

An Appeal for Help: The Struggles of Readers Using Self-Learning Modules

Edlan Terefe Lumangyao¹, Celso L. Tagadiad²

¹Department of Education,

²UM Panabo College

Panabo City, Davao del Norte, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2023.7012126>

Received: 17 December 2023; Revised: 30 December 2023; Accepted: 03 January 2023; Published: 13 January 2024

ABSTRACT

This study used self-learning modules to determine the learners' experiences, challenges, and insights when using self-learning modules. The researcher gathered ten (10) informants who were interviewed and were the primary source of information. The data gathered in this qualitative narrative inquiry is based on the responses to three research questions. Results were grouped into themes. Findings revealed that learners struggled using the self-learning modules, such as learning content confusion, mental exhaustion, restricted learning experience, and quickly getting distracted as part of their lived experience. Moreover, they have faced challenges such as the inability to ask for clarifications, lack of guidance, unstructured content, and unfamiliar language use. Finally, the informants' insights were the practice of active learning, continuous teacher monitoring, efficient time management, use of multiple resources, and review modules with fewer tasks. This implies that it is vital to consider the learners' level of comprehension and balance in content, and the teachers' availability should be considered in creating modules or self-learning modules. This research hopes to make strategies and methods to help learners complete and understand the self-learning modules. Additionally, this study focuses on the qualitative appeal to assist readers struggling with self-learning modules at Public Senior High School in Panabo City, Davao del Norte; the same methodology can be used to help students struggling with self-learning modules nationwide.

Keywords: education, struggles of readers, interview, self-learning modules, Philippines

INTRODUCTION

There are several explanations why learning to read is essential. One must know how to read and comprehend to survive in this new normal. Reading is necessary for the acquisition of other abilities. Bharati and Kusumawanti (2018) state that among English skills, reading abilities play the most crucial influence on students' learning achievement since reading is the activity that initiates and develops all other learning activities. Additionally, Ruiz (2015) states that students need reading comprehension abilities to adequately meet the educational objectives and expectations necessary in the classroom setting. Students are generally left to work individually in distance learning, such as modular learning, rather than face-to-face sessions during this pandemic. The learners must be able to absorb and understand what they are reading. In addition to that, reading comprehension is required to create assignments, projects, tests, and other endeavors in school routines and academic activities. On the other hand, students can only complete all that work with reading comprehension abilities (Clarke et al., 2013; Wong, 2011).

However, the reading problem has become a recurring issue worldwide as the number of frustrated readers continues to rise. According to the most recent NAEP assessment, many American learners are struggling adolescent readers (NCES, 2019). Most learners receive basic or below basic scores, with only a few achieving proficient or advanced status. Regardless of socioeconomic position, area, or race, score patterns have remained stable. The phenomenon of students being unable to read in the Philippines is not new. Certain studies reveal that Filipino students' reading problems seem perennial (Umali, 2016). Due to such problems, reading and literacy instruction have always been the top priority in all Philippine curricula.

The conventional face-to-face learning technique has been used in the educational system for many years. The COVID-19 Pandemic, on the other hand, has far-reaching consequences. The educational sector is one of the most affected. The Department of Education (DepEd) created the Basic Education Learning Continuity Plan (BE-LCP) to ensure that learning opportunities were safely offered to students through various delivery channels in response to the pandemic. (Department of Education Order No. 21, Section 2019; Department of Education Order No. 12, Section 2020). A Public Senior High School in Panabo City adopted the Modular Distance Learning Approach as its mode of learning delivery during the pandemic. Teachers provided Self-Learning Modules to the students, who were required to accomplish them within a quarter. In this situation, teachers' main concern was struggling readers who cannot read words correctly and are found to have significant difficulty with comprehension. Since solid reading skills are necessary for success across the curriculum, teachers must assist students.

Quantitative research has been done on previous pandemics. However, when attempting to understand the effect of COVID-19 on children's education and school preparedness, it is significant to get the students' perspectives, especially those self-learning modules.

Three additional reading models—Bottom-Up, Top-Down, and Interactive—are described before the Schema Theory at the theoretical level. According to Interactive Model theorists like Rumelhart (1980), top-down and bottom-up processing appear simultaneously when reading, at least for proficient or advanced readers. Rumelhart added that the reader's mental information and graphic details play a role in comprehension. Because of this, comprehension may be hindered when a necessary skill or knowledge is lacking. When this happens, a proficient reader makes up for it by deciphering a word, using context, or using both.

In the top-down reading paradigms, the reader's cognitive and linguistic abilities are crucial in deriving meaning from written items. Most of these models (Goodman, 1967; Smith, 1971) are founded on psycholinguistic theory, or the idea that thinking and language interact. This theory is supported by Goodman (1967), who stated that reading is a process that uses available linguistic signals chosen from perceptual data based on the reader's predictions. Tactical judgments about meaning are verified, rejected, or refined as the reading progresses as the information is digested. The top-down models exclusively use graphical data to confirm or deny meaning-related hypotheses.

