# Challenges Encountered By Students of Msu-Sulu Senior High School in Modular Distance Learning In Filipino Subjects

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## ABSTRACT

This study was conducted to determine the challenges encountered by the senior high school students of Mindanao State University-Sulu in modular distance learning in Filipino subjects. Descriptive survey method was employed in this study. The researcher used purposive sampling for the selection of the fifty respondents. The first research question was analyzed using frequency counts and percentage, while the second research question was analyzed using weighted arithmetic mean. Moreover, the second and third questions were analyzed using t-test for independent samples. The study concluded that the challenges most encountered by the students in modular distance learning in Filipino subjects are the following indicators: there are some words in the module that they find unfamiliar with, they struggle in answering the questions because no one teaches them at home, and they have no enough time in answering their Filipino module because of their household chores.

## 1. INTRODUCTION

The popularity of flexible learning options is observed throughout the Philippines. For the most parts of the country, especially the remote ones, modular distance learning is the only most widely used learning modality because of its applicability both for students and teachers. However, there is a major concern among the education stakeholders about its effectiveness in students' learning. Many researches claimed that, in modular distance learning particularly in Filipino subjects, students are being faced by different challenges. Musingafi et. al (2015) noted that open and distance learning were challenged with a range of obstacles in their course of studies. Their study also revealed that the most reported challenges were lack of sufficient time for study, difficulties in access and use of ICT, ineffective feedback and lack of study materials. In addition to this, De Claro (2021) stated that the students considered "poor time management" as one of the their greatest challenges encountered.

This study is based on the view that if Filipino teachers want to give their students the best learning experiences they can ever have and to ensure the effectiveness of modular distance learning, then these teachers first need to determine the challenges encountered by the students in such type of learning modality.

The purpose of this paper was to examine the challenges encountered by the senior high school students of Mindanao State University-Sulu in modular distance learning in Filipino subjects. The significant difference on the challenges encountered by these students in modular distance learning in Filipino subjects when the respondents are classified in terms of gender and age was also determined.

## 2. METHODOLOGY

### 2.1 Research Design

This research study used descriptive survey method. The researcher selected the said method because the study entailed asking questions to a large number of people about their opinions and ideas. Zurmuehlin (1981) defined descriptive survey method as "attempts to establish the range and distribution of some social characteristics, such as education or training, occupation, and location, and to discover how these characteristics may be related to certain behavior patterns or attributes."

### 2.2 Respondents of the Study

The respondents of this study were the senior high school students of Mindanao State University-Sulu who were officially enrolled during the school year 2020-2021. Specifically, the respondents came from the Grade 12 students both from Science, Technology, Engineering and Mathematics (STEM) and General Academic Strand (GAS).

### 2.3 Sampling Technique

The respondents of this study were selected using purposive random sampling from the different sections of STEM and GAS. Black (2010) defined purposive sampling as "a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher.

### 2.4 Research Instrument

The data from this study was gathered by use of questionnaires as the main research instrument. The questionnaires were administered to the students from the selected school. It comprised of the indicators on the challenges encountered by the respondents in modular distance learning in Filipino.

### 2.5 Data Gathering Procedure

The researcher first wrote a letter and asked a permission from the director of the Senior High School in Mindanao State University-Sulu. After gaining approval from the director, the researcher virtually launched the questionnaire to the respondents through a *Facebook Messenger*. The questionnaire was administered that way because the health authorities discouraged face-to-face mass gathering. Thereafter, the retrieval of the questionnaire was done on the next day.

### 2.6 Statistical Treatment of Data

The data collected were analyzed using descriptive statistics of frequency counts, percentage and weighted arithmetic mean and inferential statistics of t-test for independent samples. Specifically, the first research question which is the profile of the respondents was

analyzed using frequency and percentage, while the second research question was analyzed using weighted arithmetic mean. The third and fourth research questions were analyzed using t-test for independent samples.

## 3. RESULTS AND DISCUSSIONS

*1. What is the profile of the respondents in terms of age and gender?*

**Table 1.1 Gender of the respondents**

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 23 | 46% |
| Female | 27 | 54% |
| Total | 50 | 100% |

Table 1.1 shows the gender of the respondents. Based on the table, 23 or 46% of the respondents are male, while 27 or 54% of the respondents are female. This implies that there are more female than male respondents in this study.

