitude of grade 10 learners during suspension of face-to-face classes and using self-learning modules were: learners using self-learning modules often miss important points in the lesson (M=3.03), described as very high level. This is a common challenge faced by learners using self-learning modules. The learners require assistance to obtain a quality education, which may have been impacted due to the suspension of classes. Learning on their own can be challenging and complex. It can be easier to absorb new information with guidance or someone to empathize with when the lessons become too complicated. Similarly, learners often find themselves questioning things they read in self-learning module (M=3.02), described as high level. Mathematics and Science

subjects are particularly challenging as most math problems are complex and require detailed explanations for proper comprehension. Problem-solving requires computation and the ability to understand and analyze the problem.

In relation to this results, Gueta (2021) pointed out that ensuring the quality of education is the most crucial issue during the suspension of face-to-face classes. Teachers have had to reconsider teaching methods when involving learners in self-learning modules. The essential element of interaction has been compromised. Teachers can no longer dynamically ask learners questions. Teachers have become unable to accurately assess learners' engagement levels and motivation, which are crucial factors in the learning process. Learners with lower abilities are prone to encountering difficulties. Certain subjects, such as Araling Panlipunan, have extensive readings that prove challenging for many learners to comprehend.

The majority of learners are unable to independently answer all of their modules, so they greatly require the support of others. However, what if the individuals they rely heavily on do not possess the sufficient expertise that they were anticipating them to possess? This scenario bears resemblance to the research conducted by Dangle & Sumaoang (2021), which found that a majority of students are unable to complete their modules independently, thus need external support.

On the other hand, the lowest two means based on the table implies that grade 10 learners who make lower grades using self-learning module is high (M=2.90). The approach involves self-learning modules, which allow learners to learn independently at their own pace. Yet, Modular Distance Learning can lead to academic dishonesty among learners (Bautista & Pentang, 2022) and may cause demotivation (Bordeos, 2021).

Modular Distance Learning prioritizes learning outcomes, and its efficacy is contingent upon the capacity to establish a connection between learner performance and lessons in the modules with the desired outcomes (Friestad-Tate et al., 2014). Considering the substantial correlation between attitude and performance (Ibañez & Pentang, 2021; Pekrun et al., 2017), the implementation of Modular Distance Learning through self-learning modules could potentially have a detrimental effect on learners' attitude, which in turn may directly affect their performance.

Similarly, learners often feel so lazy or bored and find it hard when they study using self-learning modules (M=2.97), it was described as high level. The learners exhibit a relatively moderate attitude towards self-learning modules. This indicates that the learners have a negative attitude towards spending time on reading and comprehending the discussion and examples, efficiently completing the assignments and exercises, and recognizing the module as a valuable source of knowledge. In addition, Bordeos (2021) documented that learners in the Philippines exhibited a negative disposition towards the utilization of self-learning modules. The learners' attitude could change, necessitating intervention from their parents and teachers.

Although the attitude towards self-learning modules is slightly lower than the average, it is still a valuable educational tool. The interpretation shows that learners engage well with the self-learning modules, proving it an effective way to gain knowledge amidst class suspensions.

Additionally, the data further supports the efficacy of self-learning modules in gaining knowledge especially when face-to-face classes are suspended. Despite differences in attitudes and experiences, learners generally perceive self-learning modules as a viable alternative to traditional classroom instruction. This perception is reinforced by self-learning modules offering opportunities for personalized and flexible learning experiences, catering to various learner preferences and needs while promoting academic continuity during class suspensions.

Furthermore, Loría and Espinosa (2023) provide valuable information about how teacher-evaluators rate self-learning modules. The study offers insights into the perspectives and reports of teachers regarding the implementation of these instructional materials. Their findings may provide valuable background and other perspectives to the discussion on learners' attitudes towards self-learning modules during the asynchronous classes. By considering the perspectives of teacher-evaluators and learner attitudes, we can gain a more thorough understanding of the effectiveness and difficulties of self-learning in distant educational settings.

Difference between Learning Attitudes of Grade 10 Learners in Quarter 1 and Quarter 2

Table 4 shows a significant difference in the learning gained by grade 10 learners in Palimbang National High School between Quarter 1 and Quarter 2. The mean rank for Quarter 1 (M=27) was substantially higher than for Quarter 2 (M=199.66), as confirmed by the Mann-Whitney U-test with a p-value of 0.0000, which suggests statistical significance. This implies that during the suspension of face-to-face classes, there was a shift in student attitudes towards self-learning modules, with Quarter 1 displaying a higher learning attitude than Quarter 2. These findings highlight the dynamic nature of learners' engagement and exposure to modular distance learning.