The terms are operationally defined for clarity and a shared frame of reference: Self-Learning Module (SLM) is intended for independent learning. It is a method of learning in which the learner makes an effort to assess their knowledge, determine their learning requirements, and set learning objectives (Tohidi et al., 2019).

Reading is crucial since it is used to obtain messages or information. In addition to receiving information, we can comprehend the reading's material and apply it to our future understanding. Reading can also boost vocabulary, lower stress, excite the mind, and broaden thinking. Physically and mentally, reading is a process. When digesting the information in reading, we think as we visually observe writing. Depending on who is reading it, reading has a specific purpose. Each reader's primary objective is to comprehend all of the

material in the reading text so that it might serve as a resource for knowledge (intellectual growth) for the reader's future. Thus, comprehending the material is one of the most crucial aspects of reading (Rintaningrum, 2021).

The researcher investigated how readers felt after completing their Self-Learning Modules. Findings are expected to shed light on how COVID-19 affected children's education worldwide. Since the virus is still affecting individuals all over the globe, the results of this study will be relevant for future researchers. In addition to that, the study will benefit the parents, school administrations, educators, and students in using modular learning.

Thus, students' needs are identified by the findings. As a result, teachers discover an acceptable strategy teaching technique and, if necessary, modify the activities. Also, with the findings, the parents can understand their children's needs and prepare them for the future. This study benefits school administrators, parents, educators, and students in using modular distance learning to maintain learning objectives despite the multiple issues surrounding reading challenges. The results of this study help teachers find the best reading remediation programs to overcome students' reading problems.

According to Rasinski (2017), many children need help to become proficient readers even though changes are being made to fit their needs. Such changes include the educators, school leaders, and materials development. Some children have difficulty learning to read for a variety of reasons. One of these reasons could be poverty. Regularly reading to and with children and having access to high-quality reading materials are essential to meet their needs in reading.

Moreover, the descriptive statistical studies conducted by Franza (2018) revealed that identified characteristics such as students' economic status, motivational achievement, attitude toward learning, and family support moderately impacted their reading competency in ninth graders. Furthermore, their reading ability was assessed using vocabulary. Both the indications of comprehension and speed were statistically low, but both were modest in terms of speed as well as fluency. Additionally, Bilbao et al. (2016) argued that comprehension is the core of reading; with it, it is more helpful, and understanding may be divided into four levels: literal, inferential, interpretive, evaluative, and creative. Furthermore, Rutzler (2020) pointed out that "the act of reading and the act of comprehending what you read are two distinct things," despite many learners having learned to read.

COVID-19 is a lethal virus that has forced school closures in over 195 countries (UNESCO, 2020). When schools cannot provide face-to-face classes, various online and printed learning methods are adopted in many countries (Bhamani et al., 2020). Modular learning has advantages for the students (Anzaldo, 2021). It will teach the learners some values and lessons, make parents realize how important their roles are in their child's future, and help teachers become more open-minded about the difficulties brought on by the pandemic. When learners adapt to change, learning continues. The shift in school teaching-learning delivery to modular distance learning made it more difficult for teachers to provide fundamentally good education. That is why the Department of Education authorities looked for ways to overcome obstacles and better equip teachers and school administrators to be more effective in modular remote learning (Bagood, 2020). According to Ambayon (2020), the modular teaching of the teaching-learning method is more effective than the regular teaching approach because students learn independently with this modular approach.

The DepEd encountered significant difficulties in establishing a plan for distance learning by August 2020. The DepEd was tasked to develop a system that would identify the best learning mode for various regions of the nation, such as printing self-learning modules or letting students access content via the internet, television, and radio. The demand for equity-driven education systems to guarantee that students had the technologies and skills needed to work in both traditional and online contexts developed at the height of the pandemic. These questions included how the current and future education workforce will be prepared and if

they will be necessary (Leonardo & Cha, 2021).

However, the performance of modular education poses challenges for teachers, students, and parents. According to a study by Sumaoang (2020), the main challenges were a need for more school funding to develop and produce modules, problems with independent learning, and a need for knowledge about how parents can support their children. Therefore, it is clear that there are issues related to the use of modular distance learning.

Although there have been studies about struggles with reading, there is a need to conduct more previous research, particularly during the pandemic. There are no existing studies in the Davao Region, so doing this research could add new knowledge and hope to identify the lived experiences, challenges, and insights into readers' struggles in self-learning modules. Also, it helps educators to produce appropriate modules that suit the level of the learner. In terms of developing new interventions or strategies, new methods would benefit the learners in their academic journey.