**Table 1.2 Age of the respondents**

| Age | Frequency | Percentage |
|---|---|---|
| 17-18 | 32 | 64% |
| 19-20 | 18 | 36% |
| Total | 50 | 100% |

Table 1.2 shows the age of the respondents. Based on the table, 32 or 64% of the respondents are 17-18 years old, while 18 or 36% of the respondents are 19-20 years.

2. What are the challenges encountered by the respondents in modular distance learning in Filipino?

**Table 2. Challenges encountered by students in modular distance learning in Filipino subjects**

| Indicators | Mean | Description |
|---|---|---|
| 1. I can't understand well the lectures in the module because I am not good in Filipino. | 2.52 | Undecided |
| 2. There are some words in the module that I find unfamiliar with. | 3.98 | Agree |
| 3. I find it difficult to answer activities that require activities that require research in the internet. | 2.44 | Disagree |
| 4. I struggle in answering the questions because no one teaches me at home. | 3.70 | Agree |
| 5. I could hardly contact my Filipino teacher because of a poor signal in our place. | 3.28 | Undecided |
| 6. I lack the needed gadgets and materials for answering the worksheets. | 2.74 | Undecided |

| | | |
|---|---|---|
| 7.  I have no enough time in answering my Filipino module because of my household chores. | 3.82 | Agree |
| 8.  I am bothered by the questions of my classmates to me regarding our module. | 1.94 | Disagree |

Legend: *1.00-1.49=strongly disagree; 1.50-2.49=disagree; 2.50-3.49=undecided; 3.50-4.49=agree; and 4.50-5.00=strongly agree.*

Table 2 shows the challenges encountered by the students in modular distance learning in Filipino subjects. As shown in the table, the respondents **agreed** that *there are some words in the module that they find unfamiliar with, they struggle in answering the questions because no one teaches them at home, and they have no enough time in answering their Filipino module because of their household chores*. Moreover, the respondents are **undecided** on the following indicators: *They can't understand well the lectures in the module because they're not good in Filipino; they could hardly contact their Filipino teacher because of a poor signal in their place; and they lack the needed gadgets and materials for answering the worksheets*. The respondents **disagreed** that *they are bothered by the questions of their classmates to them regarding their module.*

3.  Is there a significant difference on the challenges encountered by the respondents in modular distance learning in Filipino subjects when they are classified in terms of gender?

**Table 3. Significant difference on the challenges encountered by the respondents in modular distance learning in Filipino subjects when they are classified in terms of gender**

| Indicators | t | Sig. value | Decision Rule |
|---|---|---|---|
| 1.  I can't understand well the lectures in the module because I am not good in Filipino. | 1.339 | .187 | Accept Ho |
| 2.  There are some words in the module that I find unfamiliar with. | .302 | .764 | Accept Ho |
| 3.  I find it difficult to answer activities that require activities that require research in the internet. | 4.282 | .000 | Reject Ho |
| 4.  I struggle in answering the questions because no one teaches me at home. | .254 | .800 | Accept Ho |
| 5.  I could hardly contact my Filipino teacher because of a poor signal in our place. | -.643 | .523 | Accept Ho |
| 6.  I lack the needed gadgets and materials for answering the worksheets. | .415 | .680 | Accept Ho |
| 7.  I have no enough time in answering my Filipino module because of my household chores. | -2.285 | .027 | Reject Ho |
| 8.  I am bothered by the questions of my classmates to me regarding our module. | 3.063 | .004 | Reject Ho |

*Sig-value of .05 and below are significant and above .05 are not significant*

Table 3 shows the significant difference on the challenges encountered by the respondents in modular distance learning in Filipino subjects when they are classified in terms of gender. As shown in the table, the null hypothesis is **accepted** on the following indicators: *I can't understand well the lectures in the module because I am not good in Filipino; there are some*

*words in the module that I find unfamiliar with; I struggle in answering the questions because no one teaches me at home; I could hardly contact my Filipino teacher because of a poor signal in our place; and I lack the needed gadgets and materials for answering the worksheets.* This means that for these indicators, there is no significant difference on the challenges encountered by the respondents in modular distance learning in Filipino subjects when they are classified in terms of gender. The null hypothesis is **rejected** on these indicators: *I find it difficult to answer activities that require activities that require research in the internet, and I have no enough time in answering my Filipino module because of my household chores*. This implies that for these indicators, there is a significant difference on the challenges encountered by the respondents in modular distance learning in Filipino subjects when they are classified in terms of gender.

