Level of Challenges and Coping Mechanism of College of Education Stakeholders on Modular Learning

Romulo N. Lagon
Capiz State University Burias Campus, Philippines
Corresponding Author: Romulolagon81@gmail.com

Abstract

The study titled “Level of Challenges and Coping Mechanism of College of Education Stakeholders on Modular Learning” was conducted in the College of Education of Capiz State University Burias Campus during the school year 2020-2021. More specifically, it aimed to answer the following questions: (1) What are the level of challenges encountered in the implementation of modular learning as a whole when grouped according to: students, parents, and faculty? (2) What are the level of coping mechanism in the implementation of modular learning as a whole when grouped according to: students, parents, and faculty? (3) Is there significant relationship between challenges and coping mechanism? The study employed the descriptive – correlational research design. The data were gathered by the researcher using a researcher-made questionnaire for challenges and adapted questionnaire for coping mechanism. The respondents were randomly chosen through simple random sampling technique. The results of the study revealed that the College of Education students of Capiz State University Burias Campus were mostly female, reside in barangay and without internet connectivity. The parent – respondents were high school graduate, with family income of PHP10,000 and below, and unemployed. The faculty–respondents were mostly instructor I and had a length of service between 1 – 10 years. The level of challenges encountered by the students, parents, and faculty in the implementation of modular learning was moderately challenged as a whole. The level of coping mechanism encountered by the students, parents, and faculty in the implementation of modular learning was strongly coping as a whole. The challenges and coping mechanism of the student - respondents in the implementation of modular learning was significantly related. However,
the challenges and coping mechanism of parents and faculty were not significantly related.

**Keywords:** distance learning, instructional quality, internet connectivity, springboard, technical quality

**INTRODUCTION**

Face to face learning engagement of students and teachers within the school has been suspended due to the COVID-19 pandemic. This pandemic has paved the way to the implementation of modular distance learning in Capiz State University (CAPSU) Burias Campus as an urgent response to ensure continuity of education.

Undeniably, the pandemic has brought serious concern in the education sector. Most students, parents, and faculty experience tremendous challenges and barriers during modular learning that hamper the transfer of learning to their students.

The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the university implemented the Modular Distance Learning (Dangle & Sumaoang, 2020).

One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered (Nardo, 2017).

The disadvantages include greater self-discipline and self-motivation required for students, increased preparation time and lack of concrete rewards for teachers and staff, and greater administrative resources needed to track students and operate multiple modules.

Anspaugh et al. (2003) shared the view that stress came in several forms and affected people of all ages and walks of life. This implies that stress is a part of life and has many causes, and that the degree of stress
in people’s lives is greatly dependent on factors such as the physical health of the individual, the quality of interpersonal relationships, the number of commitments and responsibilities, the degree of others’ dependence and expectations, the amount of support received from others, and the number of changes of traumatic events.

Coping strategies become crucial in situations where stress cannot be avoided. It is defined as the thoughts and behaviors mobilized to manage the internal and external stressful situations. It is a term used distinctively for conscious and voluntary mobilization of acts, different from ‘defense mechanisms’ that are subconscious or unconscious adaptive responses, both of which aim to reduce or tolerate stress (Algorani & Gupta, 2020).

The key purpose of this research was to find out the challenges encountered by the students, parents, and faculty in the implementation of modular learning in Capiz State University Burias Campus.

This study aimed to ascertain the challenges and coping mechanism on modular learning encountered by CapSU students, parents and faculty.

More specifically, it aimed to answer the following questions:

1. What are the level of challenges encountered in the implementation of modular learning as a whole when grouped according to: students, parents, and faculty?

2. What are the level of coping mechanism in the implementation of modular learning as a whole when grouped according to: Students, parents, and faculty?

3. Are there significant relationship between challenges and coping mechanism?

Scope and Limitation

This study was limited to the challenges and coping mechanism of students, parents, and faculty of Capiz State University Burias Campus. The challenges were categorized into: extremely challenged, very challenged, moderately challenged, slightly challenged, not all challenged.

