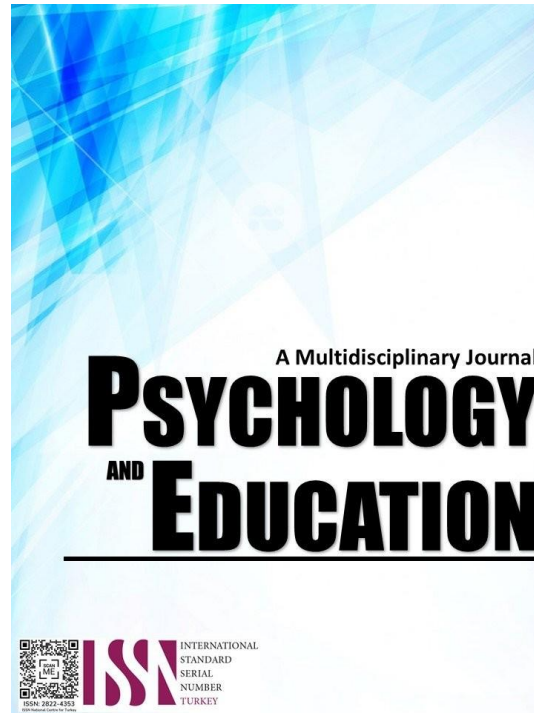


LOOKING BACK AT THE PRINTED ONES: A QUALITATIVE INQUIRY



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Looking Back at the Printed Ones: A Qualitative Inquiry

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Abstract

The most common modality being used in the education sector amid the pandemic is blended learning. However, this approach may not be as practical as it seems since there are students who have limited access to the internet that is why, the use of printed materials for learning may come in handy. This study investigated the lived experiences of the Grade IV pupils coming from Kansumandig Elementary School whether or not the implementation of modular learning can bring improvement to the pupil's performance, or it will just supplement to the learnings of the pupil's but no greater learnings attained by the pupils. Purposive sampling was used to choose the participants in this study. The participants were asked to elaborate their experiences on using printed modules as part of their modality. Interpretative Phenomenological Analysis (IPA) was the research design used for this study based on Moustakas' Modified Van Kaam Approach. To avoid any form of bias by the data being gathered, bracketing was performed. Upon the collection of data, four themes were generated namely: (Theme 1) the challenges and struggles of pupils in modular learning, (Theme 2) the pupils desire and wants in learning, (Theme 3) Encouragement coming from peers, (Theme 4) gadgets and internet connectivity at hand. Through these themes, we were able to assess that these pupils are struggling in the modular modality of learning. These experiences of the pupils can address that modular modality must be taken an appropriate action plan to solve these problems and to explore what pedagogical remedies will be utilized to cater these needs.

Keywords: *blended learning, distance learning or modular learning, challenges, struggles, COVID-19 pandemic*

Introduction

The delivery of quality education should continue no matter what modality is being utilized. In the Department of Education (DepEd), modular instruction was chosen as the most feasible modality among all others in order to cater the needs of the all learners. According to Dargo and Dimas study (2021), learners' academic performance significantly changed based on the 2.25% drop in GWA that occurred after Modular Distance Learning (MDL) was implemented. This study looks at how effectively the modular approach to learning worked despite the difficulties it presented for parents, instructors (Riconalla et al., 2022), and students (Abucejo et al., 2022).

The COVID-19 pandemic has significantly altered not only the lives of children and parents, but also those of teachers. The DepEd has selected the Modular type approach as a new teaching strategy to assure educational continuity (Ando et al., 2022). Resources for learning are optimized by MDL. Personalized instruction is given so that learners can use self-learning materials. Because education is no longer limited to the classroom, using modules is essential. In modular learning also, parents or guardians act as mentors and assist them in understanding the lesson. The parents/guardians are also responsible for picking up and delivering the modules to and from the school (Bahinting et al., 2022). Thus, teacher-student

interaction is very limited (Cabello, 2022).

There are a lot of effects that this method had brought to the pupils, parents and teachers (Emia et al., 2022). Many studies had shown that there were advantages and disadvantages this method had. According to Nardo, (2017), by using Modular approach the pupils developed sense of responsibility in answering the modules given in a period of time. On the other hand, disadvantage includes the problem of pupils not answering their own modules instead parents do it. Despite the COVID-19 pandemic's impact on public health, the Department of Education is dedicated to ensuring that its students and the community continue to get the essential educational activities through DepEd Order (DO) No. 012 series 2020. DepEd shall use a variety of learning delivery modalities. Distance learning in a modular format is one of these learning delivery methods (Villar et al., 2022).

