



**MODULAR DISTANCE LEARNING IN THE NEW NORMAL
THROUGH THE LENS OF ALTERNATIVE LEARNING
SYSTEM LEARNERS**

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ABSTRACT

The study looked into the Modular Distance Learning in the new normal through the lens of Alternative Learning System (ALS) learners. It involved ten (10) ALS learners purposefully sampled from the population of 93 learners among ALS centers in Clusters 4A and 4B in the Schools Division of Calamba City. Methods of inquiry included phenomenological reflection on the data elicited through interpretative phenomenological analysis of the ALS learners' experiences.

The themes that emerged from the responses of ALS learners were, Securing the Future, Total Adjustment, Strategies to Finish Answering Modules, Difficult To Manage, Prioritizing the Important, Lack Of Motivation, Learning Strand 3: Mathematics, Using Strategies; Asking for Assistance; and, Self-Motivation. The themes that emerged were used to create a post-pandemic ALS plan of action that would fill the gaps in alternative education delivery in the new normal.

Through the lens of the ALS learners, the essence of lived experiences in Modular Distance Learning in the new normal was the hope that the Alternative Learning System (ALS) program provided for them. In spite of the threat of the COVID-19 pandemic, the learners could still hope to pursue education and have a decent job.

The learners themselves have confirmed the significant contribution of the Alternative Learning System (ALS) to the pursuit of their dreams, to grab the chance that they once missed

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to achieve, to be educated, and be equipped with ample knowledge and skills for them to finish college education or to obtain a decent job.

Keywords: ALS learner, Modular Distance Learning (MDL), New Normal



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INTRODUCTION

The COVID-19 pandemic wreaked havoc on education globally, affecting students and teachers in primary and secondary schools, technical and vocational education and training (TVET) institutions, universities, adult learners, and skill development institutions (United Nations, 2020). This also affected Philippine education even the Alternative Learning System (ALS).

The Alternative Learning System (ALS) was established by the Department of Education (DepEd) as a feasible educational pathway for children who did not complete their basic education in the standard school system. ALS is a priority program for the Department of Education (DepEd), but it has not reached out to all of its potential students (Briones, 2016). Despite the fact that there are roughly five to six million potential ALS students in the United States, only about 15% of those who apply to get admitted into the program. Additionally, from 20% to 40% of students were unable to complete the ALS program.

The goal of the ALS program is to reintegrate out-of-school children and teenagers into the school and community while preventing recidivism. According to the implementers, it is vital to realize how interrelated environmental systems such as the family, school, and community influence or are influenced by a child's growth and development. As a result, intervention programs address the requirements and challenges of the child's family and community in order to achieve full development, rehabilitation, and reintegration.

Over time, the Department of Education has given importance to the delivery of primary and secondary education programs. Learners are actively recruited from January to April, although anyone interested in enrolling at any time of year is welcome. From March till the end of the year, learning sessions are held using a range of delivery modalities (independent learning, tutoring, and classroom instruction). From October to December, the much-anticipated Accreditation and Equivalency (A&E) Examination, a paper and pencil test, is administered throughout the country. The exam includes multiple-choice questions as well as essay writing.

On the other hand, the COVID-19 epidemic may have made things worse. Despite an increase in the number of students taking the Accreditation and Equivalency (A&E) Test in recent years, the A&E Test passing rate has remained low (Yamauchi, 2016). Furthermore, while legislative support for the program has grown, challenges with access and completion highlight

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the need for more nuanced and responsive interventions to reach out to learners who require the most assistance in order to succeed in ALS.

As a result of the COVID 19 public health emergency, people must wear masks and practice physical separation and handwashing, according to Villamor (2020). The Department of Education (DepEd) accommodated 27 million pupils that enrolled in SY 2020- 2021. The Department of Education is considering ways to avoid disrupting the start of courses on August 24, although the date has been pushed back to October 5, 2020.

It is too early to assess the efficiency of the COVID-19 pandemic's distance learning tactics. However, not only was providing mass education through the internet a huge challenge, but it also had to be done on short notice. Because of three factors: remote learning tactics used during the COVID-19 pandemic may be less effective than pre-pandemic distant learning due to their unexpected nature, the presence of younger students, and distractions at home that prevent children from concentrating on their academics. As Toquero (2021) puts it, "emergency remote education" was one of the tactics used in response to unexpected school closures.

In this study, modular learning which has been used exclusively in the Alternative Learning System, was found to be the most preferred method of distance learning in the Schools Division of Calamba City (ALS). With this, the researcher conducted a phenomenological study to look into the ALS students' attempts to attain functional literacy in the new normal. As an ALS mobile teacher, he was deeply concerned with his ALS students' learning and completing their studies, for them to find a decent job that could support their living since most of them were already parenting a child. The researcher was also aware that learning in the new normal was difficult to manage, there were growing uncertainties in dealing with their modules given the constricted time to submit their outputs and other requirements.

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METHODS

Through the lens of ALS students, this qualitative study looked into Modular Distance Learning in the New Normal. A researcher strives to capture the "essence of human experience" in phenomenological studies. Although both a phenomenological study and a case study are based on participants' perspectives, the main difference is that a phenomenological study simply describes those perspectives, whereas case studies provide detailed descriptions of one or more cases and address the study's research questions, issues, or problems.