The data on challenges were gathered using a researcher-made questionnaire. It was composed of 10 – item statements for students, 10 items for parents, and 14 – item statements for faculty.
An adapted questionnaire from Williams (2016) was used in gathering data for coping mechanism of the respondents.

The data gathering was done following the health protocols imposed by the IATF to ensure safety of the researchers, respondents, and other individuals involved in the study.

The restrictions brought by the COVID-19 pandemic was acknowledged as the limitation of this study.

**METHODS**

**Research design**

This study utilized the quantitative research method. This study utilized the descriptive-correlational research design through simple random sampling technique to determine the challenges and coping mechanism on modular learning encountered by CAPSU students, parents and faculty.

**Respondents**

The study was conducted at Capiz State University Burias Campus, Mambusao, Capiz composed of officially enrolled 286 students, 286 parents, and 22 faculty of the College of Education of Capiz State University Burias Campus from February to November 2021 through simple random sampling technique.

**Data collection Instrument**

The data were gathered by the researcher using researcher made questionnaire. The reliability and validity of questionnaire for challenges were subjected to Cronbach’s Alpha coefficient of 0.72 for student-respondents, 0.80 for parent-respondents, and 0.77 for faculty-respondents which indicates acceptable reliability. However, an adapted questionnaire from Williams (2016) was used in gathering data for coping mechanism of the respondents.

**Data Collection Procedure**

The researcher personally gave and retrieved the questionnaires to the students and parent-respondents during module distribution and handing in questionnaires to faculty of CAPSU Burias campus.
Data analysis
Descriptive and inferential statistics such as frequency count, percentage, standard deviation, mean, and Pearson’s r were used to analyze the data.

RESULTS AND DISCUSSION

Level of Challenges Encountered by the Student - Respondents in the Implementation of Modular Learning as a Whole.

Table 1. Level of Challenges Encountered by the Student - Respondents in the Implementation of Modular Learning as a Whole.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Challenged</td>
<td>20</td>
<td>06.99</td>
</tr>
<tr>
<td>Very Challenged</td>
<td>112</td>
<td>39.16</td>
</tr>
<tr>
<td>Moderately Challenged</td>
<td>120</td>
<td>41.96</td>
</tr>
<tr>
<td>Slightly Challenged</td>
<td>33</td>
<td>11.54</td>
</tr>
<tr>
<td>Not All Challenged</td>
<td>1</td>
<td>00.35</td>
</tr>
<tr>
<td>Total</td>
<td>286</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean 3.31 (Moderately Challenged) SD = 0.64

The data revealed that more than two-fifth (41.96%) of the respondents had encountered “moderately challenge” in the implementation of modular learning; 112 or 39.16 percent, very challenge; 33 or 11.54 percent, slightly challenge; 20 or 06.99 percent, extremely challenge; and only 1 or 00.35 percent of them were “not all challenge” in the implementation of modular learning.

The mean of 3.31 was interpreted as “moderately challenged” in the implementation of modular learning.

Based on the responses given, the highest weighted mean was obtained from the statement indicators that they have difficulty answering their modules since they answered their modules on their own without reliable internet connection.

This result agrees with the findings of the study of Nardo (2017) which revealed that most of students cannot study independently and cannot easily follow instructions in the modules.
Level of Challenges Encountered by the Parent - Respondents in the Implementation of Modular Learning as a Whole

Table 2. Level of Challenges Encountered by the Parent - Respondents in the Implementation of Modular Learning as a Whole.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Challenged</td>
<td>45</td>
<td>15.73</td>
</tr>
<tr>
<td>Very Challenged</td>
<td>83</td>
<td>29.02</td>
</tr>
<tr>
<td>Moderately Challenged</td>
<td>126</td>
<td>44.06</td>
</tr>
<tr>
<td>Not All Challenged</td>
<td>32</td>
<td>11.19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>286</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The data in Table 2 revealed that more than two - fifth (44.06%) of the respondents had encountered “moderately challenge” in the implementation of modular learning; 83 or 29.02 percent, very challenge; 45 or 15.73 percent, extremely challenge; and only 32 or 11.19 percent of the respondents encountered were “not all challenge” in the implementation of modular learning.