Table 4. *Difference Between the Learning Attitudes of Grade 10 Learners in Quarter 1 and Quarter 2*

Quarter	*WM*	*Mean Ranks*	*Mann-Whitney U*	*p-value*	*Remark*
1	3.28	285.34	18914	0.0000	Significant
2	2.97	199.66			

**Tested at 0.05 level of significance*

Since the p-value is less than 0.05, there is a significant difference between the learning attitude of grade 10 learners during quarter 1 without face-to-face class interruptions and quarter 2 with face-to-face class interruptions. This significant difference between Quarter 1 and Quarter 2 underscores the importance of examining progressive variations in learners' attitudes towards self-learning. While Quarter 1 reflects a better degree of learning attitude, the relatively decreased mean rank in Quarter 2 indicates fluctuations in learners' motivation, engagement, or external factors impacting their learning levels. This highlights the need for ongoing assessment and the implementation of class strategies to address the evolving needs of learners and optimize results.

Gumera and Ancog (2023) provide significant insights on the perspectives, obstacles, and coping strategies of mathematics teachers when implementing restricted face-to-face teaching. This information can help us better understand the variations in learners' attitudes towards learning across two quarters. By acknowledging the difficulties faced by teachers and learners in remote settings, teachers can gain a deeper understanding of the elements that impact learners' attitudes towards self-learning modules. With this understanding, teachers can then adapt their teaching approaches to promote long-lasting engagement and academic achievement.

Participants' Description of their Learning Experiences in Utilizing Self-Learning Modules

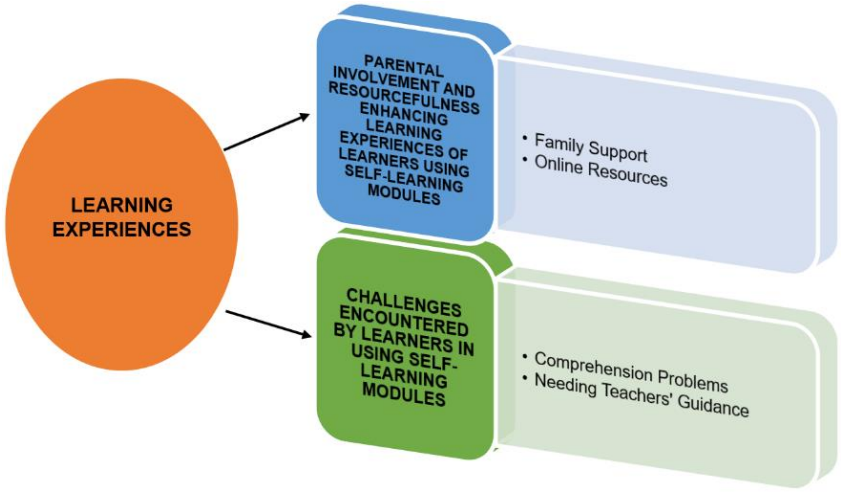

Figure 1. *Emerging Themes on the Learning Experiences of Grade 10 Learners in Utilizing Self-Learning Modules*

Figure 1 focuses on interviews and group discussions with grade 10 learners in Palimbang National High School and how they describe the learning experiences in utilizing self-learning modules during suspension of face-to-face classes. It represents the various codes from the thematic analysis of the data during interviews and group discussions. The themes that emerged from the code categories include the involvement of family members' support and various online materials enhance the learning experiences of learners when using self-learning modules and the challenges encountered by learners in utilizing self-learning modules.

Main Theme 1. The parental involvement and resourcefulness enhancing learning experiences using self-learning modules.

Family Support. During the suspension of face-to-face classes, learners who used self-learning modules were always supported by their family members. Parents helped their children with the lessons in the modules; they provided opinions and explanations for words that the learners needed help understanding. Also, learners asked their parents and siblings for help, particularly with tough subjects such as mathematics and science.