This research aimed to understand and investigate the lived experiences of the pupils in using modules. With this, the researchers were able to assess as to whether the use of modules, as a learning material, has a significant meaning to the academic performance of the Grade 4 students of Kansumandig Elementary.

Research Questions

This study explicated on the effects of using modules as learning modality among the Grade IV pupils at

Kansumandig Elementary School. Specifically, the study elicited the information by answering the following specific questions:

1. What are the challenges and struggles of the Grade IV pupils at Kansumandig Elementary School?
2. What are the most common problems encountered in distance or modular learning?
3. How does modular learning affect your life as a pupil?
4. What are your experiences and how do you handle yourself in dealing with modular learning approach?
5. Is there a negative effect to their experience in modular learning modality? If yes, what are they?
6. What are your desires and wants in the mode of instruction of learning? what is your preferred mode of instruction?
7. How do these situations of having a modular learning motivates you to study? Is there anyone that motivates you?
8. How do gadgets like android phone, laptop, etc. and having an internet access affects your leaning in the time of pandemic?

Literature Review

The dramatic changes caused by COVID-19 have affected the country's economic stability and education system. All schools in the entire country had been suspended their classroom attendance with the authority coming from President Rodrigo Duterte through the recommendation coming from IATF and the Department of Health. Hence, the academic activities of the school in the entire nation were forced to stopped brought by the pandemic. With the executive analysis coming from our experts in the field of Education, through its commitment that learning must never stop, blended and modular learning takes place.

The Department of Education (DepEd) secretary enunciate that the Department of Education remains committed to providing every Filipino learner an access to excellent education even with the pandemic. Filipinos are strong and flexible to disasters, students appeared to be prepared to handle any possible changes in method. Because of health issues posed by the epidemic, Department of Education decided to bring learnings into people's homes, even as they continually developed new teaching strategies to guarantee that everyone could access it and that education would continue. In order to sustain the learnings of our pupils and students in the entire nation, modes of learning have been introduced to

cope up with this new normal in learning. These are blended learning, online classes, and modular learning through printed modules.

Using blended learning modality, the teachers and pupils can have their limited face-to-face or a combination of online classes and either using televised aired program using television and in some other way, radio-based instruction can be utilized. Other form of modality can use Distance learning approach wherein printed modules will be used to cater the needs of the pupils and that printed modules will be checked weekly by the teacher if a certain child has progress on his own or with the guidance coming from their parents. Homeschooling, the final alternative delivery method, enables students to access the knowhow by help from some family members. According to the Learner Enrollment and Survey templates, 2 million enrollees want online mode over other alternative learning modalities provided by the DepEd, whereas 7.2 million learners picked the "printed ones" type learning, different modes, such as instruction by radio or TV (Malipot, 2020).

Distance learning's effectiveness and success are reliant on the study resources Jayaram & Dorababu (2020). The Department of Education is focused on self-study modules as the primary teaching tool that can be used by the students in order to cater to their needs and skills, and it may be supplemented with other delivery methods for learning that students have access to. Utilizing the various tools and channels of communication is essential to tailoring self-study materials to the needs of students. Self-Learning Modules (SLMs) act as the student's teachers especially during the times where teachers-students interaction is limited. The students in the MDL will have all the learning opportunities same that of a student in a schoolroom setting (Mangubat et al., 2022; Yamon et al., 2022).

Like any other things, using modules also its drawbacks and advantages. An advantage is stated in the study by Nardo, (2017) wherein it states that self-directed learning is promoted by the use of modules. Students who use modules for learning have higher self-teach or learning skills. Responsibility and independence are best developed using SLMs. They develop self-confidence and learn how to study by themselves. Additionally, the students engage in real-world activities and expand their knowledge through independent learning and discovery. By taking charge of their own education, students can gain new skills by reflecting on their own experiences while learning using modules (Segarino et al., 2022; Ugbamen et al.,

2022).

