Lived Experiences of Pupils in Utilizing Self-Learning Modules

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Abstract

This study was conducted to determine the lived experiences of the pupils in utilizing self-learning modules. Qualitative-phenomenology research design was used in this study. The study utilized nine pupils as research participants obtained using purposive sampling. The data was analyzed and interpreted using thematic analysis. The research instrument used was an interview guide. The lived experiences of the pupils in utilizing self-learning modules were categorized into subthemes: manifestations as independent learners, develop sense of responsibility, scarcity of learning resources, partly indefinite learning modules, learning limited vocabularies, inadequate samples of facilitate understanding, family's participation and support, availability of internet at home, and peer or group tutoring. The challenges encountered by the pupils in utilizing self-learning modules were classified into: insufficient learning resources to be used for them to fully comprehend with the content of the module; and module mishaps. In terms of their coping mechanism in utilizing self-learning modules, all of them were extremely motivated by having a positive attitude toward learning creates a positive feelings about education and their ability to learn new things. Based on the result of the study, a proposed program entitled "ULIKID: Unungay kang Linghod nga Ikasarang, Kadarag-an sa Iririmaw nga Dinalan" was created.

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Introduction

It is on this premise that I desired to conduct this study focused on the lived experiences of pupils on self-modular learning, the challenges they have encountered, and the coping mechanism to address these challenges. Further, the results and findings of this study will lead to the crafting of an intervention program to improve the performance of the pupils regarding the implementation of this new modality of learning.

Methodology

The participants of the study were 9 pupils who were selected through purposive sampling. This study utilized a qualitative research design employing a research phenomenology approach. The instrument used in the study was a researcher-made interview guide. The first part of the instrument gathers data about the lived experiences of learners utilizing the self-learning modules. Next elicits information about their difficulties in handling the self-learning modules, and the third gathers information about their coping mechanisms on the problems and difficulties while modular implementation. Moreover, the research instrument was subjected to firm validation by expert panelists in this field of endeavor to ensure reliability and validity before its final administration to prevent biases or prejudices. Upon the panel members' approval of the research proposal, I wrote a letter to the School Head asking permission to conduct the study as part of the research protocols. After the approval, I conduced face-to-face interviews with the participants including the focus group discussion to validate their responses. Minimum health standard protocols will be observed both by the participants and myself such as the use of face mask, face shield, alcohol and hand sanitizers. To ensure ethical research, the participants were informed about their participation in this research, the benefits of this study, as well as their participation is voluntary in nature, and the procedure to be used in this research. The data were treated with the utmost confidentiality. I used thematic analysis to analyze the participants' different answers after the focus group discussion. The verbatim responses of the participants in the FGD were interpreted by providing the closest possible meaning which were categorized to formulate themes. The themes represented the perceived response to questions utilized during the Focus Group Discussion.

Findings

The study's first major finding revealed the pupils' underlying experiences in utilizing the self-learning module. Informants revealed that in using the self-learning module, they had

developed a sense of responsibility. Learning does not have to be limited to school, it can take place anytime, anyplace, and at any age. Students learn without limitations because learning encourages the student to not only absorb new information and knowledge but to learn how to find out more how to learn more. Moreover, in the self-learning module the students become independent thinkers and learn to accept responsibility. In learning by doing, the students take part in authentic experiences. They discover new things and they experiment with knowledge themselves. Students learn to reflect on their experiences, thus developing new skills, attitudes, and ways of thinking.

The second major finding of the study was all about the challenges encountered by the pupils in utilizing self-learning modules. This significantly increase learners' achievement by supporting learning yet student don't have enough learning resources to be used in order for them to fully comprehend with the content of the module. Module mishaps is another challenge for learners. It is a serious problem with regards to instruction and this greatly affect the learners. Learners became confuse of their ideas because there is erroneous answer key in which they rely their answers. Moreover, the limited examples given in the module triggered the challenging experiences of the students in learning difficult lessons, they cannot fully understand the topic because of the insubstantial ideas provided in the modules.

The third major finding of this study revealed the coping mechanisms to address the challenges of the Pupils. In order for the pupils to counter those challenges, they were able to establish a strong coping mechanisms. Guiding students towards academic achievement connects them to futures that they can view as attainable. Learners seek academic support from their parents, siblings and peers so that they can fully understand the lesson if someone facilitates the discussion for them. Also, internet is of a great help for the learners in completing their tasks. Those lessons that are difficult to understand was researched on internet to look for other relevant examples that can fully address their confusions with regards the content of the lesson. Lastly, learners realized that having a positive attitude toward learning creates positive feelings about education and their ability to learn new things. This positivity makes it easier for the learners to achieve their goal which is to learn.

Conclusion

This study implied that pupils should have a strong academic support from their parents, siblings, peers and teachers so that they can achieve their goal of finishing their tasks. They must be guided in developing their social- emotional skills such as creativity, resiliency and problem-solving, which in turn increase success in school and life.

This study further implied that internet access paves the way to learning new concepts and discover new learning. Internet aids in updating the student's knowledge with the current scientific information. In addition, internet-based learning improves the quality of education of the students than the conventional teaching method.

Moreover, having an established positive attitude toward learning let students to relax, remember, focus and absorb information as they learn. Being ready to welcome new experiences and recognize many different kinds of learning opportunities. And when they can see opportunities, hope increases.

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