Parents provided a quiet place for their children to study and often took care of household chores to minimize distractions. Siblings provided advice on tackling subjects, suggesting that learners start with easier topics before moving on to harder ones. The support of family members was indispensable in helping learners focus without being disturbed, which can often be frustrating and confusing. Parents, siblings, and even cousins were helpful during modular distance learning, helping learners keep track of time and stay focused.

Within simple terms, family involvement and support, which cover the technical and interpersonal dimensions, are critical in molding an extensive schooling for children, establishing an environment in which they can thrive intellectually, emotionally, and socially (Arzaga, 2023). As the participants shared,

"Nong suspended po yong class sir is there's only one-person na tumutulong po sa akin, that is my mother because I asked her for help by asking her about her opinion about the module and kung naintindihan nya ba yong mga nandon sa module. Gina-asked ko po yong mga opinion nya. Tinatanong ko kung ano yong sagot niya, ano yong opinion niya about don sa topic. hindi nakapag-tapos si mother kaya idea lang nya sinasagot niya". (When the classes were suspended, my mother was the only person who helped me. I asked her for assistance by discussing the module and checking if she understood the lessons. I asked for her opinions on the topics covered. Since my mother did not finish college, she only provided her own perspective on the matter). [KII, P1]

"Meron din naman akong other ways para matutunan ko yong sa module, pwede din ako magtanong sa parents. Yes, sometimes yong parents natin busy but meron naman din silang ilalaan na oras in case na alam nila na hindi mo na talaga kaya sir. Sa akin po kasi as my mother is a teacher, nagaiyak din po ako sa kanya kasi lalo na yong math sir mahirap talaga siya as in so hindi mo siya kayang i-youtube mahirap pa din siya gawin don sa mga problem solving. Tinatanong ko din tita ko na teacher din kung paano yon siya i-solve, so para sakanya alam niya na nahihirapan ako as a student and alam niya po kung saan siya tutulong sa akin, alam niya yong time para sa akin". (I have another way to learn the module: to ask my parents. Although they can be busy, they are willing to spare some time if they know I am struggling with the modules. My mother is a teacher, and I seek her help with math. Math is a tricky subject, and it takes work to find solutions on YouTube. Problem-solving can be challenging, so I also ask my aunt, who is a teacher, for help. She knows I am struggling and reminds me to come to her for tutorials). [FGD, P2]

"Nagtatanong din sir. Nagtatanong din kung di ko alam yong mga word. Ginaturo nila sa akin kung paano gawin. Ginabigyan nila ako ng example then yon ang sinusunod ko. High school gradute lang si tatay pero may alam din sya". (If I come across unfamiliar words while answering modules, my parents and siblings teach me how to respond by giving me examples to follow. Despite my father only being a high school graduate, he still has knowledge that he can share with me). [KII, P4]

"Gina-assist po ako sir nila papa ko sa pamamagitan na hindi nila ako ini-isturbo kung naga answer na po ako ng module kasi ayaw ko ma-stress kasi pag ako na-stress hindi talaga ako naga work. Naiinis ako kapag ini-isturbo ako kapag naga answer ako kasi malito na ako kasi hindi ko na alam ano gagawin ko. Then if hindi ko na alam, naga-tanong ako sa ate ko kasi mahirap talaga intindihan kapag self-learning ka lang. Then sinasabihan ako ng mama ko na wag ako isturbuhin kasi naga focus ako sa ina-answeran ko sa module para hindi ako ma-distract". (I am fortunate to have my father's support as I work on my modules. We have come to an agreement that respects my need for uninterrupted focus. As someone who struggles with stress, I know that interruptions can be a significant source of frustration and confusion. Thankfully, I have a reliable source of help in my sister, who is always ready to lend a hand when I get stuck. With my mother's wise advice to avoid distractions and stay focused, I am optimistic that I can complete my modules without problems. Teaching myself can be challenging, but I am confident that I can achieve my goals with the right mindset and support system). [FGD, P4]

Online Resources. The learners used various online resources to improve their understanding of the modules' tasks. They relied on Google, YouTube, and mobile dictionary applications to find answers and research complex subjects. When encountering a problem, they turn to Google to find solutions. Google provided an English-Tagalog translator to facilitate quick translations. The learners also used Google to search for unknown vocabulary and terminology. If Google was inaccessible, they turned to alternative websites such as brainly.com. Additionally, they watched YouTube channels to learn about specific module lessons and how to answer questions correctly.