The mean of 3.39 revealed that the level of challenge encountered by the parent - respondents was “moderately challenged”. The standard deviation of 0.68 showed a little variation in the level of challenges in the implementation of modular learning as a whole.

Based on the responses given, the highest weighted mean was obtained from the statement indicators that they have difficulty helping their children in answering modules due to the fact that they do not have enough time to help and they do not have gadget.

FlipScience (2020) stated that parents serve as partners of teachers in education. They play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child.

The findings support the study of Agaton and Cueto (2021) which revealed that parents should also have the same readiness in educating children in learning education at home. This is because high levels of involvement of the parents in the learner’s home schooling can obtain positive achievement results, even without assistance from a school or teacher. Parents are having difficulties with balancing responsibilities, learner motivation, accessibility, and learning outcomes.
Level of Challenges Encountered by the Faculty - Respondents in the Implementation of Modular Learning as a Whole

Table 3. Level of Challenges Encountered by the Faculty - Respondents in the Implementation of Modular Learning as a Whole

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderately Challenged</td>
<td>6</td>
<td>27.28</td>
</tr>
<tr>
<td>Slightly Challenged</td>
<td>9</td>
<td>40.90</td>
</tr>
<tr>
<td>Not All Challenged</td>
<td>7</td>
<td>31.82</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Mean 2.92 (Moderately Challenged)  SD = 0.57

The data in Table 3 revealed that more than one-fourth (40.90%) of the faculty-respondents had encountered “slightly challenge” in the implementation of modular learning; 7 or 31.82 percent, not all challenge; and only 6 or 27.27 percent of the faculty-respondents encountered were “moderately challenge” in the implementation of modular learning.

The mean of 2.92 revealed that the level of challenge encountered by the faculty-respondents was “moderately challenged”. The standard deviation of 0.57 showed a little variation in the level of challenge in the implementation of modular learning as a whole.

Based on the responses given, the highest weighted mean was obtained from the statement indicators that funds are not enough for modular distance learning and increased workload and stress working from home.

This is in consonance to the result of the study of Castroverde and Alcala (2021) which found out that the challenges encountered by teachers in the modular learning were the lack of time, lack of printing materials or scarcity of supplies, and insufficient time and assistance in printing the modules.

This supports the findings of Malipot (2020) which stressed that teachers also air their problems on modular distance learning.

On the same side, the result of the study of Bagood (2020) highlighted that as frontliners in the educational system, they have undergone various training and seminars to be more equipped in delivering better education
amid the COVID-19 pandemic as it is a norm of the department to train teachers not just for professional growth but to become ready for unexpected circumstances.

**Level of Coping Mechanism of the Student - Respondents in the Implementation of Modular Learning as a Whole**

**Table 4.** Level of Coping Mechanism of the Student - Respondents in the Implementation of Modular Learning as a Whole

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Highly Coping</td>
<td>34</td>
<td>11.89</td>
</tr>
<tr>
<td>Highly Coping</td>
<td>142</td>
<td>49.65</td>
</tr>
<tr>
<td>Moderately Coping</td>
<td>107</td>
<td>37.41</td>
</tr>
<tr>
<td>Slightly Coping</td>
<td>3</td>
<td>01.05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>286</strong></td>
<td><strong>100.00</strong></td>
</tr>
<tr>
<td><strong>Mean 3.61 (Highly Coping)</strong></td>
<td><strong>SD = 0.68</strong></td>
<td></td>
</tr>
</tbody>
</table>

The data in Table 4 revealed that more than two-fifths (49.65 %) of the students - respondents had “highly coping” in the implementation of modular learning; 107 or 37.41 percent, moderately coping; 34 or 11.89 percent, very highly coping, and only 3 or 1.05 percent of the student - respondents were “slightly coping” in the implementation of modular learning.

