PROBLEMS ENCOUNTERED BY LEARNERS IN ACCOMPLISHING THEIR SELF-LEARNING MODULES
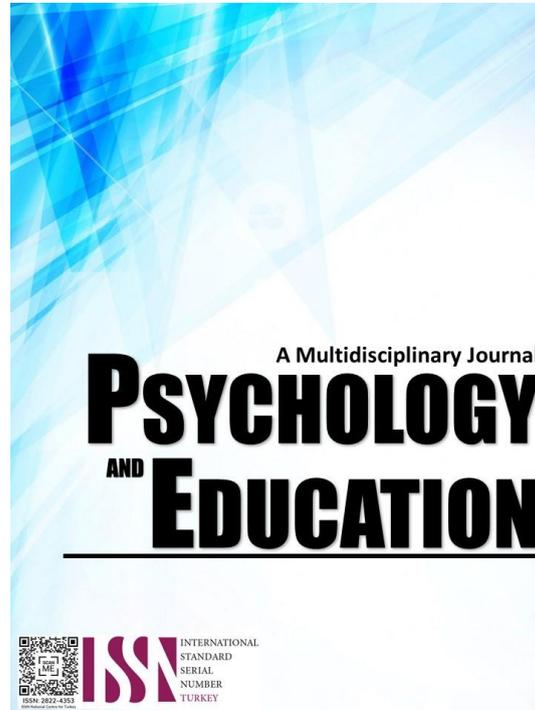

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Problems Encountered by Learners in Accomplishing Their Self-Learning Modules

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Abstract

Due to the COVID-19 epidemic, face-to-face learning between students and instructors has been halted throughout the institution. This epidemic has made it possible to implement modular distance learning as an instant response to ensure educational continuity. The Philippines is currently in the process of adjusting to the new normal form of education, and the success of this process depends on educators' ongoing innovations and the active participation of other stakeholders. The key purpose of this research was to find out the problems encountered by learners in accomplishing their self-learning modules in the implementation of Modular Distance Learning in Carol-an National High School (CNHS) during the School Year 2020-2021. Using a quantitative approach, the researcher conducted surveys to the 36 grade nine students to discover the issues that these learners encountered when accomplishing their self-learning modules. The data were interpreted and coded using frequency and percentage distribution. Findings showed that learners found it hard to understand the self-learning module in terms of instruction and content. In addition, they had difficulty accomplishing the self-learning modules in terms of activities. In conclusion, the study found that grade nine (9) students taking the modular distance learning modality have experienced the hard aspects of understanding and accomplishing the self- learning modules in terms of instruction, content, and activities. The results of this study could be used to improve the current educational programs and establish best practices for the use of modular distance learning.

Keywords: *distance learning, problems encountered, self-learning modules*

Introduction

In December 2019, a novel coronavirus illness known as COVID-19 initially surfaced at Huanan Seafood Market in Wuhan, China. Within a few months, the outbreak had spread to other parts of the world and was now considered a worldwide health emergency. As a result of the rapid spread of this disease, many individuals have been ill or have died. Widespread disruptions from the COVID-19 epidemic included travel bans, school closings, and a global economic downturn (UNESCO, 2020).

Due to this pandemic, distance learning has emerged as a new learning mode for all schools. The most common form of distance learning is modular learning. According to a Department of Education (DepEd) poll, learning through printed and digital modules emerged as the most desired distance learning mode among parents with children who are enrolled in this academic year. Hence, all public schools in the Philippines currently employ it (Bernardo, J. 2020). Distance learning is a method of delivering education in which students and teachers who are physically separated from one another interact to learn. There are three variations of this modality: TV/radio- based instruction, online distance learning, and modular distance learning (Quinones, 2020).

