Difficulties in Self-Learning Modules Among Grade 2 Teachers in the District of Nabas

[1]Jorby Taglay Barrientos & [2]Rebecca T. Barrios

Abstract

The study aimed to understand the difficulties of Grade 2 teachers produced in Areas 1 and 2 in the District of Nabas. Collaizi's descriptive phenomenological method was used to analyze the themes of the data. The results showed that learners continued their studies with the alternative educational arrangement during the pandemic, through self-learning modules. There has been a shift in parental involvement in the learners' education, where parents acted as primary teachers for the learners. Moreover, the use of modular distance learning presents teachers with a number of challenges, such as pupils sending incomplete and unanswered modules, insufficient parental involvement, and a lack of training on how to utilize the learning modality effectively in the teaching and learning process. Teachers overcame these obstacles as they manage their time, communicate regularly with parents and learners, and underwent reskilling and upskilling to improve their knowledge and abilities using modular learning. This study may give a glimpse to DepEd to examine modular learning requirements and add rules to accommodate different methods, provide the required infrastructure to overcome the modality's limits and improve students' academic achievement despite the existing challenges.

Keywords: *Self-Learning Modules, Difficulties, Descriptive-Qualitative-Phenomenological Research, Colaizzi Method*

Suggested Citation:
Barrientos, J.T. & Barrios, R.T. (2023). Difficulties in Self-Learning Modules Among Grade 2 Teachers in the District of Nabas. *Industry and Academic Research Review,* 4 (1), 47-55.

About the authors:
[1]Poblacion, Tangalan, Aklan, 5612 Philippines, jorby.barrientos@deped.gov.ph
[2]Doctor of Education, Vice President for Academic Affairs, Northwestern Visayan Colleges

Introduction

This study revolves around the increasing importance of self-learning modules (SLM) in education and the need to address the difficulties learners face in this context. With the rapid motion of technology and the widespread availability of online resources, self-learning modules have become accessible to a wide scope of learners across different environment and disciplines. These modules encompass various formats, including online courses, video tutorials, interactive platforms, and e-books. Despite the advantages of self-learning modules, several studies and report evidence have highlighted the challenges learners meeting while engaging in independent learning. These challenges include a lack of structure and guidance, limited feedback and fundamental interaction, self-discipline and motivation issues, information overload, technical difficulties, a lack of social interaction, and time management problems. However, a comprehensive exploration and understanding of these difficulties in the context of self-learning modules are lacking.

The Department of Education (DepEd) instituted DepEd Order No.12 series of 2020 to establish new learning delivery modalities at all levels embodied in the Learning Continuity Plan (LCP). The alternative modes of delivering learning were envisioned to reach all learners regardless of who and where they are. It was found that modular learning, a form of distance learning that uses SLM is one of the highly convenient for most learners. It was also the most preferred learning system of the majority of parents/guardians for their children. The SLM is based on the most essential learning competencies (MELCS) provided by DepEd.

The Department of Education must sustain students' academic goals. Learning environments used numerous modalities. Localities provide online courses. Not everyone has a laptop, cell phone, constant internet access, or data. Modular remote education filled economic shortages. Since tech was limited, most schools did this. The instructor analyzes students throughout this logical self-learning program. Parents may not know how to support slow learners with modules. Struggling students must be monitored by teachers. We helped the needy by visiting their homes. We also provide a self-learning course mastery exam (SLMs). Their improvement is noted. The same observations was noted by the researcher on the use of the SLMs.

The Self-Learning Modules of the learners show that most of them cannot study independently and cannot follow instructions in the modules resulting in blank answer sheets. Moreover, Grade 2 teachers find it very challenging to deliver their lessons using SLMs. Hence,

this study seeks to understand the experiences and difficulties of the Grade 2 teachers in Areas 1 and 2 in the District of Nabas on the use of the SLMs. As an output of the study, the researcher shall create an action plan to enhance the implementation of Self-Learning Module in the school.