According to the study by Dangle and Sumaoang (2020) there are issues that arise upon the implementation of MDL such as the lack of funds for module development and delivery, the difficulty of the students in completing their module assignments, and the incapacity of parents to provide academic guidance and supervision to their children. As a prompt measure to ensure the continuation of the student's education, this epidemic has cleared the means for the implementation of various modalities such as the MDL. To fill in any gaps in the body of knowledge about the effect of printed modular learning on students' academic accomplishment, the following papers were examined.

Several studies were done to compare the effectiveness of traditional and new normal teaching methods in terms of student accomplishment. Melad (2016) claims that the "Quadratic Function" module has demonstrated how a modular teaching strategy raises student attainment. In comparison to the conventional method of coaching, student accomplishment levels have increased as a result of using MDL as a corrective teaching tool. The modular teaching approach was shown to be more effective than the standard teaching style in Satyarthi's (2021) paper on the best learning strategies for secondary school pupils. Therefore, this modular method can enhance students' capacity for learning. In addition to the book, it would be simpler for them to comprehend this self-study material (Cariaga et al., 2022; Pableo et al., 2022).

In 2019, Naboya came to the conclusion that teaching inorganic chemistry using a modular approach is more effective than using traditional approaches. The impact of the teaching strategy on students' levels of proficiency in inorganic chemistry is moderated by their reading comprehension. Moreover, this modular learning modality will bring impact to the entire nation similar to the constructivism approach that find ways on how learning should be develop despite of the many circumstances brought by the pandemic (Ogang et al., 2022; Olleras et al., 2022). As the different modality of learning was used in all over the country, many obstacles were faced by the pupils and the teachers in the teaching – learning process (Perez et al., 2022). This study will give justice and solution to the needs of the pupils regarding the implementation of the modular learning modality in the entire nation.

Methodology

Research Design

This study utilized the use of Phenomenology as a research design. Phenomenology is a way of understanding the lived experiences of the participants in a certain identified phenomenon. The phenomenon that this study identified which is vertical articulation of specialization among the Grade IV pupil's at Kansumandig Elementary School can be best exemplified in an interpretative way of analyzing their individual realities.

Sampling Technique

The sampling technique which is Purposive Sampling was used to choose the participants in this study. Purposive sampling is a technique wherein it chooses the qualified participants according to its inclusion criteria. The participants were asked to elaborate their experiences on using the printed modules as part to their learning modalities and how do they respond to that modality in the performance that they have shown. The inclusion criteria are as follows;

- (a) the participants should be the grade IV pupils section A of Kansumandig Elementary School,
- (b) the participants can either be male or female.

Data Collection

Before conducting this study, the researchers ask permission to the School Head of Kansumandig Elementary School through an intent letter. The consent of the teacher adviser of the Grade IV pupils of the said school will also be sought. Moreover, the participants will also be sought by asking their parents through parents' consent that they will be participating in the study. The researcher informs the participants that they would be included in the study once the letter was approved. After receiving confirmation of agreement from the participants, the researcher conducted a face-to-face interview using a researcher-created semi-structured instrument. In the presence of COVID-19, adhering to the compliance and protocols of medical procedures has been enforced. The data gathered will then be evaluated.

Research Rigor

To maintain the study's rigor, the researchers used Whittemore et al. (2001) quality criteria. This quality criteria also covered (a) Criticality and Integrity; and

(b) Credibility and Authenticity in greater detail. Additionally, the researchers' use of bracketing increased the study's rigor (Cabello & Bonotan, 2020). In order to maintain objectivity and prevent biases during the study's conduct, bracketing is crucial (Alase, 2017). All potential responses from the participants were anticipated in advance (Cabello et al., 2022).

Ethical Consideration

The researchers made sure ethical issues before beginning the study Bhandari (2022). The following would guarantee the welfare and rights of the participants: (a) protect participant rights; (b) enhance research validity; (c) uphold conceptual honesty; (d) allow participants to opt in or out of the research participants; (e) make sure participants are aware of the objectives, benefits, risks, and funding associated with the study before they concur or decline to participate; and (f) keep participants' data private from third parties.

Data Analysis

This study adopted Interpretative Phenomenological Analysis (IPA), which is based on the extensively used Modified Van Kaam Method developed by Moustakas. The seven principles of data analysis were generated from the horizontalizing methodology, often alluded to as sorting participant experiences. IPA, or Interpretative Phenomenological Analysis, is frequently used and is based on Moustakas' modified Van Kaam Approach.