Moreover, this study aims to explore the struggles faced by the learners in self-learning modules, their lived experiences, challenges, and insights. The study will be guided by the following questions: (1) What are the lived experiences of struggling readers in accomplishing their Self-Learning Modules at Public Senior High School in Panabo City? (2) What challenges did they face when answering Self-Learning Modules? (3) What are their insights on answering Self-Learning Modules?

METHOD

This chapter explains how the researcher collected the information required for the study and how it will be analyzed, evaluated, and presented. Participants, equipment/materials, the design, and the method used to perform the analysis are all described in this section.

The participants of this study comprised struggling readers from the Senior High School Department at Public High School in Panabo City from the scholastic year 2020-2021 who accommodated self-learning modules as the mode of learning delivery. These identified learners are detected as frustrated readers as PHIL-IRI (Reading Assessment) is conducted on them. Frustration: Readers can read but cannot comprehend what they are reading. The researcher used purposive sampling in selecting (10) struggling readers. Seven of them are males, and three are females. Purposive sampling, also called judgment sampling, is defined by Ilker et al. (2016) as "the deliberate choice of a participant due to the qualities the participant possesses. According to Creswell and Poth (2018), purposeful sampling is used in qualitative research. This means that the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study.

The informants gave the researcher the data needed for the study's reliability and relevance during the interview. They also discussed their feelings and experiences as readers struggling to complete self-learning modules. They discussed their difficulties and insights into how they found the modules difficult, as expected. These ten (10) informants were questioned individually to acquire information for the focus group discussion (FGD) and for an in-depth interview (IDI).

The researcher identified the reading level of the Senior High School students using the PHIL-IRI Reading Assessment Tool. It assesses the level of reading proficiency of the students. The researcher obtained qualitative data for the study by interviewing participants who provided narratives and perceptions about their personal experiences. Interview questions are utilized to collect data. As the Parent Consent states, the interview is done face-to-face and recorded through video or audio. The questions are focused on the participants' experiences, challenges faced, and possible needs for Modular Learning.

This study was conducted among struggling readers of a Public Senior High School in Panabo City. This study used qualitative and phenomenological methods to understand the participants' real-life experiences (Creswell, 2009). Moreover, this study used a qualitative design that utilized the interview method. It involves interviews, which help get the story behind a participant's experiences.

RESULTS AND DISCUSSION

This section presents the core findings of the study. The themes relating to the objective of the paper were raised.

Research question No. 1. What are the lived experiences of struggling readers in accomplishing their Self-Learning Modules at Public Senior High School in Panabo City?

Four (4) primary themes emerged about lived experiences after examining informants' stories of readers who have trouble using their self-learning module: 1) *Learning content confusion*, 2) *Mental exhaustion*, 3) *Restricted learning experience*, and 4) *Easily distracted*. These are presented in Table 1 with the core ideas and emerging themes.

Table 1

The emerging themes and core ideas on the lived experiences of struggling readers on accomplishing their Self-Learning Modules at Public Senior High Schools in Panabo City

Emerging Themes	Core Ideas
Learning content confusion	<ul style="list-style-type: none"> • Difficulty in understanding ideas and concepts. • They struggled to answer the questions due to their inability to comprehend difficult concepts. • Skipping ideas that are too difficult to understand. • Concepts in the materials are vague and ambiguous.
Mental exhaustion	<ul style="list-style-type: none"> • Struggling to answer due to a lack of immediate assistance from the teacher. • Difficulty in concentration since modules are readily accessible at home. • The necessity to give explanations for specific topics. • Bombarded with so many learning tasks embedded in the modules.
Restricted learning experience	<ul style="list-style-type: none"> • Learning tasks are prearranged according to learning competencies. • Answering modules limits students' learning environment. • Learning is solely a one-way experience • No interaction between the teacher and classmates.

<p>Easily distracted</p>	<ul style="list-style-type: none"> •Learners are prone to distractions. •Lack of focus and not able to finish the learning tasks on time. •Cannot concentrate on the difficult tasks. •Attention is diverted due to the availability of gadgets.
---------------------------------	--

The following are the experiences encountered by the students in answering Self-learning Modules.

Learning content confusion. The first theme that emerged in the informants' experiences was the learning content confusion they had using self-learning modules. They need help understanding ideas and concepts, especially in disciplines needing technical expertise. The learners were also perplexed because they were alone and had no one to explain things to them. Although some students got assistance, many students needed clarification on the topics' intricacies. Additionally, individuals needed help responding to the questions and complex ideas, which was frustrating and exhausting. That means that concepts in the materials need to be more transparent and clear. In order to complete the module and turn it in on time, there are other options than bypassing ideas that could be easier to understand. More than having assistance from a family member or someone available is needed to complete the module. Though not all, most learners struggled to complete the tasks.