Carol-an National High School, under the Schools Division of Kabankalan City is located at the mountainous area of Brgy. Carol where few areas have cellular signal and limited internet connection with the aid of WIFI PISO VENDO. Because of the sociocultural condition of the place, the school adopted the Modular Distance Learning in order to continue and deliver quality education to the learners; however, the implementation of modular instruction fostered various challenges for teachers, students, and parents. The study of Dangle & Sumaoang (2020) showed that the main challenges that the students have encountered are self-studying, poor internet connection, lack of sleep and time to answer all the modules due to the great number of activities, distractions, and lack of focus. Moreover, it was found out that the students encountered problems and had a hard time answering the SLM's due to the lack of understanding of the instructions, contents and activities. Hence, it is evident that there are struggles associated with the use of modular distance learning. For that reason, the researcher wanted to pursue this study in order to determine the problems encountered by learners in accomplishing self-learning modules and find solutions to these difficulties This study could be used as the basis for the school to track how to improve the learnings that could increase the academic performance of the learners and also as a reference of the parents to aid and guide their children in developing their skills, and strengths and overcoming their weaknesses.

Research Questions

The key purpose of this study was to determine the problems encountered by learners in accomplishing their Self-Learning Modules. Specifically, it sought to answer the following questions:
1. What is the socioeconomic profile of the learners?
   1.1. Sex
   1.2. Family Monthly Income
2. What are the problems encountered by learners in accomplishing their Self-Learning Modules in terms of instructions when classified according to sex and family monthly income and when taken as a whole?
3. What are the problems encountered by learners in accomplishing their Self-Learning Modules in terms of contents when classified according to sex and family monthly income and when taken as a whole?
4. What are the problems encountered by learners in accomplishing their Self-Learning Modules in terms of activities when classified according to sex and family monthly income and when taken as a whole?

Literature Review

Distance Learning Education in the Philippines

Students' lives are significantly shaped by their education. One of the key components in delivering high- quality learning is the teacher. Numerous changes occurred in the educational environment as a result of COVID- 19's establishment in the Philippines. The Department of Education's implementation of the manner of instruction is one of these. Most education systems have been forced to adopt alternatives to face-to-face teaching and learning because of the current COVID-19 dilemma. Many educational institutions transferred their operations online so that instruction could continue even while schools were closed (OECD, 2020). The transition of teaching and learning in schools to modular distance learning makes it more difficult for school staff to provide a foundational, high-quality education. DepEd officials always seek out ways to address issues and provide teachers and school administrators with the skills they need to be more productive in the field of modular remote learning. (Bagood, 2020).

Methodology

This study utilized the descriptive design in determining the problems encountered by learners in accomplishing their Self-Learning Modules. A survey was used to collect the data, especially when employing questionnaires with closed-ended questions.

Participants

The participants of the study were thirty-six (36) Grade Nine (9) students of Carol-an National High School who were officially enrolled S.Y. 2021-2022. They were selected using a random sampling technique and the sample size was determined using the Slovin's formula.

Instruments of the Study

In this study, the research survey questionnaire was used to determine the problems encountered by learners in accomplishing their self-learning modules. The questionnaire used was a self-made questionnaire, hence it undergone validity testing. The validity testing was done by selecting three (3) jurors to validate the said questionnaire. In addition, the instrument used has two parts. The first part was the socioeconomic profile of the learners which include the age, and family monthly income. The second part was the problems encountered by learners in accomplishing their Self-Learning Modules in terms of the instructions, contents, and activities.

Procedures

To formally undertake the research, the researcher sought the approval from the following offices: USLS President or Project Free Coordinator, Dean, Graduate School, and Office of the Principal. After the compliance of all the requirements for the conduct of this study, the researcher get the officially enrolled list from the adviser of grade nine (9) students of Carol-an National High School. In order to ensure research procedure and observance of the COVID protocol in the conduct of this research the assistance of the School Head was needed to establish access and earn the trust and confidence of the Students.

The researcher hired a *habal-habal* to use as transportation to gather the questionnaires in purok or balay tabu-an. Additionally, the distribution of questionnaires and the retrieval of data involved the use of Emails, Messenger, and other social media. After that, the researcher visited homes within the community of indigenous people to distribute questionnaires and collect data. More specifically, the researcher personally gave the research questionnaire to the participants who had been identified. The documentation was very significant in determining the

problems encountered by learners in accomplishing their self-learning modules.