After horizontalization, the breaking down the experiences into invariant components commenced, from which the researchers could then examine the highlights. The creation of topics that were clustered to produce their own primary themes was the next step. Comparing data sources that can verify the invariant elements was the fourth crucial stage. Constructing a unique analysis of its textural descriptions was the fifth crucial stage. The process of creating the description of the data's composite structure began. The final step was compiling and analyzing all of the participants' personal experiences.

Results and Discussion

After data analysis, the researchers find the emerging four core themes, these are the; Theme 1: the challenges and struggles of pupils in modular learning, Theme 2: the pupil's desires and wants in learning,

Theme 3: Encouragement coming from peers is a must, and lastly, Theme 4: the gadgets and internet connectivity should be at hand. These four core themes were being highlighted in the pupil's experiences in the modular learning modality. (Please see Table 1. Data Analysis [Appendix 1]

Theme 1: The challenges and struggles of pupils in modular learning

Pupils were not being taught well in the time of pandemic and most would agree that they are not learning (Alvarez, 2020) due to the different issues encountered in the institution which includes inappropriate instructional technologies and teachers lack trainings on how to deal with pupils as the pandemic arises, (Abdullah et al., 2020). Many pupils in the entire country experiences great challenges just like technological issues, instructor defects, difficulties on how to answer online assessments, attitude towards online platform, the scarcity of the resources, and school choices (Darmash, 2020).

Pupil 2 mentioned that,

“Mag answer ko sa akong mga modules pero wala ko kasabot sa akong gi answeran kay nangopya ra ko sa akong silingan.” (I answer all my modules, but I didn't understand since I only copy the works of my neighbor).

Due to the lack of knowledge of the child to the subject matter, and afraid of failure if he/she cannot pass her modules, they just rely on the works of their neighbor and no knowledge was figure out upon them. In this case, it happens again and again that a certain child will just copy the works of others until the end of the school year and as a result, there was no learning being develop to the child.

Pupil 4 said that,

“Lisud kayo ang mga module kay walay mutabang nako ug answer kay si mama nay mga manghod nako nga gagmay gigalam unya dili pod kabalo mo basa si mama ug papa”. (The modules are very difficult to answer because no one will help me in my family. My mother is busy in taking care of my younger brothers and sisters and both my mother and father didn't know how to read).

One of the most important parts in achieving modular learning modality is that there is a deep sense of commitment upon the parents that they should be able to lean a hand and follow up their children if they're achieving or not. In this case, it is so hard for the parents to follow up his/child since they're illiterate

and it is hard for them to understand what was written in the child's module. In this manner, hindrance and burden will be shouldered by the child in dealing with the modular learning modality. It is also important that the Alternative Learning System should utilize all their expertise to elevate the level of illiteracy among our beloved parents.

Pupil 1 stated that,

"Daghan kayo answeran sa module unya maulaw ko mangutana ni teacher". (Too many questions and activities to be answered in the module and I'm ashamed to ask queries to my teacher).

There must be a balance load to be answered by the pupils. They cannot perform well if you give them lots of activities. It will just add burden to them and of course if a certain child ashamed to ask questions to his/her teacher, it is important that the teacher show sympathy to their pupils that they will know they're valuable and taking care off so that the pupils will not be ashamed to ask if he/she encountered difficulties.

The challenges and struggles of pupils in modular learning modality is one of the most essential topics that should be taken into consideration. Most textual languages that were formed by the horizons pointed out that in the conclusion that pupils are well challenged financially, their health and safety and the geographical factors. It will utter an immediate consideration to our administrators in education and institutions to cope with the challenges and struggles of pupils in the modular learning modality.

Theme 2: The pupil's desires and wants in learning

The Online Distance Learning are preferred by most pupils and the limited face-to-face classes were also considered in this time of pandemic. The different online platforms were created and introduce to cater the needs of the pupils all over the country. Various technologies were developed to improve the educational productivity by speeding up the child's learning but of lower expenses for program delivery. It is much suitable to help ease the difficulties of pupils in this time of pandemic. Other implementations coming from our administrators in education recommend specially in few Covid-19 cases areas, they prepare guidelines to implement the limited face-to-face classes that will ensure the safeness of the pupils.

Pupil 3 stated that,

"Nindot ug mag online class para ma explain ni teacher unsaon pag answer ang mga module". (I loved to have an online class so that our teacher can explain

to us on how to answer our modules).