Learning academic vocabulary is essential for understanding content. Students must use academic vocabulary when they read, talk, and write about the academic material, such as names of significant people, places, and events, as well as scientific and mathematical terminology and concepts. As students participate in many language-based learning activities, academic vocabulary is essential to interactions in the classroom.

Mental exhaustion. The second theme that emerged from the informants' experiences was mental exhaustion as they struggled to respond without instant aid from the teacher and the requirement to explain specific issues, particularly in technical areas like math. Another issue is the difficulty in maintaining focus because modules are easily accessible at home, and household noises, tasks, and responsibilities distract students. Additionally, the numerous learning tasks that were included in the modules were overwhelming to the students. This simply means that the learners are exhausted physically and mentally exhausted.

Restricted learning experience. The core of the learning process in a competency-based learning environment is the student's presentation of desired learning outcomes. Specifically, it is focused on a student's ability to advance through the curriculum at their own pace and depth. Students continue to advance as their competencies are demonstrated. Answering the modules provided by the teachers in each subject restricts the learning environment because there is no interaction between the teacher and the students, so learning is only a one-way process, as students prefer face-to-face.

Easily Distracted. Students are more likely to get distracted because they are at home and can do the tasks whenever convenient. The convenience of using a smartphone is one prevalent distraction, but it is not the only one. As a result of their enjoyment of scrolling, messaging, and internet surfing on their phone, they need more focus and can complete the learning assignments on time because technologies are available; thus, attention is diverted, and they easily get distracted.

Research Question No. 2. What challenges did they face when answering Self- Learning Modules?

Examining the accounts of readers who struggled to use their self-learning module revealed four (4) primary themes about their challenges: 1) *Cannot ask for clarifications*, 2) *Lack of guidance*, 3) *Unstructured content*, and 4) *Unfamiliar with language usage*. These are presented in Table 2 with their core ideas and emerging

themes.

Table 2

The emerging themes and core ideas on the challenges they faced in answering Self-Learning Modules

Emerging Themes	Core Ideas
Cannot ask for clarifications	<ul style="list-style-type: none"> • If confronted with complex concepts, learners cannot directly ask for clarification from the teacher. • Learners were unable to raise questions to the teachers, particularly those vague concepts. • Cannot inquire for clarifications from the teachers. • Tend to skip tasks that they do not understand since no clarifications from the teacher.
Lack of guidance	<ul style="list-style-type: none"> • No immediate supervision from the teacher. • Sibs are not always available to assist in answering the learning tasks. • Learners are not well guided in answering the modules. • Instructions are not properly explained to the learners.
Unstructured contents	<ul style="list-style-type: none"> • Learning contents are not properly sequence and difficult to understand. • Some visuals are too little and not readable. • Difficult to follow the logical arrangement of learning contents. • The module is presented in a complex manner, making it more challenging for learners to follow.
Unfamiliar with language usage	<ul style="list-style-type: none"> • Learners need help comprehending terminologies in the module. • Not all learners are acquainted with the terms used in the module. • Students are not that familiar with the concepts and terms in the module. • It is challenging on the part of students, especially for needing to be more familiar with terminologies.

The following are the challenges encountered by the students in answering Self-learning Modules:

Cannot ask for clarifications. The first challenge students face is that they cannot ask for clarifications if they have questions about the tasks they need to complete. Being separated and confined at home is a

challenge for students who are alone and have no one to ask for clarification.

Lack of guidance. The second emerging theme is the need for more guidance among students with Self-Learning Modules. The words “direct,” “point out,” and “show the path” all imply “to direct.” As a method of systematic assistance, guidance assists students in making a successful adjustment to school and life by assisting them in understanding and making good use of the educational, occupational, and personal opportunities they have or can create. With this, the following informants need more guidance when answering their modules. As a result, learning can be challenging for learners. A few students would look for someone to assist them in their module, even ones who need to gain knowledge or expertise about the subject, to finish the module and submit it on time.

Unstructured content. The third theme is the unstructured content. This can be defined as learning moving away from the typical classroom setting (heavily guided classes, rigid procedures, and others) and toward a dynamic, ever-evolving, and entirely student-led approach to learning. Unstructured learning can be used in a class as a whole or in a

Unfamiliar with language usage. The fourth theme needs to be clarified with the language usage. This is particularly apparent in the English, Maths, and Science subjects, where technical terms are used according to their discipline. This is because words are tools, and they must be chosen appropriately. Thoughts can be complicated and nuanced, but they should be expressed simply in writing and giving instructions. Written messages also demonstrate respect and concern for the audience or readers to understand, which aids in developing stronger relationships and better comprehension that lead to completing the tasks. Simple, straightforward language allows learners to read, comprehend, and apply the information provided in the module. Thus, choose a simple term or phrase over a complex one wherever possible.

