

Students' Educational Lived Experiences in the Limited Face-To-Face Mode of Learning

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Abstract

This qualitative study aimed to narrate the lived experiences of Grade 2 students in Malabor, Tibiao, Antique under modular learning in the limited face-to-face teaching. Specifically, it focuses on learners' lived experiences, challenges, and coping mechanisms. Utilizing a researcher-made questionnaire, ten learners were interviewed with the supervision of their parents. The study found out that: the expanded face-to-face learning had affected learners as they grapple with issues and challenges; learners experienced difficulty in understanding modules, lack of gadgets and net access for learning, and lack of assistance from parents; and learners coped with the challenges through support from their parents and through perseverance and hope that their situation will improve through education, though many learners prefer a face-to-face mode of learning. The study concluded that the shift to a new learning mode contributed to the difficulty experienced by learners, the concerns and challenges learners encounter can be characterized as internally influenced and externally influenced, and coping strategies suggest additional support from all stakeholders in the school to address various concerns identified. Recommendations include inspiring and enabling learners to pursue their studies, enhancing parents' and teacher support for learners, and implementing strategies in consideration of the context of learners, and conducting further studies on related topics that touch on other aspects.

Keywords: *Lived experiences, learners, pandemic, limited face-to-face learning*

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Introduction

The COVID-19 pandemic has affected almost all people worldwide. Teachers and learners have been used to the in-person mode of instruction in schools but all has changed as schools shifted to modular learning which is a part of the limited face-to-face. Many were caught off guard by the abrupt shift yet students, parents, and teachers were left with no choice but to accept the reality in order to survive.

This study is proposed to document the educational lived experiences of students in Grade II-CC in Malabor, Tibiao, Antique as the system transitioned from the in-person approach to the limited face-to-face mode of learning. Specifically, it aims to determine the following: 1) learners' lived experiences during the limited face-to-face mode of learning; 2) the challenges encountered; 3) their coping strategies and 4) the proposed intervention program.

Methodology

This study is qualitative in nature using a phenomenological design and the tool used for this study was an interview guide for primary data. The questionnaire is composed of two parts. The first part gathered information on the demographic profile of the participants regarding their age, sex, and barangay. The second part is composed of guide questions related to the educational lived experiences of learners in modular learning in the limited face-to-face.

Findings

Lived Experiences in Relation to Modular Learning

The participants shared their experiences in relation to modular learning where many had difficulty in answering modules. Others have trouble understanding lessons in modules. One participant said she got bored while answering the modules because it is difficult and could not understand the lessons in the module.

In comparing modular learning with face-to-face instruction, three participants said that they prefer face-to-face instruction to modular learning because they could understand the lessons well with the help of their teacher who guides and supervises their learning. One participant said, that when it comes to face-to-face, she has learned a lot and understood the lessons well compared to the use of modules. Moreover, according to a participant, she cannot answer the modules by herself and needs the assistance of her mother so that the lessons could be explained to her.

Challenges Encountered While Studying at Home

All of the learners shared that their families are supporting them in their modular learning at home. Also, all of them agreed that they have encountered learning distractions while studying at home. Out of ten participants, six said they have enough home learning materials. However, only two of the ten learners have basic distance learning tools but only two learners have access to the Internet. Thus, those with no basic learning gadgets such as laptops and internet access find it difficult to answer their modules.

All the learners shared that their home experiences helped them in their modular learning. A learner said that her mother helped him answer his modules if she does not have household work to do. The most common answer of learners, when asked about the problems and challenges encountered during modular learning, is their parents are busy with household tasks. A participant also shared that one of her challenges is that she cannot understand the modules because there is no face-to-face learning. Another participant has shared that aside from having busy parents, home distractions hinder him from answering his modules. One participant said that she cannot finish all her modules because they have so many to answer.

Coping Strategies

One participant said she continue schooling despite the many hindrances and she found it difficult to understand the modules because there is no face-to-face teaching. In order to cope with modular learning, parents encourage their children to study and answer their modules though it is quite difficult. Some parents also assist in their children's lessons. A participant answered that she had been taught by her parents even though the modules are difficult, and she tried to answer them also. One participant said that in order to cope with modular learning, she continues to focus on her studies. In order to cope with modular learning, parents encourage their children to study and answer their modules though it is quite difficult.

It was indeed difficult to concentrate on academic work using distance learning methods. There are multiple distractions that are present in distance learning. Students are usually interrupted in their homes by family members and responsibilities in household chores. Some students also said that they lose attention to their classes because of a lack of interaction during their online classes.

All the participants are looking forward to finishing their studies despite the challenges they face in answering their modules. One participant shared that he wants to get high grades and awards, which is the reason that he is motivated to do his learning tasks despite the challenges.

Another participant shared that her dream to be successful someday is her motivation to strive hard and complete all her learning tasks.

Proposed Interventions

This study proposes two interventions: parents' seminar on limited face-to-face and the use of instructional video lessons.

In the first intervention, it is important that there should be a seminar for parents on topics related to limited face-to-face learning, modular learning, and other types of alternative learning delivery modes outside of the commonly implemented face-to-face mode.

The second intervention is the use of instructional video lessons could be used to get the interest of learners in learning materials that cater to auditory and visual senses as compared to the monotonous appearance of printed modules, much more so that there will be translations in the local language Kinaray-a.

Conclusion

Based on the findings of the study, the following conclusions are hereby presented: 1) Study participants have common difficulties which are on understanding the module.; 2) The concerns and challenges learners encounter can be characterized as internally-influenced and externally-influenced; 3) Data on coping strategies suggest additional support from all stakeholders in the school to address various concerns identified; and 4) Interventions proposed are more on the basics of capacity building targeting both learners and parents with the significant role of teachers as facilitators.

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