Based on the responses given, the highest weighted mean was obtained from the statement indicators that student – respondents trying to think about how lucky they are when compared with those who have even more difficult problems, analyze the problem in order to understand it better, distracting themselves with the activities they enjoy and turning to prayer or attending spiritual services of some kind.

In the same vein, Bibon and Barcenas (2021) mentioned that to cope with the challenges brought by modular learning, students seek help from more knowledgeable others due to unavailability of an immediate support, cheat or refer to internet for independent learning, and they carefully organized the modules to manage time well prior to answering and submitting outputs.
Level of Coping Mechanism of Parent - Respondents in the Implementation of Modular Learning as a Whole.

**Table 5.** Level of Coping Mechanism of the Parent – Respondents in the Implementation of Modular Learning as a Whole

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Highly Coping</td>
<td>46</td>
<td>16.08</td>
</tr>
<tr>
<td>Highly Coping</td>
<td>161</td>
<td>56.29</td>
</tr>
<tr>
<td>Moderately Coping</td>
<td>72</td>
<td>25.18</td>
</tr>
<tr>
<td>Slightly Coping</td>
<td>7</td>
<td>02.45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>286</strong></td>
<td><strong>100.00</strong></td>
</tr>
<tr>
<td>Mean 3.72 (Highly Coping)</td>
<td>SD = 0.70</td>
<td></td>
</tr>
</tbody>
</table>

The data in Table 5 revealed that more than one-half (56.29%) of the parent-respondents had “highly coping” in the implementation of modular learning; 72 or 25.18 percent, moderately coping; 46 or 16.18 percent, very highly coping, and only 7 or 02.45 percent of the parent-respondents were “strongly coping” in the implementation of modular learning.

Based on the responses given, the highest weighted mean was obtained from the statement indicators that they find themselves watching television, trying to forget the whole thing, and they were counting to ten, taking deep breaths, or practicing other relaxation techniques.

On the same side, the result of the study of Agaton and Cueto 2021 showed that the parents observe the lack of attention to lessons, difficulty in coping with fast-paced instructions, and inability to finish the desired outputs as well as health-related problems.
Level of Coping Mechanism of the Faculty - Respondents in the Implementation of Modular Learning as a Whole.

Table 6. Level of coping mechanism of the faculty - respondents in the implementation of modular learning as a whole

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Highly Coping</td>
<td>5</td>
<td>22.72</td>
</tr>
<tr>
<td>Highly Coping</td>
<td>14</td>
<td>63.64</td>
</tr>
<tr>
<td>Moderately Coping</td>
<td>3</td>
<td>13.64</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The data in Table 6 revealed that more than three-fifths (63.64%) of the faculty - respondents indicated “highly coping” with the implementation of modular learning; 5 or 22.72 percent, very highly coping; and only 3 or 13.64 percent of the faculty – respondents were “strongly coping” with the implementation of modular learning.

Based on the responses given, the highest weighted mean was obtained from the statement indicators that the faculty – respondents tried to look on the bright side of things, trying to analyze the problem in order to understand it better, and innovating to do something creative.

This result conforms to the findings of Castroverde and Alcala (2021) who revealed that to cope with the challenges encountered in modular distance learning modality, teachers practiced time management, innovating teaching strategies, adapting to the changes brought by the new normal trend in education, being flexible, providing alternative plans, being optimistic, patient, and equipping oneself with the necessary skills for the new normal ways of education.
Relationship between Challenges and Coping Mechanism of the Student, Parent and Faculty in the Implementation of Modular Learning

Table 7. Relationship between Challenges and Coping Mechanism of the Student – Respondents in the Implementation of Modular Learning

<table>
<thead>
<tr>
<th>Variable</th>
<th>r-value</th>
<th>R – prob</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges and Coping Mechanism (Student)</td>
<td>0.85*</td>
<td>0.04</td>
</tr>
<tr>
<td>Challenges and Coping Mechanism (Parent)</td>
<td>0.02 ns</td>
<td>0.69</td>
</tr>
<tr>
<td>Challenges and Coping Mechanism (Faculty)</td>
<td>0.26 ns</td>
<td>0.06</td>
</tr>
</tbody>
</table>

* - Significant at 5%
ns – not significant

As shown in Table 7, the data revealed that there is a highly significant relationship in the challenges and coping mechanism of the student respondents in the implementation of modular learning (r-value=0.85, p<0.05).