Research question No. 3. What are their insights on answering Self- Learning Modules?

After examining the stories of readers who struggled to use their self-learning module, five (5) primary themes were revealed concerning their insights: 1) *Practice active reading*, 2) *Continuous teacher monitoring*, 3) *Efficient time management*, 4) *Use multiple resources*, and 5) *Review module with fewer tasks* . Emerging themes and core ideas are presented in Table 3.

Table 3

Emerging themes and core ideas on the insights of students in answering self-learning modules

Emerging Themes	Core Ideas
Practice active reading	<ul style="list-style-type: none"> • Learners must engage in active reading techniques. • Reading comprehension may be enhanced if learners are involved inactive reading. • There is a need to employ reading techniques, such as taking notes,to strengthen reading skills. • There is a need to be persistent in developing reading skills to understand the concept.

<p>Continuous teacher monitoring</p>	<ul style="list-style-type: none"> • Teachers should continuously monitor the progress of the learners in answering the module. • Learners may be able to complete the learning tasks in the module if they are monitored. • Students' progress must be checked at all times. • Checking the learner's engagement in the learning process ensures understanding.
<p>Efficient time management</p>	<ul style="list-style-type: none"> • To finish the entire module, learners need to spend time. • Avoid distractions and concentrate on answering the module. • Learners tend to be successful in the assigned learning tasks if they are more diligent. • Focus on finishing the module to meet the deadline set by the teacher.
<p>Use Multiple Resources</p>	<ul style="list-style-type: none"> • Supplement module with varied resources. • Interactive tutorials may help learners understand the concepts presented. • Reinforcing the learner's learning needs through different resources. • Teachers may give additional explanations on complex tasks.
<p>Review Module with fewer Tasks</p>	<ul style="list-style-type: none"> • Pre-arranged activities must be limited. • Modules may provide fewer learning tasks for the students to finish the entire module. • Assess the module containing a reduced number of assignments and tasks. • To ensure student comprehension, educators might offer a limited number of activities.

Practice active learning. The first theme is the practice of active learning. Active learning encourages students to read, discuss, and write to engage in higher-order thinking. Self-learning modules can be difficult to complete during the pandemic because students must use active reading strategies. Active reading can improve students' reading comprehension. Reading strategies like taking notes must also be used to improve reading abilities. In order to comprehend the concept, it is also necessary to persist in improving reading abilities.

Additionally, these emphasize skill development more than information transmission and frequently

emphasize having learners explore their attitudes and ideals. Furthermore, being active in completing the task activates the brain, not the person. Learning is about the information and the active learning strategy process. Students' independence and capacity for learning are developed through active learning. Students who practice active learning have more ownership and influence over their education.

Continuous teacher monitoring. Continuous teacher monitoring is the second theme in answering the Self-learning Module. To be effective in teaching and for the students to accomplish the tasks, careful and ongoing monitoring because it enables teachers to choose the best methods for teaching reading and writing and because it enables them to address students' learning issues before they have a significant impact on student's academic performance if they are being monitored. The outcomes of their monitoring operations enable teachers to assess the worth of the tasks, or to put it another way, to gauge their efficacy and to make the required adjustments. Additionally, continuous monitoring verifies the student's participation in the learning process and helps to ensure understanding.

Efficient time management. The third theme is efficient time management. Though learners have the freedom to work on their tasks, they still need to manage their time efficiently by spending time working on their modules. To do this, they must remove distractions that prevent them from completing the tasks and return the modules on time. Making and adhering to a daily schedule is the best approach for students to manage their time. Students will benefit from this because they will clearly understand the many tasks that must be completed each day and can mark the tasks as completed once they are finished. Thus, learners need to be diligent to finish their tasks successfully.

Use multiple resources. The fourth theme that emerges is the use of multiple resources. Modules with varied resources can significantly help students who struggle to understand the context of the subject. Additionally, assistance from subject teachers whenever students have clarification, is an excellent way to help students. On the other hand, students must have devices to contact their teachers. When learners can contact their teachers through Messenger, text, or chat, the teacher can provide a detailed explanation of complex content.

In programs that strongly focus on critical thinking, communication skills, lifelong learning, and the development of personal values, employing a variety of materials is highly crucial. The ability to locate and use resources, however, will become increasingly important in today's "information society," regardless of the specific goals of a class.

Review module with fewer tasks. The fifth and last theme that emerges in the students' insights is the review module with fewer tasks. Pre-planned activities should be kept to a minimum and may give students fewer learning assignments to complete the module. Additionally, the teacher may examine the module with fewer assignments and responsibilities to ensure that understanding of the material is assured.

IMPLICATION AND CONCLUDING REMARK

This section emphasizes the significance of student participation for academic performance and enjoyment, offers helpful advice for educators and learners, and identifies opportunities for further research.