Online class provides an interaction among the teacher and the pupils. The teacher can monitor daily the pupils' progress and what strategy a teacher can apply to cater the different needs of the pupils. Through online class, communication among the pupils and the teacher will also develop and enhance. In online learning, a certain child can quickly ask her difficulties to his/her teacher and vice-versa, the teacher can also answer directly the questions coming from his/her pupils.

Pupil 4 said that,

"Ganahan ko mag face-to-face na kay mas makasabot ko. Lisod kayo kung mag module ra." (I want to have a face-to-face class for a reason that I can understand it clearly. It so difficult to answer if it is in modular learning.)

Blended learning with all its modalities were not enough to cater the needs of the pupils. What the pupils want is to have a face-to-face class to fully understand the lesson. They find it hard to understand if it is in blended learning unlike if it is done in a face-to-face set up, they can easily catch up all the lessons. Pupils were having difficulty in adapting to this new normal situation where modular learning and online classes are the tools to supplement the minds of our young ones. However, others adapt to this new mode of learning and acquire new learnings from their teachers.

Pupil 1 stated that,

"Ganahan unta ko nga naay cellphone nga pwede pang internet para maka tabang nako sa akua pag skwela pero wala man me kay pobre me." (I loved to a cellphone that can access to the internet so that it can help me in my studies but I haven't for a reason that we're poor, we can't afford to have it.)

The poverty of every Filipino brings darkness from light to every school child. Parents can't afford to buy the needs of the pupils in their study for a reason that they have other basic needs that are of so important. In this situation wherein a child wants and desires cellphone that have access to the internet will abolished their problems and put an end to the scenario of the difficulty in answering the printed modular learnings.

The pupils desires and wants is to have a face-to-face classes but the pandemic permit us not to do so. We need to adapt the modalities used in our department since it will help us to bridge the gap of having no learning will happen among the pupils. However,

certain situations play a vital role in achieving those learnings as mentioned above. The lack of resources to aid the pupils is a big problem in the implementation of the modular approach of learning.

Theme 3: Encouragement coming from peers is a must

Pupils in the time of pandemic shows slow results in their learnings and made the modular modality a hindrance to some. Motivation coming from peers will help them ease this burden. But in some way or another, problems will just continue to elevate in their study. The barrier in their learning arises which results to the difficulties of some pupils.

Pupil 8 mentioned that,

“Bisag unsaon lisud kayo ang akong pag skwela tungod sa module kay pasagdaan rako ni mama ug papa kay dili pod sila kabalo.”(It is so hard to study the module since my parents will not help me for a reason that they don’t know also on how to answer to it.)

Parents have a great factor to aid the pupils’ learning outcomes. It is so important to that parents will cater the needs of the pupils and has a knowledge also to the different subject matter so that the success of having modular learning modality will follow.

Pupil 9 said that,

“Bisag lisud antuson nako para makahoman ko sa akong pag skwela unya makatabang ko ni mama ug papa”. (Even though it is hard to answer the modules but I will strive hard so that I can finish my studies and I can help my parents in the future.)

All those challenges in life that we encounter will be a steppingstone and motivates us to do more and more. It motivates us in achieving our goals and fulfill all our aspirations in life. If we take it positively, all the challenges and struggles in life regarding the modular learning amid the pandemic, these will open the eyes of the pupils to widen their thinking and encourage themselves to not go with the flow but think that this will open their doors of opportunities to enhance their capabilities as warrior pupils that can fight in every storm along the way. Be competitive and have all those values of eagerness and positivity in life.

Pupil 10 mentioned that,

“Pobre me maong maningkamot ko ug homan ug skwela para mo dato ko puhon”. (We are born poor therefore I will motivate myself to finish my studies so that in the future, I will be rich.)

Ambitions in life play a big factor in reaching our

goals. It will help us to do even more to become a better person someday. If this is the mindset among the young minds, merit to achieve the goals in life is just easy. Fulfilling the tasks at hand on time will be achievable since the pupil’s mind is conditioned to be eager in his studies.

In this theme, the pupils deal the problems encountered as a motivation for them to bring the bacon. It encourages them to be more positive in dealing all those modular modalities in learning. Even if some might say it is hard but the heart of a condition and persevere pupils will see these challenges as new opportunities for them to take even more. Do even more and pursue even more.