As technology evolves, continual refinement of self-learning modules is imperative, integrating user feedback, enhancing interactivity, and addressing accessibility concerns to maximize their educational impact.

In essence, the effectiveness of self-learning modules hinges on a delicate balance between technological integration, pedagogical adaptability, and a holistic approach that considers the socio-economic, cultural, and individual dynamics of the learning environment (Sadera, 2020). The verbatim accounts from the participants supported this. They said:

"Even if teachers are far-away sir is, there's ano naman sir, there's website like youtube. In youtube kasi sir, the teachers explain the topic that are in the module also. Then, tinitingnan ko po yon, yong module to understand what the topic is all about". (If the teachers are not physically present and are teaching remotely, you can refer to online resources such as YouTube. Many teachers upload video lectures that explain the concepts covered in the modules. By watching these tutorials while referring to the modules, you can better understand the subject matter. Additionally, you can also reach out to the subject teachers through messaging platforms like Messenger to clarify any doubts or queries you may have). [KII, P1]

"Ang ginagawa ko talaga sir is mag research, mag google, so yon po talaga pinaka basic na alam ko na paano maka proceed sa next modules. Without google kasi sir hindi po naming ma-understand ang exact knowledge po na kailangan naming makuha kasi po kahit meron pa pong magturo sa amin sir kung wala din po talagang google, mahirap po talaga makuha yong lesson. Kaya marami kami nakukuha sa brainly.com, at sa iba pa. kung hindi naman namin makuha sa google sir, to be honest pumupunta na po kami sa likod ng module which is sa answer key. Second option ko po yong answer key sir". (I researched on Google to discover the most important thing required to move on to the next modules. Google helps us understand the exact lesson we need to learn. If Google is unavailable, it becomes difficult to learn the lessons. In such cases, we can use websites like brainly.com to gain knowledge. If we cannot find the required information, we can refer to the answer key at the back of the module). [FGD, P1]

"Ang ginagawa ko is nanonood ako ng youtube kung paano sagutan kasi ibang school may mga teachers na may mga youtube channels". (What I do is watch YouTube to learn how to answer questions because other schools have teachers who use YouTube channels). [KII, P8]

"Gaya sabi nila, either sa parents or sa google. Pero sa akin kasi napaka busy ng parenst ko kaya sa brainly.com nalang ako. Minsan pag tinatamad na ako, sa answer key nalang ako diretso kahit na hindi naintindihan yong mga topics don sir". (Like they say, when in doubt, ask your parents or Google. Though my parents are often busy, I sometimes resort to brainly.com when I'm feeling lazy. I

confess that I occasionally jump straight to the answer key without fully comprehending the lessons in the modules). [FGD, P5]

Main Theme 2. Challenges encountered by learners in using self-learning modules.

Comprehension Problems. The self-learning modules proved challenging for learners during the suspension of face-to-face classes, particularly in major subjects like English, Science, and Mathematics. The learners required assistance in comprehending the words, sentences, and concepts presented in the modules. As the participants shared,

"My difficulties sir when I'm using a self-learning module is hard. It's hard sir without the teacher present, any student may struggle to understand the situation in the module sir especially math, English, and science. Mahina po talaga yong comprehension ko sir". (I am having a hard time when using a self-learning module. It can be easier to understand the lessons with a teacher present, especially when it comes to subjects like math, English, and science. My comprehension could be better, and I struggle to grasp the concepts on my own). [KII, P7]

"My difficulties when using the self-learning module is that I cannot understand the words sometimes when it is too hard to recognize or maybe it is my first time to see that words. Then, in home, I have a lot of things to do and sometimes I forget to answer my modules and I have this problem that if I read too much or too long, I can feel this problem sir yong mahilo ako masyado lalo pag nakahiga ako nagbabasa. Kaya nahirapan din ako sa modules". (I have been facing some difficulties while using the self-learning module. Sometimes, the words are too hard to recognize, or it could be my first time seeing them, making it difficult to understand. Also, when I am at home, I have many tasks to complete, and I need to remember to answer my modules. Additionally, I have noticed that if I read for too long, my eyes start to feel dizzy, especially when lying down. These combined factors have made keeping up with the modules quite challenging). [KII, P2]