Implication for Practice

Globally, the COVID-19 epidemic brought about many changes. One of these is in education, where students and teachers communicate online. A few have also turned to modular learning, where students drive their learning. Moreover, the study aims to describe the struggles of readers using self-learning modules in their experiences, challenges, and insights. Based on the result, three (3) themes were revealed in every objective. First, the experiences faced by the participants during the pandemic were learning content

confusion, mental exhaustion, restricted learning experience, and being easily distracted. Second, the challenges of the participants during the pandemic were revealed: learners cannot ask for clarifications, lack of guidance, unstructured content, and are unfamiliar with the language use —Lastly, the participants' insights, the practice of active reading, continuous teacher monitoring, efficient time management, use multiple resources and review modules with fewer tasks were the emerging themes based on result of the interview among respondents.

This implies that teachers can adjust to the needs of the students by knowing the situation such as time, distance, and the ability of the learners to finish the module, the situation's demands for the students' benefit to learn the concept more effectively by giving the learners appropriate and realistic goals in completing their modules, as there is a scarcity or limitation of communication between teachers and learners. Moreover, the study highlights the importance of teachers in the learning process by providing the support and guidance the learners need. Furthermore, the study underscores the importance of learners' participation by asking and reaching out to their teachers whenever possible. After all, learning is a two-way process to achieve its maximum effect.

The study also revealed that learning content confusion emerged as the most significant part of their experience having a self-learning module as there was no one to explain the content to them, especially in math and science subjects. As a result of having no one readily available to assist them with their question, learners experienced mental exhaustion.

In addition, the most challenging part that emerged was the need for more guidance in answering the module. As a result, learners tend to skip complex topics or topics that they find challenging, as they need help assisting them, which would result in them copying the answer keys provided in the module. Conversely, though their parents, siblings, or anyone available to help them guide and understand the content, learners feel that there is no substitute for teachers to guide them to understand the concept better.

Furthermore, continuous teacher monitoring is the most significant insight the learners gain in the self-learning module. The learners can efficiently complete the tasks if the teachers monitor them and ask them about their progress. On the other hand, when teachers monitor them by asking about their progress and engagement, learners can ask questions for clarification that would make them understand and complete the task.

Thus, the study implies that with the aid of the teachers, students' difficulties with self-learning modules might be reduced or even eliminated. School administration can solve these issues by introducing support systems for the teachers, such as training efforts and resource provision, especially for those creating self-learning modules. Additionally, rules can offer recommendations to aid educators in adequately addressing and considering the different requirements of learners, such as their socioeconomic status and understanding levels.

The study's conclusion emphasizes the significance of teachers supporting their students' learning and the value of their contributions to the self-learning modules. The field of education can develop a practical module that would cater to varied learners and ultimately increase overall academic satisfaction by considering these implications in practice, standards, and policy.

Implication for Future Research

Comparative research can be conducted to evaluate the efficiency of self-learning modules in other topics and pinpoint the precise tasks and activities that help learners succeed academically. Additionally, the experiences, difficulties, coping mechanisms, and insights of readers who have trouble using self-learning modules can be studied using a combination of quantitative and qualitative methodologies. The teachers can

create new knowledge methods and strategies for their modules by considering how self-learning modules affect the learners.

Concluding Remark

The study's conclusions may influence future modular learning for students who have dealt with or gone through it. The findings demonstrate the significant difficulties faced by participants of self-learning modules during the COVID-19 epidemic. As a result, the researcher discovered the following, which would benefit teachers and students the most.

Teachers play an essential role in students' academic achievement in understanding the tasks stipulated in the module. The teacher needs to spend time monitoring and checking the learners' progress. In addition, this will be when learners can ask for clarifications or questions about content that confuses them. As a result, this gives learners time to comprehend fully and complete the tasks on time.

Learners play a critical part in understanding, finishing, and submitting the task on time. Focusing on the tasks at hand gives them an edge to complete on time. It was also found that time management is crucial as they are easily distracted by external factors such as household chores, noises from their neighbors, and, most significantly, they are tempted to sleep or use their smartphones.

