

Self-Learning Module Implementation: Its Motivation and Barriers

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Abstract

This phenomenological research aims to find out the lived experiences of the 6 participants (2 teachers, 2 parents and 2 students) on the implementation of self-learning modules in the District of Tobias Fornier, Division of Antique. In terms of the lived experiences of teachers on the implementation of self-learning modules, they revealed that SLMs created a stress-free learning process among learners. They also narrated that there is a sense of urgency in ensuring learning continuity. In terms of the lived experiences of parents, 1 parent said that teaching her children the value of time is one of the experiences encountered and the other parent revealed that he realized and appreciated his parental roles under the new learning modality. When it comes to the experiences of students, both student-participants revealed that they learned to become independent learners with more freedom to learn. In terms of the barriers encountered by the teachers, no study habits as tolerated by parents, incomplete learning tasks submitted and the validity and reliability of answers are questionable. On the part of the parents, there were three barriers disclosed such as poor internet connectivity, lack of learning resources, and lack of competence to assist due to academic attainment and difficulties in balancing conflicting responsibilities. On the part of the students, 3 major barriers were encountered such as divided attention, no focus due to social media and online game addiction, and overlapping home and school tasks and voluminous and bulky activities/tasks.

Keywords: *Self-Learning Modules, Barriers, Motivations, COVID-19 Pandemic*

Article History:

Received: April 21, 2023

Accepted: June 10, 2023

Revised: May 8, 2023

Published online: July 31, 2023

Suggested Citation:

Sanchez, A.S. & Motus, R.H. (2023). Self-Learning Module Implementation: Its Motivation and Barriers. *Industry and Academic Research Review*, 4 (1), 358-363.

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**This paper is presented at the 4th International Conference on Multidisciplinary Industry and Academic Research (ICMLAR)-2023*



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Introduction

The global health crisis has significantly altered how education is delivered in the nation. Teaching had to be done remotely using modular and digital platforms because both public and private schools had to be shuttered to safeguard the health of students and teachers. The Department of Education has become creative and come up with inventive means in providing high-quality, easily available, relevant, and liberating education. DepEd (2020) created the Basic Education Learning Continuity Plan (BE-LCP) in response to this emergency to make sure that learners are given learning opportunities in a secure manner through various learning delivery methods.

SLMs are self-contained, self-instructional, self-paced, and interactive learning resources for public schools that are designed to help students learn a particular subject or lesson while engaging actively with the information rather than passively reading it. When used under the supervision of responsible people and under the ongoing observation and direction of teachers, the learning materials act as toolkits for learners where processes, instructions, and other information are offered to enhance the learning process.

The benefits and drawbacks of using SLMs as a method to deliver basic education have been the subject of several research (Bertiz, 2020). However, according to the researcher's analysis of previous studies, none have evaluated the application of SLMs in the local context. Despite the advantages of employing SLMs as a method of delivering education, a number of issues and challenges were found. Not all parents and students have access to equipment that can help deliver SLMs. Due to the fact that SLMs will be used independently by students, there is also a concern with the authenticity and dependability of the content. Another issue is that not all parents have the necessary educational background.

Based on the aforementioned premises, this study seeks to ascertain the reasons for and obstacles to the use of SLMs by students, parents and teachers at Pascual M. Osuyos Memorial High School. It also aims to develop an intervention program for education to address the needs in the use of SLMs.

This study utilized the Phenomenological Research Design which aimed to determine the lived experiences, barriers and motivations of parents, teachers and students in the implementation of self-learning modules at Pascual M. Osuyos Memorial High School, Tobias Fornier, Antique. There were 2 parents, 2 students and 2 teachers who were purposively chosen as participants of this study. The entire study was conducted from July 2022 to November 2022.

Methodology

This study utilized the Phenomenological Research Design. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013).

Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art may also be used. The data is then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning (Creswell, 2013). Through this process the researcher may construct the universal meaning of the event, situation or experience and arrive at a more profound understanding of the phenomenon. The entire study was conducted from July 2022 to November 2022.

There was a total of 6 participants in this study who were purposively chosen using the inclusion criteria. In selecting the student-participants, their sex, grade level, economic status and academic performance were considered. In selecting the parent-participants, the researcher considered their sex, age, educational attainment and socio-economic status and in selecting the teacher-participants, the researcher considered their sex, age, plantilla position and years in terms of teaching experience.

Findings

In terms of the lived experiences of teachers on the implementation of Self-Learning Modules; they revealed that SLMs created a stress-free learning process among learners, they also narrated that there is a sense of urgency in ensuring learning continuity and lastly, they disclosed that SLM is just a temporary modality. In terms of the lived experiences of Parents; 1 parent said that teaching her Children the Value of Time is one of the experiences she had encountered and the other parent revealed that he realized and appreciated his parental roles under the new learning modality. When it comes to the experiences of students; both of the student-participants revealed that they learned to become an independent learner and it gives them more freedom to learn.

In terms of the barriers encountered by the teachers; it was thematized into three such as no study habits as tolerated by parents, incomplete learning tasks being submitted and the validity and reliability of answers are questionable. However, on the part of the parents, there were three barriers they have disclosed such as poor internet connectivity and lack of learning resources, lack of competence to assist due to academic attainment and difficulties in balancing conflicting

responsibilities. On the part of the students, 3 major barriers were encountered such as divided attention and no focus due to Social Media and Online Game Addiction, Overlapping Home and School Tasks and Voluminous and Bulky Activities/Tasks

In terms of the motivation of teachers; they said that they were inspired to teach inspite of fears and worries and motivated to provide quality education to learners. On the part of the parents; they were motivated to seeing their children learning in a challenging manner and they were hopeful to have a successful child. However, student-participants' motivation was the following; Family is the Source of Strength and Inspiration and Giving Family a Better Future

The researcher proposed a program entitled Working Hand in Hand: A Tripartite Upskilling Program for Teachers, Parents and Students on the Implementation of the Self-Learning Modules as a New Learning Modality which aims for the participants to Receive proper and formal training on the Localization and Contextualization of Learning Materials, Develop Simplified Materials based on MELCS, Understand the Roles of parents under the new learning modality, Acquire beneficial tips on how to become an effective teacher at home, Learn how to do the time management effectively, Acquire insights on how to use social media to enhance learning, receive values formation program highlighting Honesty and other values and Gain tips on Effective Study Habits.

Conclusion

Teachers, parents and student had varied lived experiences on the implementation of the Self-Learning Modules as a new learning modality. There were negative and positive experiences narrated by them which only shows that the modality has loopholes that need to be addressed and it confirms that SLMs are not perfect learning modality and should be validated by the experts to make it students'-friendly and easy to use.

In spite of the barriers that teachers, parents and students had personally encountered while implementing the Self-Learning Modules, they exhibited the characters of being resilient, strong, flexible and maintained positive mental discipline.

The motivations of the participants only proved that no matter how hard the situation they have gone through brought about by the implementation of the Self-Learning Modules, they remained to be strong, bold, and focused on their goals and that is to teach their students, support their children, and study hard.

The proposed program only meant that all problems will be addressed properly if there is a logical and workable plan in order to resolve the existing issues related to the implementation of the Self-Learning Modules.

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