"My difficulties sa modules is mahirap intindihin sir yong mga topic don sa modules. Wala kasi teacher naga-explain non eh". (My difficulty when using a self-learning module when face-to-face classes are suspended is that I need help understanding the lesson or topic in the module. I need a teacher to explain it to me). [KII, P5]

"The difficulties that I experienced nong suspension ng klase tapos nag module lang kami is hindi ko maintindihan yong mga English discussion and math". (I experienced difficulties when the face-to-face classes were suspended because I could not understand English grammar and math). [KII, P6]

Needing Teachers' Guidance. The learners find it challenging to keep up with modules and learn independently, as they often need help understanding concepts and solving problems. Teachers provide valuable knowledge and insights, making learning more effective. They are especially important in difficult subjects like science and math. However, it is challenging to understand complex subjects, especially math, without a teacher's guidance. The delay in teacher responses, even with Group Chats or GCs, makes progress difficult, and sometimes teachers reply late at night which making it difficult to work on the modules.

Educators play a crucial role in providing explicit guidance on navigating self-learning modules, ensuring that learners can effectively utilize the platform's features for optimal learning outcomes. Clear communication of learning objectives, expectations, and assessment criteria becomes paramount in the absence of immediate face-to-face interaction. Another pillar of teacher support is the delivery of promptly provided constructive criticism on learner progress, which facilitates a continual cycle of feedback that supports in the improvement of instructional methods and the recognition of topics that require more emphasis (Umil, 2020). The verbatim accounts from participants supported this. They said:

"Sa akin din po is struggle and minsan po kapag meron po kasing stock knowledge sa sarili mo is mas mahirap pa din po. May differences din po talaga pag merong teacher na gumagabay at tumutulong sa inyo. Magkaiba din kapag sa self mo lang kasi kapag self lang po hanggang saan lang yong kaya mo, yon lang din yong masasagot mo. Example sa mga major subjects, so mga major subjects we need teacher talaga na mag guide sa atin at para mas ma learn mo siya ng mas madali. Kapag self-knowledge lang, hindi mo siya maintindihan lalo na pag science or math kasi yon din talaga yong most difficult subjects. So without teacher, we cannot learn kapag basahin mo lang siya kaagad wala siyang time management like for example sa isang module kailangan matapos mo itong basahin dapat ganun, hindi mo ito kayang basahin po in one day, hindi mo siya kayang ma-learn kasi kailangan natin ng process, kelangan ng utak natin ang process". (It can be challenging for me to learn certain subjects, especially without the guidance of a teacher. While I have some knowledge, there are times when I need someone to help me understand the module better. For example, in difficult subjects like science or math, it is important to have a teacher to guide me through the learning process. With a teacher, managing my time effectively and learning steadily is easier. Just reading information is insufficient - we need a process to help our brains understand the module). [FGD. P2]

"To be honest sir wala man din. minsan kahit na may mga GC kami tapos if nagtatanong kami sa mga teachers namin doon sa GC if may activities na kailangan sagutan, matagal din mag reply mga teachers. So, nakakawalang gana din magsagot sa module kasi pag may tanong ka na kailangan mo ng kasagutan from teachers, hindi rin sila agad agad nakakareply. Minsan gabi na sila nakakareply. late na masyado sir". (Even though we have GCs, sometimes it takes a long time for our teachers to respond to our questions regarding the activities that need to be answered. This is frustrating because we can only solve the module once questions are answered, and the delayed response from the teachers makes it harder for us to progress. Sometimes, they reply late at night, which is too late for us to

work on the module). [FGD, P6]

"The experience that I have is the struggle, hindi mo kasi talaga makaya yong pagsabayin yong mga modules sir na ma-cope ng isang student without teachers kasi sir iba talaga yong learnings talaga yong makuha mo sa teachers kaysa ikaw lang talaga yong mag-intindi sa isang module. Tapos sir mas mahirap pa talaga pagdistribute ng modules kasi sabay-sabay which is ang first is mathematics. Ang struggles kasi na makuha mo don sa mga subjects lalo ma sa mathematics is hindi mo talaga maintindihan yong lesson in one day lang. Kelangan mo talaga mag take ng time, few weeks to understand the questions. So ang masasabi ko lang the difference between self-learning module and teachers, is marami ka talaga makukuha sa with teachers compared sa without teacher". (My experience is challenging as I need help to keep up with all the modules. While it is good that students can learn independently, the knowledge and insights you get from teachers are invaluable and quite different from what you can learn independently. Moreover, managing all the modules simultaneously is hard, especially in mathematics. I often need help understanding the concepts and solving the problems quickly, and it usually takes me weeks to grasp them entirely. Therefore, having a teacher is essential as they can provide better guidance and help you learn more effectively). [FGD, P1]