REFERENCES

1. Abbas, K. (2021). Factors Influencing Students Reading Comprehension Difficulties Amidst The Use Of Modular Distance Learning Approach In Mindanao State University Sulu – Senior High School. Jolo, Sulu, Philippines.
2. Agormedah, E. K., Britwum, F., Amoah, S. O., Acheampong, H. Y., Adjei, E., & Nyamekye, F. (2021). Assessment of Time Management Practices and Students' Academic Achievement: The Moderating Role of Gender. *International Journal of Social Sciences & Educational Studies*, 8(4), 171-188. <https://doi.org/10.23918/ijsses.v8i4p171>
3. Almusaed, A., Almssad, A., Yitmen, I., & Homod, R. Z. (2023). Enhancing Student Engagement: Harnessing "AIED"'s Power in Hybrid Education—A Review Analysis. *Education Sciences*, 13(7), 632. <https://doi.org/10.3390/educsci13070632>
4. Alshammari, N. (2021). *Academic Stress Examination and Its Sources Among Saudi Students in the United States* (Order No. 28966073). Available from ProQuest Central. (2632792611). <https://www.proquest.com/dissertations-theses/academic-stress-examination-sources-among-saudi/docview/2632792611/se-2>
5. Aryal, A., & Balan, S. (2023). Evaluation of a technical information systems module for distance learning during the COVID-19 pandemic. *Journal of Research in Innovative Teaching & Learning*, 16(1), 53-66. <https://doi.org/10.1108/JRIT-11-2021-0078>
6. Anzaldo, G. (2021). Modular Distance Learning in the New Normal Education Amidst COVID-19, Talisay Elementary School, Talisay Calatagan, Batangas, Philippines.
7. Arruda, H., & Édison, R. S. (2021). Assessment and evaluation in active learning implementations: Introducing the engineering education active learning maturity model. *Education Sciences*, 11(11), 690. doi:<https://doi.org/10.3390/educsci11110690>.
8. Bandura, A. (1993). Perceived Self-Efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117–148. https://doi.org/10.1207/s15326985ep2802_3.
9. Batac, K. I. T., Baquiran, J. A., & Agaton, C. B. (2021). Qualitative Content Analysis of Teachers' Perceptions and Experiences in Using Blended Learning during the COVID-19 Pandemic. *International Journal of Learning, Teaching and Educational Research*, 20(6), 225–243. <https://doi.org/10.26803/ijlter.20.6.12>.
10. Besser, A., & Zeigler-Hill, V. (2022). Adaptability to a sudden transition to online learning during the

- COVID-19 pandemic: Understanding the challenges for students. *Scholarship of Teaching and Learning in Psychology*, 8(2), 85–105. <https://doi.org/10.1037/stl0000198>.
11. Boothe, C. M. (2023). *Study Strategies and Time Management: The Broccoli of Academics* (Order No. 30309532). Available from ProQuest Central. (2794398886). <https://www.proquest.com/dissertations-theses/study-strategies-time-management-broccoli/docview/2794398886/se-2>
 12. Castroverde, F., Acala, M. (2021). Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic.
 13. Cavioni, V., Grazzani, I., Ornaghi, V., Agliati, A., Gandellini, S., Cefai, C., Camilleri, L., Bartolo, P., Vorkapić, S. T., Golob, L., Poulou, M., Martinsone, B., Supe, I., Simoes, C., Lebre, P., Colomeischi, A., Rusu, P., Acostoaie, L., Vintur, T., & Conte, E. (2023). A multi-component curriculum to promote teachers' mental health: Findings from the PROMEHS program. *International Journal of Emotional Education*, 15(1), 34-52. <https://doi.org/10.56300/KFNZ2526>
 14. Chall, J. S., Jacobs, V. A., & Baldwin, L. E. (2009). The reading crisis. <https://doi.org/10.2307/j.ctvjhzs0b>.
 15. Dar, R. & Peer, N. (2022). Importance of Guidance and Counseling in Effective Teaching and Learning in School. *International Journal of Scientific Research*. 4. 123 126. 10.31426/ijamsr.2021.4.3.411345.
 16. Garrett, C. A. (2023). *Remote Learning During the COVID-19 Pandemic, and the Experiences of Low Socioeconomic Students* (Order No. 30420829). Available from ProQuest Central. (2819124650). <https://www.proquest.com/dissertations-theses/remote-learning-during-covid-19-pandemic/docview/2819124650/se-2>
 17. Goodman, K.H. (1967). Reading: A Psycholinguistic Guessing Game. *Journal of the Reading Specialist*, 6, 126-35
 18. Harris, A. J. & Sipay, E. R. (1984). *How to Increase Reading Ability*. Seventh Edition. New York: Longman
 19. Isa, J., Meinke-Kroll, M., Todd, M., & Nolte, A. (2022). Exploring Artifact-Generated Learning with Digital Technologies: Advancing Active Learning with Co-design in Higher Education Across Disciplines. *Technology, Knowledge and Learning*, 27(1), 335-364. <https://doi.org/10.1007/s10758-020-09473-3>
 20. Kitila, F., Ali, S., & Bekele, E. (2023). The Impact of Writing Through Integrated Skills Intervention on English Students' Writing Skills: Focus on Vocabulary and Grammar. *Journal of Language Teaching and Research*, 14(2), 297-303. <https://doi.org/10.17507/jltr.1402.04>
 21. Leonardo, M. D. F., & Cha, J. (2021). Filipino Science Teachers' Evaluation on Webinars' Alignments to Universal Design for Learning and Their Relation to Self-Efficacy amidst the Challenges of the COVID-19 Pandemic. *Asia-Pacific Science Education*, 7(2), 421-451. <https://doi.org/10.1163/23641177-bja10035>
 22. Llego, M. A. (2021). DepEd Learning Delivery Modalities for School Year 2020-2021. Retrieved from <http://www.teacherph.com/depd-learningdelivery-modalities/>.
 23. Meylana, A. (2019). Students' Reading Comprehension Ability and Problems in an Advanced Reading Comprehension Class. A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang.
 24. Mkandawire, S. (2017). Familiar Language Based Instruction Versus Unfamiliar Language for the Teaching of Reading and Writing Literacy Skills: A Focus on Zambian Languages and English at Two Primary School in Lusaka. 1. 53-82.
 25. Nardo, J. E., Chapman, N. C., Shi, E. Y., Wieman, C., & Salehi, S. (2022). Perspectives on active learning: Challenges for equitable active learning implementation. *Journal of Chemical Education*, 99 (4), 1691. doi:<https://doi.org/10.1021/acs.jchemed.1c01233>.
 26. Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to Read and write: Developmentally Appropriate Practices for Young children*.
 27. Nikfarjam, P., & Husband, M. (2023). Teachers' acts of distancing in the mathematics classroom. *Mathematics Teaching*,