Methodology

This study employs a Qualitative Descriptive Research Design. According to Kumar (2011), it can respond to queries such as what, who, where, and when. These questions cannot be answered by direct experimentation or observation. Therefore, the researcher poses these questions to those familiar with the phenomena. Or collects data from secondary sources such as books and journals. As its name indicates, this form of study reports the occurrence but does not ask "how" and "why" questions. In causal, explanatory, or exploratory research, however, these issues were addressed. The participants are the Grade 2 teachers in Area 1 and Area 2 in the District of Nabas, Division of Aklan. Area 1 is composed of Nabas Elementary School and Area 2 is composed of Buenasuerte Elementary School, Nagustan Elementary School, Matabana Elementary School, Solido Elementary School, Pinatuad Elementary School. It was conducted in the Municipality of Nabas, including the schools under Area 1 and Area 2. Area 1 is composed of Nabas Elementary School. Schools under Area 2 are Buenasuerte Elementary School, Nagustan Elementary School, Matabana Elementary School, Solido Elementary School, Pinatuad Elementary School. Nabas is a seaside town on the northwest point of Panay Island, also known as the Northwest Panay Peninsula, to the east of the town of Malay. In this study participants were identified, purposive sampling technique was used by the researcher, sampling approach was also used by qualitative researchers to attract people who can offer in-depth specific information on the topic being studied. The researcher interviewed and identified the difficulties of Grade 2 teachers in using Self-Learning Modules (SLMs). It has three parts: The first part talks about the Practices of Grade 2 teachers in using Self-Learning Modules; the second part deals on the difficulties of the Grade 2 teachers in using Self-Learning Modules; the third part is on the strategies used by the Grade 2 teachers in implementing Self-Learning Modules (SLMs). To guarantee interviewer reliability, all interviewers need to utilize interview questions that are developed this manner. It is only after this mapping has been recorded and applied by interviewer for all participants can it be argued that the interview data for that candidate is trustworthy and legitimate, or compatible with the characteristics considered important for the study. Before the actual interview, the researcher presented the instrument to the experts

specifically to the school head/principal of the researcher's school for validation. The school guidance counselor including Education Supervisor in kindergarten were also considered as one of the expert evaluators. The script in this instrument is expressed in English since the participants are all teachers who can easily comprehend the language.

Findings

After a whole year, the pandemic shows no signs of slowing down in its relentless march throughout the nation. Other than the health and well-being of the people, the country's economy and educational system are of paramount significance. The pandemic is not an excuse to abandon teaching and learning. The following are the summary of the findings of the study:

1. More students are studying even in this alternative educational arrangement, where they study SLMs or self-learning modules at home under the watchful eye of their parents;

2. There has been a shift in parental involvement in their children's education as a result of the current covid-19 problem. They have learned the hard way that teaching is challenging. Some parents are able to adjust to the changing times and do not hold teachers responsible if they are the primary educators for their children;

3. During this time of pandemic, the pupils are learning not just facts but also morals. Pupils practice time management by adhering to a plan even while working from home so that they can complete the SLM-based learner answer sheets (LAS). In the process of being taught and learning at home, they also get closer to their parents or guardians;

4. Teachers that see the pandemic as an opportunity to innovate in their classrooms may choose to create (SLMs) self-learning modules, which bundle together, on a quarterly basis, all of the required courses, goals, and competencies from across the curriculum;

5. Most learners and pupils undertake their modules for formality reasons alone and only to merely comply with the criteria. Knowing that pupils are casually disregarding modules may be terrible for a teacher. Instead of the normal face-to-face sessions where teachers may oversee and support their students' learning, they are limited to communicating with them through text and phone conversations to check in on how they are doing academically;

6. For various reasons, some parents choose to answer the modules on their children's behalf. Some parents are working from home in an online setting, while others are so swamped with housework and other household responsibilities that they can't devote time to teaching their children the modules;

7. The study's findings also highlighted the usefulness of having backup plans available for use as necessary throughout the course of instruction. When it comes to the cost of reproducing lessons plans, student activity sheets, and other educational resources, some instructors have been known to pay for them out of their own pockets;

8. Some educators have less experience with modern tools like the computer, which makes it more difficult for them to create engaging and effective lesson plans for their students. Teachers prepare for this challenge by engaging in activities including watching webinars and training videos, reading articles, and even consulting with a colleague.