"Lahat nong sinabi nila is tama. Yon yong pinaka struggle nating lahat lalo na yong mahirapan ka magsagot sa mga major subjects especially sa math kasi kahit anong research mo, anong tingin mo sa youtube kahit manood ka pa ng ilang hours, kahit buong araw pa yan hindi mo agad siya maiintindihan kasi major subject siya so kelangan talaga ng teacher na magtuturo don. Sa atin kasi, unang-una problema natin is katamaran lalo na sa mismong kwarto ka magsagot ng mga modlues mo. Magsasagot ka ng module sa kama mo, imbes na magsagot ka ng module is matutulog ka nalang so wala ka na ring magagawa". (I understand that everything they said is correct. Many of us need help with answering complex subjects, particularly math. Even if we do extensive research, such as watching YouTube videos for hours or even a whole day, we might still need help understanding because it is a complex subject. This is why we need a teacher to guide us. Moreover, our module completion schedule can be challenging, especially when we try to answer it in our bedroom. Instead of focusing on the module, we might sleep and be unable to accomplish anything). [FGD, P4]

In conclusion, learners described their learning experiences when using self-learning modules with two main themes. The first theme highlighted the importance of family engagement and online sources in enhancing learners' experiences with self-learning modules. Participants noted that family support and online materials played a crucial role in helping them to fully engage with the modules. The second theme focused on the difficulties and challenges experienced by learners when using self-learning modules. Specifically, learners noted that they sometimes faced comprehension problems when trying to understand the content of the modules.

Figure 2. *Quirkos – Qualitative Data Analysis*

Figure 3. *A summary of Word Cloud generated from the Quirkos on the Utilization of Self-Learning Module During Suspension of Face-to-Face Classes*

Conclusions

The study examined the learning attitudes of Grade 10 learners at Palimbang National High School toward the use of self-learning modules during the suspension of face-to-face classes. The results showed that while learners generally responded positively and displayed adaptability to modular learning, they also faced considerable challenges during the transition. In Quarter 1, learners showed strong engagement in traditional classroom settings, and although their motivation remained high in Quarter 2, the shift to self-learning modules during emergencies introduced various obstacles. These included difficulties in reading comprehension, lack of direct teacher support, limited access to technology, feelings of isolation, and struggles with time management and motivation. Despite these challenges, the study confirmed the effectiveness of self-learning modules in maintaining learning continuity during disruptions.

To better support learners, the study proposed several recommendations aimed at improving the implementation of modular learning. These included enhancing access to technology and internet connectivity, providing ongoing teacher training, improving student support services, and developing monitoring and evaluation mechanisms. Additionally, there was a strong emphasis on the need for schools to address the emotional and social challenges learners face in remote learning environments. Supporting parental involvement and fostering collaboration among stakeholders were also highlighted as essential components for successful modular learning.

In conclusion, the findings underscored the resilience of learners in adapting to modular distance learning and the importance of responsive educational strategies. Educational institutions are encouraged to build a flexible and inclusive system that addresses learners' evolving needs, especially in times of crisis. Schools should invest in infrastructure, provide professional development for teachers, support learners' mental well-being, and promote digital literacy. Blended learning models and continuous innovation were suggested as ways to strengthen the learning experience. The study emphasizes that through strategic policy development and collaborative efforts, modular learning can become a sustainable and effective alternative during disruptions to traditional education.

Recommendations from the study include ten specific strategies to enhance the modular distance learning approach: (1) invest in technology infrastructure to improve access and equity, (2) prioritize learner support services for academic and emotional well-being, (3) encourage parental involvement, (4) provide continuous teacher training for digital instruction, (5) implement systems for monitoring and evaluation, (6) foster collaborative learning through group activities and discussions, (7) promote digital literacy skills among learners, (8) explore blended learning models to balance flexibility and interaction, (9) build a culture of innovation and adaptability, and (10) encourage further research and collaboration to refine and share effective practices. These measures aim to ensure that learners continue to thrive academically despite disruptions caused by emergencies and crises.

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