- (286), 20-24. <https://www.proquest.com/trade-journals/teachers-acts-distancing-mathematics-classroom/docview/2813049593/se-2>
28. Rasinski, T. (2017). *Readers Who Struggle: Why Many Struggle and a Modest Proposal for Improving Their Reading*. International Literacy Association, USA.
29. Reddy, L. & Dudek, C. M. (2014). Teacher Progress Monitoring of Instructional and Behavioral Management Practices: An Evidence-Based Approach to Improving Classroom Practices. *International Journal of School & Educational Psychology*, 2, 71–84, 2014 Copyright © International School Psychology Association ISSN 2168-3603 print/ISSN 2168-3611 online DOI: 10.1080/21683603.2013.876951
30. Rintaningrum, R. (2021). The importance of reading to expand knowledge. Institut Teknologi Sepuluh Nopember, Surabaya, Indonesia
31. Shahidzade, F., Razmi, M. H., & Shouket, A. T. (2022). A Critical Appraisal of the Correspondence between Students' Attitudes towards the Use of Corrective Feedback Strategies and How They Are Implemented by Teachers in EFL Classroom Interactions. *Education Research International*, 2022 <https://doi.org/10.1155/2022/2003247>
32. Silva, R., Martins, F., Cravino, J., Martins, P., Costa, C., & Lopes, J. B. (2023). Using Educational Robotics in Pre-Service Teacher Training: Orchestration between an Exploration Guide and Teacher Role. *Education Sciences*, 13(2), 210. <https://doi.org/10.3390/educsci13020210>
33. Smith, F. (1971). *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*. New York: Holt, Rinehart and Winston, Inc
34. Sowell, J. (2017). Good Instruction-Giving in the Second-Language Classroom. *ENGLISH TEACHING FORUM*. americanenglish.state.gov/english-teaching-forum. <https://files.eric.ed.gov/fulltext/EJ1156495.pdf>
35. Tohidi S, KarimiMoonaghi H, Shayan A, Ahmadinia H. (2019). The Effect of Self-learning Module on Nursing Students' Clinical Competency: A Pilot Study. *Iran J Nurs Midwifery Res*. Mar-Apr;24(2):91-95. doi: 10.4103/ijnmr.IJNMR_46_17. PMID: 30820218; PMCID: PMC6390434.
36. Trentepohl, S., Waldeyer, J., Fleischer, J., Roelle, J., Leutner, D., & Wirth, J. (2022). How Did It Get So Late So Soon? The Effects of Time Management Knowledge and Practice on Students' Time Management Skills and Academic Performance. *Sustainability*, 14(9), 5097. <https://doi.org/10.3390/su14095097>
37. Wei, L. (2021). Teaching Academic Vocabulary to English Language Learners (ELLs). *Theory and Practice in Language Studies*, 11(12), 1507-1514. <https://doi.org/10.17507/tpls.1112.01>
38. Valencia, S.W., & Buly, M.R. (2004). Behind test scores: What struggling readers really need. *The Reading Teacher*, 57(6), 520–531.
39. Zimmerman, B., Rasinski, T., & Melewski, M. (2013). When kids cannot read, what a focus on fluency can do: The reading clinic experience at Kent State University. In E. Ortlieb & E.H. Cheek (Eds.), *Advanced literacy practices: From clinic to the classroom* (pp. 137–160). Bingley, UK: Emerald Group.