



Learners' Feedback on Modular Distance Learning Modality

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ABSTRACT

The study focused on the learners' feedback on Modular Distance Learning Modality (MDL). During the Covid-19 pandemic the government agencies of the Philippines exerts efforts to contained the spreading of virus. One of these agencies were the Department of Education and Commission on Higher Education. To enable the educational institutions pursue its services, online learning has been made as one of alternative ways to continue the learning of the students this include Modular Distance Learning (MDL) method. Modular Distance Learning is mode of learning that involves individualized instruction that allows learners to use self-learning modules (SLM) in print or digital format/electronic copy also allowing the flexibility in teaching and independent learning based on students' need. This study is an attempt to get the feedback of the junior high school learners of MSU – Balo-i Community High School on the modular distance learning modality. Based on the findings, the learners are facing struggles such as school funding, struggle with self-studying and knowledge that needs guidance especially when their teachers are using modular distance learning modality. The collective views and ways were diverse as reflected on the learners' responses on the question in this study. The study revealed that feedback on modular distance learning modality experienced difficulty with self-studying and sometimes experiencing problem for the school fund and also their lack of knowledge that needs guidance. The experienced of the learner-respondents using Modular Distance Learning is quite difficult for them, since their teachers faced various problems especially that staying-up-to date with learning technology and understanding the different learning styles of students and communication with teachers tremendously influenced students' learning. Surprisingly, the results conveyed that using modular distance learning have contributed positively to the learners, these include having time to rest and being safe at home while doing their educational task. The overall findings on feedback encountered on lack of school funding, feedback encountered on learners' struggle on self-studying and learners' needs guidance in answering modules conveyed that respondents perceived insufficient financial resources have resulted in inadequate learning resources for modular distance learning, as a consequence, the quality of education provided to students living in these marginalised communities is compromised. Because of Modular Distance Learning (MDL), students encountered difficulty on understanding the module contents and assessment instructions from both parents and teachers, overloaded remote learning tasks, and poor learning environment for the students lack of financial support on their online classes.

Keywords: Modular Distance Learning, Modality, Feedback

1. Introduction

In the early year 2020 the Covid-19 pandemic surge in the Philippines. It was the difficult dilemma that faced by the Philippine's government because of the uncontrolled human infected by the illness and almost all of the government agencies were temporary paralyzed their normal operation to internalized how to controlled and monitor the surging pandemic to individuals. One of agencies affected were the educational institutions and to contained the spread of the virus and infections, the Commission on Higher Education and Department of Education has implemented the Modular Distance Learning. All the educational institutions' constituents have to adopt the new normal form of education and continuous innovations of educators and active involvement of the stakeholders are driving force for its success. Since pandemic the fundamental aspect of instruction in MSU – Balo-i Community High School encountered challenges, thus these make necessary adjustment for teaching the learners. Teachers' problem on teaching become huge, since it considered more factors; such implementation of Modular Distance Learning, lack of resources, the need for professional growth of teachers and the problem of teachers on collaboration with parents. The study also anchored on three theories to help understand the positive effect of using online learning, such; Moore's Theory of Transactional Distance, Wedemeyer's Theory of Independent Study, and Holmberg's Theory of Distance Education. On the study of Orpilla (2012), she stipulates that in distance learning scenarios, separation between the teacher and students can lead to communication gaps, a psychological space of potential misunderstanding between the behaviours of instructors and those of the learners. Thus, these inspired the researchers to sought alternative ways how to fill the teachers' problem in teaching during crisis.

2. Methodology

The study utilized descriptive research design to described the respondents in terms of their feedback in modular distance learning modality. The researcher used structured survey-questionnaires for gathering as the main instrument to secure information about feedback from modular distance learning modality of the respondents. This is to make sure in obtaining valid information and reliable response from the respondents. The instruments

were contained of two parts; first part was the profile of the respondents while second part was the challenges encountered by the respondents in MDL. The researchers also used three-point Likert scale to answer the indicators on the challenges encountered using Modular Distance Learning. The respondents were thirty (30) learners of MSU- Balo-i Community High School at Balo-i, Lanao del Norte. The administering of the instrument went on process; such the researchers wrote a permission letter to the principal of the MSU- Balo-i Community High School to allow them to conduct the study and their learners will be the target respondents, after allowing the researchers started distributing the instrument and the retrieval was done right after answering. Moreover, Frequency and Percentage, and Weighted Mean was used as statistical tools. It is believed that these tools will help the researchers understand what to do with the data and how to interpret the results. With the help of professional statistician, it helps the researchers to make sense of the data collected and enabling them to gain meaningful insights and draw valid conclusions.

3. Results and Discussion

This section presents all the data gathered and interpreted it accordingly. On the problem number one, the respondents profile, it revealed that 50% from the respondents were aged range from 15 to 18 years old, 33.33% was 19 to 21 years old and 16.67% was 16.67%. the finding connotes that the respondents was still young, therefore, they still need attention and proper guidance to be assisted to their Modular Distance Learning (MDL). They need more understanding and boost their knowledge in this kind of education strategies, a modality due to the pandemic cases. The results also conveyed that female was predominant over male, at least 66.67% from the respondents was female and 33.33% was male.