Conclusion

According to the results of the research, there are a number of obstacles that need to be overcome before the modular distance learning mode may be successfully used in the classroom. These difficulties were uncovered as a result of the processes involved in module planning and preparation, module delivery, module collection, module monitoring, module evaluation, and module feedback. The conclusion of this study is that the use of modular distance learning presents teachers with a number of challenges, such as pupils sending incomplete and unanswered modules, insufficient parental involvement, and a lack of training on how to utilize the learning modality effectively in the teaching and learning process. Teachers overcome these obstacles by successfully managing their time, communicating regularly with parents and students, undergoing reskilling and upskilling to improve their knowledge and abilities in modular learning, and using modular learning. The difficulties faced by Grade 2 teachers in implementing Self-Learning Modules (SLMs) can significantly impact the quality of teaching and learning experiences. Overcoming these challenges requires a multi-faceted approach involving technological training, resource provision, pedagogical support, and time management strategies. By addressing these obstacles, educational stakeholders can empower Grade 2 teachers to effectively utilize SLMs, thereby fostering enhanced student engagement and achievement in this critical stage of education.

References

Alea, L. A., Fabrea, M. F., Roldan, R. D. A., & Farooqi, A. Z. (2020). Teachers' Covid-19 Awareness, distance learning education experiences and perceptions towards institutional readiness and challenges. *International Journal of Learning, Teaching and Educational Research*, 19(6), 127-144.

Ambayon, E.-E. (2020). Modular-Based Approach and Students' Achievement in Literature (SSRN Scholarly Paper ID 3723644). *Social Science Research Network.* https://doi.org/10.2139/ssrn.3723644

Anzaldo, G. D. (2021). Modular Distance Learning in the New Normal Education amidst Covid-19. *International Journal of Scientific Advances*, *2*(3). https://doi.org/10.51542/ijscia.v2i3.6

Bernardo, J. (30 July (2020). *Modular Learning most preferred parents: DepEd*. ABS-CBN News. https://news.abs-cbn.com/news/07/30/20/modular-learning-most-preferred-by-parentsdeped

Burges, A. (n.d.). *How to Design Effective Teaching Modules | UACES*. Retrieved April 2, 2021, from https://www.uaces.org/resources/articles/how-designeffective-teaching-modules

Butron, P. V. V. (2021). Responsiveness, Emotions, and Tasks of Teachers in the New Normal of Education in the Philippines. Journal homepage: www. ijrpr. com ISSN, 2582, 7421.

Cariño, S. S. (2021, January 20). New learning approach in the new normal. Sunstar. https://www.sunstar.com.ph//article/1883326/Baguio/Opinion/ New-learning-approach-in-the-new-normal

Castroverde, F., & Acala, M. (2021). Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic. *International Journal of Research Studies in Education*, *10*(8). https://doi.org/10.5861/ijrse.2021.602

Columbano, M. (2019). Development and Validation of Modules in Basic Mathematics to Enhance Students' Mathematics Performance. *International Journal of Innovative Technology and Exploring Engineering*, 8(12), 4203–4207. https://doi.org/10.35940/ijitee.L2684.1081219

Contributor, T. (2013, March 22). *action plan*. WhatIs.com. https://www.techtarget.com/whatis/definition/action-plan

Dangle, Y. R. P., & Sumaoang, J. D. (2020). The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools. 9.

Dangle, Y. R. P., & Sumaoang, J. D. (2020). The implementation of modular distance learning in the Philippine secondary public schools. 3rd International Conference on Advanced Research in Teaching and Education. https://doi.org/10.33422/3rd.icate.2020.11.132

De Villa, J. M. (2020). Secondary Teachers' Preparation, Challenges, and Coping Mechanism in the Pre – Implementation of Distance Learning in the New Normal. IOER International Multidisciplinary Research Journal, 144 – 154.