Results

The table 1.1 shows the socioeconomic profile of respondents when classified according to sex of whom eleven (11) or 31% were male with the percentage of and twenty (25) or 69% were female with a total of thirty- six (36) or equivalent to 100% participants. The table further shows that these were the sample respondents of the total populations of the officially enrolled grade nine (9) students of Carol-an National High School.

Table 1.1 *Socioeconomic profile of the respondents when classified according to sex.*

Sex	Frequency	Percentage
Male	11	31%
Female	25	69%
Total	36	100%

The table 1.2 shows the socioeconomic profile of respondents when classified according to family monthly income. The table further states that twenty-seven (27) or 75% participants had a family income of ₱1,000.00 and below; two (2) or 6% participants had a family income of ₱1,001.00 - ₱2,000.00; two (2) or 6% participants had a family income of ₱2,001.00 - ₱3,000.00; one (1) or 3% participant had a family income of ₱3,001.00 - ₱4,000.00; two (2) or 6% participants had a family income of ₱4,001.00 - ₱5,000.0); and two (2) or 6% participants had a family income of ₱5,001.00 pesos and above. The findings imply that most of the participants had a family monthly income of ₱1,000.00 and below.

In the study of Rathfon (2021) on the Effects of Distance Learning and Socio-Economic Status on the Reading Comprehension Level, it was noted that even though socio-economically disadvantaged students have lower reading levels and growth rates, they are still growing at a significant rate throughout distance learning. Teachers and administrators can use these findings in order to create action plans in order to help socio- economically disadvantaged students bridge the reading comprehension level gap. Governmental leaders can examine ways to help local jurisdictions reduce poverty as it has a direct effect on student performance.

For the longest time, family income has been a key measure of socioeconomic status for the longest time and is still used as such today (Markle, 2010; Sirin, 2005). In accordance with Sirin (2005), a family's income represents its financial strength and the resources that are available to its members. Free and reduced meal status is frequently used in studies of primary and secondary students to gauge SES. However, post secondary students are not eligible for this data (Markle, 2010).

Table 1.2 *Socioeconomic profile of the respondents when classified according to family monthly*

x	Frequency	Percentage
₱1,000.00 and Below	27	75%
₱1,001.00 - ₱2,000.00	2	6%
₱2,001.00 - ₱3,000.00	2	6%
₱3,001.00 - ₱4,000.00	1	3%
₱4,001.00 - ₱5,000.00	2	6%
₱5,001.00 and Above	2	6%
Total	36	100%

Discussion

After a thorough analysis of the accumulated research data, the following findings were drawn out from the study: (1) The respondents of this study were eleven (11) male and twenty-five (25) female with the total of thirty-six (36) who were officially enrolled as grade nine (9) students of Carol-an National High School taking up the modular distance learning modality. In addition, most of them had a family monthly income of P1,000.00 and below. (2) Based on the study, the prevalent problem encountered by learners in accomplishing their Self- Learning Modules in terms of instructions when classified according to sex, family monthly income and taken as a whole was "hard to understand". (3) The study revealed that the prevalent problem encountered by learners in accomplishing their self- learning modules in terms of contents when classified according to sex, family monthly income and taken as a whole was "hard to understand". (4) The study also revealed that the prevalent problem encountered by learners in accomplishing their Self-Learning Modules in terms of activities when classified according to sex, family monthly income

and taken as a whole was "hard to accomplish".

Conclusion

The implementation of modular instruction fostered positive and negative challenges for teachers, students, and parents. This study concluded that there were problems encountered by learners in accomplishing their Self-Learning Modules as the instructional material used in the modular distance learning modality adapted by the Carol-an National High School. Specifically, the students found it hard to understand the self-learning module in terms of instruction and content. Furthermore, they struggle to complete the self-learning modules in terms of activities.

The study found out that grade nine (9) students taking the Modular distance learning modality has experienced the hard aspects in understanding and accomplishing the self-learning modules in terms of Instruction, Contents and Activities.

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