4. Is there a significant difference on the challenges encountered by the respondents in modular distance learning in Filipino subjects when they are classified in terms of age?

**Table 4. Significant difference on the challenges encountered by the respondents in modular distance learning in Filipino subjects when they are classified in terms of age**

| Indicators | t | Sig. value | Decision Rule |
|---|---|---|---|
| 1. I can't understand well the lectures in the module because I am not good in Filipino. | 1.877 | .067 | Accept Ho |
| 2. There are some words in the module that I find unfamiliar with. | 1.132 | .263 | Accept Ho |
| 3. I find it difficult to answer activities that require activities that require research in the internet. | -.912 | .366 | Accept Ho |
| 4. I struggle in answering the questions because no one teaches me at home. | 2.353 | .023 | Reject Ho |
| 5. I could hardly contact my Filipino teacher because of a poor signal in our place. | 1.695 | .097 | Accept Ho |
| 6. I lack the needed gadgets and materials for answering the worksheets. | -.742 | .462 | Accept Ho |
| 7. I have no enough time in answering my Filipino module because of my household chores. | 2.895 | .006 | Reject Ho |
| 8. I am bothered by the questions of my classmates to me regarding our module. | -2.092 | .042 | Reject Ho |

*Sig-value of .05 and below are significant and above .05 are not significant*

Table 4 shows the significant difference on the challenges encountered by the respondents in modular distance learning in Filipino subjects when they are classified in terms of age. As shown in the table, the null hypothesis is **accepted** on the following indicators: *I can't understand well the lectures in the module because I am not good in Filipino; There are some words in the module that I find unfamiliar with; I find it difficult to answer activities that require activities that require research in the internet; I could hardly contact my Filipino teacher because of a poor signal in our place; and I lack the needed gadgets and materials for answering the worksheets.* This means that for these indicators, there is no significant difference on the challenges encountered by the respondents in modular distance learning in Filipino

subjects when they are classified in terms of age. The null hypothesis is **rejected** on the following indicators: *I struggle in answering the questions because no one teaches me at home; I have no enough time in answering my Filipino module because of my household chores; and I am bothered by the questions of my classmates to me regarding our module.* For these indicators, this implies that there is a significant difference on the challenges encountered by the respondents in modular distance learning in Filipino subjects when they are classified in terms of age.

## 4. CONCLUSION

Based on the result of the findings, the study revealed that students are faced by the challenges in modular distance learning in Filipino subjects specifically on the following indicators: *there are some words in the module that they find unfamiliar with, they struggle in answering the questions because no one teaches them at home, and they have no enough time in answering their Filipino module because of their household chores.*

With regards to the challenges in *understanding the module, in the unfamiliar words, in the difficulty answering the questions because of the lack of guidance at home, in the lack of communication to teacher because of poor signal, and in no gadgets to be used*, the study concluded that there is no significant difference on the challenges encountered by the students when they are classified in terms of gender. Moreover, with regards to the challenges on answering the modules that require internet connection and on the lack of enough time because of household chores, the study concluded that there is significant difference on the challenges encountered by the students when they are classified in terms of gender.

The study also concluded that there is no significant difference on the challenges encountered by the students in terms of age on the following indicators: *There are some words in the module that they find unfamiliar with, they struggle in answering the questions because no one teaches them at home, and they have no enough time in answering their Filipino module because of their household chores.* With regards to the challenges on the following indicators: *I struggle in answering the questions because no one teaches me at home; I have no enough time in answering my Filipino module because of my household chores; and I am bothered by the questions of my classmates to me regarding our module,* the study revealed that there is significant difference on the challenges encountered by the students in terms of age

## 5. ACKNOWLEDGMENT

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