Disadvantages of modular learning. (2021, July 22). Helpline PH. https://helplineph.com/opinion/disadvantages-of-modular-learning/

Duyan, V. B. (n.d.). Effectiveness of Modular Approach in Teaching and Learning on Chemistry of Gases and their Applications at University of Perpetual Help System Laguna (UPHSL). 6.

FlipScience. (2020). 'Tagapagdaloy': How Filipino parents can help ensure successful modular distance learning. FlipScience - Top Philippine Science News and Features for the Inquisitive Filipino. Retrieved from https://www.flipscience.ph/news/features-news/tagapagdaloymodular- distance-learning/

Gonzales, C. (2020, October 23). DepEd finds 41 errors in self-learning modules. INQUIRER.Net. https://newsinfo.inquirer.net/1351671/deped-finds-41- errors-in-self-learning-modules

Guido, R. M. (2014). Evaluation of a Modular Teaching Approach in Materials Science and Engineering. *American Journal of Educational Research*. https://doi.org/10.12691/education-2-11-20

Herman, H., Shara, A. M., Silalahi, T. F., Sherly, S., & Julyanthry, J. (2022). Teachers' Attitude towards Minimum Competency Assessment at Sultan Agung Senior High School in Pematangsiantar, Indonesia. Journal of Curriculum and Teaching, 11(2), 01-14. https://doi.org/10.5430/jct.v11n2p1

Hernando-Malipot. (2021, January 6). DepEd issues guidelines on the evaluation of self-learning modules. Manila Bulletin. https://mb.com.ph/2021/01/06/deped-issues-guidelines-on-evaluation-ofself-learning-modules/

Lim, E. J. A. (2016). Effectiveness of Modular Instruction in Word Problem Solving of BEED Students. 7.

Llego, M. A. (2020). DepEd Learning Delivery Modalities for School Year 2020-2021. TeacherPh. Retrieved from https://www.teacherph.com/deped-learning-delivery-modalities/

Macaraeg, C. A., Barcelo, J. R., Reyes, D. N. G., Merculio, M. E., Bernardo, J. A., & Santos, M. D. (2021). Modular Distance Learning Expenses of Senior High School Teachers amidst the Pandemic.

Malipot, M. (2020, October 30). DepEd calibrating learning delivery processes. Manila Bulletin. https://mb.com.ph/2020/10/30/deped-calibrating-learning-delivery-processes/

Malipot, M. H. (2020, August 4). Teachers air problems on modular learning system. Manila Bulletin. Retrieved from https://mb.com.ph/2020/08/04/teachers-air-problems-on-modular- learning-system/

Martineau, M. D., Charland, P., Arvisais, O., & Vinuesa, V. (2020). Education and COVID-19: challenges and opportunities. Canadian Commission for UNESCO. Retrieved from https://en.ccunesco.ca/idealab/education-and-covid-19-challenges-and-opportunities Philippines: The New Normal. *International Journal of Pedagogical Development and Lifelong Learning*, *1*(1), ep2001. https://doi.org/10.30935/ijpdll/8311

Quinones, M. T. (2020). DepEd clarifies blended, distance learning modalities for SY 2020-2021. Philippine Information Agency. Retrieved from https://pia.gov.ph/news/articles/1046619

Roman, A. (2021). Experiences of Teachers on Using Modular Distance Learning (MDL) in Teaching Mathematics During the COVID-19 Pandemic. *Southeast Asian Journal for Science and Technology*, *6*(2), 2672–2992. https://www.sajst.com

Saba, F., & Shearer, R. L. (1994). Verifying key theoretical concepts in a dynamic model of distance education. *American Journal of Distance Education*, *8*(1), 36–59. https://doi.org/10.1080/08923649409526844

Simonson, M., Schlosser, C., & Hanson, D. (1999). Theory and Distance Education: A New Discussion Simonson, et. Al. http://www.c3l.unioldenburg.de/cde/found/simons99.htm

Toquerob, K. J. (2020). Philippine Teachers' Practices to Deal with Anxiety amid COVID-19. Journal of Loss and Trauma, 25(6-7), 573–579. doi:10.1080/15325024.2020.1759225