Hence, the null hypothesis which states that there is no significant relationship in the challenges and coping mechanism encountered in the implementation of modular learning of the respondents, is rejected.

It can be implied that the challenges encountered by the student respondents in the implementation of modular learning was significantly related with their coping mechanism.

This result conforms to the findings of Macalisang and Calo (2021) which indicated that the new normal has presented various struggles to the students and that they employ mechanisms to cope with these struggles.

The result agrees with Segbenya et al. (2019) and Kwaah and Essilfie (2017) who stated that coping strategies are very important for managing the stress associated with the distance mode of education. Thus this study found that distance learners used four main coping strategies that were effective in mitigating the impact of challenges on them.

In the same table, the data revealed that there is no highly significant relationship in the challenges and coping mechanism of the parent-respondents in the implementation of modular learning (r-value=0.02, p>0.05).
Hence, the null hypothesis which states that there is no significant relationship in the challenges and coping mechanism encountered in the implementation of modular learning of the respondents, is accepted.

It can be implied that the challenges encountered by the parent–respondents in the implementation of modular learning of the respondents was not significantly related with their coping mechanism.

The results in Table 7 revealed that there is no highly significant relationship in the challenges and coping mechanism of the faculty–respondents in the implementation of modular learning (r-value=0.26, p>0.05).

Hence, the null hypothesis which states that there is no significant relationship in the challenges and coping mechanism encountered in the implementation of modular learning of the respondents, is accepted.

It can be implied that the challenges encountered by the faculty–respondents in the implementation of modular learning was not significantly related with their coping mechanism.

**CONCLUSIONS**

From the foregoing findings, the following conclusions were drawn:

The level of challenges encountered by the students, parents, and faculty in the implementation of modular learning was moderately challenged and their level of coping mechanism and the implementation of modular learning was strongly coping. The challenges and coping mechanism of the student–respondents in the implementation of modular learning was highly significantly related.
RECOMMENDATIONS

The students should seek help from their siblings or relatives in answering some difficult questions in the modules. Parents must find time in helping their children in their schooling amid the pandemic. Faculty should be given just enough workload to lessen their stress at work. Moreover, faculty should expand more on discussion and simplify the process of explain the topic. They should show the logical contents and make a plain or understandable theme and subject. Furthermore, the faculty should remove the complexities in the topics and give more detailed examples so that all the students can understand the lessons in an easy, quick manner. Time management is one of the steps to ease the tasks that a teacher is handling daily. Through providing a schedule of activities and balancing tasks, teachers are able deal with tasks in ways that they know which to prioritize. The accomplishment of tasks such as preparing lessons, the printing of modules, and checking of modules will be achieved if a teacher knows how to spend his or her time efficiently. The administration must allot fund for printing of modules.

The faculty should utilize diversified homeworks to cater different learners so that they can catch up with the lesson, they should divert their time and energy to do something worthwhile at home, they must be optimistic in dealing problem in this new normal, and they should simplify their modules so as students themselves can work at home. Parents must have at least time off from busy work and have relaxation time. The administration needs to constantly hone the teachers’ skills and knowledge on module writing with a constant regular educational series of training to be on par with the evolving world of education. It should allocate a commendable budget for the educators’ need to keep abreast and stay well informed via educational seminars from time to time.
References


Kwaah, C. Y. & Essilfie, G. (2017). Stress and Coping Strategies among Distance Education Students at the University of Cape Coast, Ghana. *Turkish Online Journal of Distance Education*, 18(3).