On the problem number two, the feedbacks encountered by the respondents using Modular Distance Learning. It can be seen from the table 1 that lack of school funding is sometimes a problem., with a total of 1.86 weighted mean. The cost of module that does not suit to its quality by the respondents with weighted mean 1.17 is never a problem. The results implied that the learners can afford the cost and quality of the modules meet the standards. The modules hardcopy prevents the problem on quality that may occurred.

Table 1. Feedback Encountered on Lack of School Funding

| Indicators | Weighted Mean | Literal Description |
|--|---------------|---------------------|
| 1. Cost of module was affordable. | 2.37 | Sometimes |
| 2. The quality of module is reasonable. | 2.30 | Sometimes |
| 3. I am not struggling for the expenses of the module. | 2.23 | Sometimes |
| 4. The payment of module is not worthy. | 1.37 | Never |
| 5. The module requires is too expensive. | 1.70 | Sometimes |
| 6. Cost of module does not suited to its quality. | 1.17 | Never |
| Average | 1.86 | Sometimes |

Legend: 2.45-3.00 Always, 1.45-2.44 Sometimes, 1.00 – 1.44 Never

Meanwhile, table 2 presents the feedback on learners' struggle on self-studying were students direct their own studying outside the classroom without direct supervision, the results revealed that students study at their own pace and nothing caused a problem. This proved with the results of 2.48, descriptively define as always, as the respondents perceived that all indicators where positively practiced. The results further implied that students are able to control of how they are learning and self-study is valuable way for many students to learn. On the indicators The physical accommodation for the module was not appropriate assessed at never by the respondents, this implied that the respondents have to answers the modules in most conducive places. Since, it is necessary to accomplished the modules on time, whenever they had a chance to answer their modules, wherever the place it takes they will.

Table 2. Feedback Encountered on Learners' Struggle on Self-Studying

| Indicators | Weighted Mean | Literal Description |
|---|---------------|---------------------|
| 1. I was provided with timely and helpful information at the start of the module. | 2.60 | Always |
| 2. The aim and learning outcomes of the module were made me clear. | 2.73 | Always |
| 3. The physical accommodation for the module was not appropriate. | 1.27 | Never |
| 4. The learning activities on the module helped me to learn. | 2.80 | Always |
| 5. The module was intellectually stimulating and stressed me. | 2.67 | Always |
| 6. The module helped to develop my personal skills quality. | 2.80 | Always |
| Average | 2.48 | Always |

Legend: 2.45-3.00 Always, 1.45-2.44 Sometimes, 1.00 – 1.44 Never

Table 3. Learners' Needs Guidance in Answering Modules

| Indicators | Weighted Mean | Literal Description |
|--|---------------|---------------------|
| 1. The given direction on the module are clearly understand. | 2.93 | Always |
| 2. The learning activities provided on the module were helpful. | 2.80 | Always |
| 3. The well organization of the module helps me understand the lesson. | 2.80 | Always |
| 4. The information and guidance on the assessment requirements and criteria needs the discussion of the teacher. | 1.47 | Sometimes |
| 5. I was directly guided by instructor to support my studies is still needed. | 2.00 | Sometimes |
| 6. I did not received helping hand on learning my modules. | 1.23 | Never |
| Average | 2.21 | Sometimes |

Legend: 2.45-3.00 Always, 1.45-2.44 Sometimes, 1.00 – 1.44 Never

Since the pandemic occurred, both parents and teachers having a problem how students will learn since it is modular. As shown from the table 3, learners' needs guidance in answering modules was over-all assessed to sometimes. This connotes that challenges on students' learning due to the impact physical between the instructor and the students, and adapting of modular distance learning resulting to the necessity of using technology for communicating with students. Surprisingly, the learning activities provided on the module were helpful as perceived the respondents. though, respondents claimed that they received helping hand on learning the modules, this suggest that because they are in higher grades, they can manage their learning. The respondents further suggest that the information and guidance on the assessment requirements and criteria needs the discussion of the teacher. This problem sometimes necessary for the learners to discussed to them because as some point, some of the instructions on the modules cannot be easily understand and it is needed to help them understand some lessons on the modules. According to the study of Kearns (2012), a direct consequence of the physical separation of students and instructor is the need for all communications to be mediated by some kind of technology. The results supported by the study of Orpilla (2012), she regards distance education as the conversational interaction

4. Conclusion

More problems have been encountered by the teachers as well as the students in complying all the academic requirements during pandemic. The findings of the study had revealed that teachers faced challenges on learners' lack of interest and attention during Modular Distance of Learning because teachers cannot easily communicate with the learners one by one. Likewise, teachers had overlapping tasks, and the complexity of students' learning needs and inadequate support from parents or guardians was a problem. The collaboration with parents is a most problem too because not all parents are appreciative and give attention to their children' academic needs. Some of the parents have not attended school, therefore, not all the need of guidance of learners from their parents in answering their modules was done that is why most of the learners cannot answer completely the modules

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