Theme 4: The gadgets and internet connectivity should be at hand

We’re living an era of digital world where instructions and practices changes. Many believed that gadgets and internet are useful tools in deepening the cognitive ability among our pupils. Through this, they find their work to be easier compared to the traditional way of doing. All information were displayed in just a split of a second using the Internet and we can get various, real, and useful information. It is so convenient and user friendly by our beloved pupils and likewise, it is not time consuming. Simply, you just browse the search engine using the internet and type all those things that you want to know and discover and in a blink of an eye, you can find all the information you needed.

Pupil 5 mentioned that,

“Okay kayo ang internet kay makatabang jud sa akong mga module kay maka search rako sa google unya naa dayon answer ihatag, dili nako kinahanglan magtuon, e google ra direkta.” (It is okay to have an internet connection since it can help a lot in answering my modules because we can search right away our questions to the google and the answers were all displayed. I don’t need to study since I can find all the answers right away in the goole.)

Internet can help us in so much ways, but we need to be vigilant in every information we get from the internet sources. Some shared false information that was not verified if it’s true or not. This may cause trouble into the knowledge of an individual. The pupils also mentioned that he/she is always dependent and rely all the answers on the google and it is not a good sign of having a productive individual.

Pupil 9 said that,

“Wala ko kasulay mugamit ug cellphone nga nay internet if mag answer sa module kay pobre me dili ka afford mupalit si mama ug papa”. (I haven’t tried to use cellphone and internet in answering my module because my parents can’t afford to buy that thing.)

Ignorance to use gadgets and internet is seen in poor family wherein their parents cannot afford to buy those things. Administrators, legal authorities should find ways that these gadgets must experience also to the poor young ones. Every pupil now and then as the advancement of technology arises must cope up with those things and have them at hand. Legalization of having every pupil must have access to gadgets like netbook, android phones, laptop, and internet connectivity on a free basis to be given by the government must be a priority. This will help a lot to those pupils who are working hard especially in the time of pandemic.

Pupil 8 stated that,

“Dako kaayog tabang nako ang cellphone para namong mga estudyante kay kung naa me e compute sa Math dali kayo namo makuha, ug naa me dili masabtan sa among module pwede namo ma search dayon didto.” (Using cellphone is a big help for us for a reason that if we have computation in Math, we can easily get the answer and if we feel confused about our answers in the module, we can directly search it to the website.

Using gadgets like cellphone and having an internet access helps the pupils in many ways. Though the presence of false information is also found everywhere, as a netizen and being a responsible social media user, we need to see to it that we will get the answers from the reliable sources to avoid certain problems. We can’t control on having false information that was floating online but we will always be vigilant in handling information.

The use of gadgets and internet connectivity in this theme clearly seen that it is so important. There is information we can get that will bring light and make us analyze to become an information literate. Proper usage of gadgets and internet makes our young ones more knowledgeable. Most of the experiences of our pupils being interviewed connotes that being literate to these gadgets and technologies make their ability enhance and develop. It is an additional skill being discovered through themselves and not even taught in school. In this generation, pupils’ exploration plays a big significance in asserting information. As an individual living in digital age, we should be a responsible netizen who knows how to use in every

social media platform we’re using and dealing with.

Conclusion

The pandemic did not bring health crisis but also with the education among our pupils. Various methods were used to overcome this problem. One of the methods used to allow pupils to continue their learning despite of the pandemic is the used of Modular Learning Modality. It became an alternative method to traditional face-to-face classes. This was unusual to pupils since some of them find it hard to adapt but the passion, dedication, and perseverance among our pupils in the modular modality learning is also incomparable. The presence of challenges and struggles and all barriers in education despite the did not hinder them despite the pandemic. Using various strategies to acquire learning like the use of gadgets and technology, and internet accessibility brings light to the young ones in their study.

To gain knowledge out of this platform, it is recommended that we must be vigilant in getting information floated online. Assessment to the pupils must not be copied online and if possible, make an assessment that will suit to the real needs of the child and not on what are shown in different online platforms that you’re going to just copy it because the learners can also easily get the answers by using the same social media platform. The Department of Education should be strict in monitoring and tracking of pupil’s individual progress and make an immediate action plan needed on how they are going to help those children who feel tired and burden for them to handle the modular approach of modality. Lastly, constant communication to the teachers by their pupils should be maximize and ensure that no pupils will be left behind and all the learnings must still be visible amid the pandemic.

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