The sampling approach utilized in the study was a deliberate selection of participants. The goal was to capture the spirit of ALS learners' living experiences with learning in the new normal. The selection criterion's purpose was to ensure that participants were enrolled in ALS education for the School Year 2020-2021 when the revised educational standards were implemented. The responses came from ALS students who had duly registered for the program.

A sample of 10 ALS learners was carefully selected from the cited population: five (5) ALS learners from Cluster 4A and five (5) ALS learners from Cluster 4B.

In gathering pertinent information, the researchers utilized an interview guide questionnaire that was formulated to describe some of the variables in the study which were mainly the learning experience of ALS learners in the new normal.

The following interview questions were asked to the participants:

1. What are your considerations in enrolling in the Alternative Learning System?
2. How is your experience in the new normal, which does not allow face to face interaction with your teacher and classmates?
3. What are your considerations in enrolling in the Alternative Learning System?
4. How is your experience in the new normal, which does not allow face-to-face interaction with your teacher and classmates?
5. How does learning happen in modular learning under new normal in a typical home setting in your case?
6. Share your learning experience with taking so many modular lessons within a short period of time?

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7. How do you find time in answering your module in this pandemic while doing household chores or working? What are your strategies?
 8. What types of challenges do you encounter in modular distance learning?
 9. What learning strand module do you find difficulty answering?
 10. How have you adjusted in answering modules in the new normal?
 11. In answering the module of the learning strand which is difficult for you, what techniques do you apply to be successful?
 12. How do you cope with these changes brought about by the pandemic especially when it comes to modular distance learning?

The transcribed documents were saved on a desktop computer and given to participants for evaluation, comments, and approval. The researcher reflected on the purpose of the study, the review of literature, and the potential themes that emerged from the data as the transcription of the interviews with the participants were completed, combining transcribed interview data with initial data analysis to allow for more efficiency and reflection in data analysis.

The data were analyzed using Interpretative Phenomenological Analysis (IPA). This method permits several people who have had comparable experiences to speak their accounts without being distorted or prosecuted. About the five data analysis methodologies, Creswell (as reported by Alase, 2017) said: "Across all five approaches, the researcher frequently begins by creating and organizing files of information," according to the researchers. "After that, the procedure comprises a general reading and jotting down of information in order to make sense of the data and start the process of making sense of it," says the author. All techniques, with the exception of grounded theory, contain a period of description during which the inquirer attempts to construct a theory about the action or process.

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RESULTS AND DISCUSSION

Table 1

Annotated Exemplars on the Learners' Considerations in Enrolling in the Alternative Learning System

Participant	Responses	Researcher's Observation
Learner D	<i>Ang isnalang alang ko ay paggawa ng Gawain bahay at pag aalaga ng anak ko</i>	Learner D responded in serious tone
Learner E	<i>Sinaalang alang kop o ang un ano po un pag aaral po kasi po di po ako nakatapos ng pag aaral po eh dapat po mag als. Un na nga po pag aaral para makapasok ng trabaho po. Naisip kop o un kasi po nag trarabaho kop o</i>	Learner E shared his experience with hope

The ALS students, as shown in the table, spoke with seriousness and hope as they shared their thoughts about enrolling in the Alternative Learning System. The serious tone connotes their high interest in acquiring the ALS program. It also signified that they were serious about grabbing this new hope of finishing their studies and securing a better future. Other learners largely regarded their house chores and breastfeeding their infant when enrolling in the ALS, while others primarily considered their goals of finishing college, according to the data.

The Alternative Learning System (ALS) is an excellent alternative for people who want to finish their basic education while also becoming a parent learner, according to the ALS learners' stories. It is also evident that ALS offers hope to some students who, despite their age, may yet be able to finish their college education. Despite the challenges, the student persevered in completing their education. They believe that education will enable them to achieve their aspirations, which is why, despite working, they find ways to complete their studies through ALS. Given all of the factors, the study's findings demonstrate that the Alternative Learning System (ALS) has shown to be a significant contributor to the education of young people who have previously missed out on opportunities but still have hope of pursuing their aspirations and changing their lives.

According to Llego (2020), the overall goal of the ALS learning continuity plan was to maintain the Duterte administration's gains in providing quality and relevant second chance basic education programs for out-of-school youth and adults while also ensuring the health and safety of both

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learners and teachers during the COVID-19 emergency and transition to the new normal. The ALS K–12 curriculum was expanded and made more relevant to address cross-cutting and rising challenges. Which abilities in the ALS curriculum were the focus learning activities, as well as the length of time required for covering and mastery, was determined by an ALS learner's learning goals (specified in the individual learning agreement) and acknowledged past learning.

Table 2

Annotated Exemplars on the Learners' Experience in the New Normal Where Face-to-Face Interaction is Not Allow

Participant	Responses	Researcher's Observation
Learner C	<i>Ayos lang naman po para sa katulad ko na may anak na inaalagaan sa bahay ay masok ang modular muna</i>	Learner C answers at ease
Learner F	<i>Ah masaya naman po kaso mahirap kasi kami lang ang nag aaral mag isa wala kasing kaklase at mahirap kasi walang mag tuturo</i>	Learner F answers happily
Learner B	<i>I keep on searching on the internet but sometimes especially in math I cannot understand the problem even if I search it in the internet</i>	Learner B shared his experience in serious tone

When ALS learners were asked about their experiences in the new normal which did not enable face-to-face connection, they talked with ease, saying that despite the challenges of learning in the new normal, it offered them plenty of time to accomplish other essential things like nursing their infant. The issue was complicated by the lack of people who could make studying more enjoyable, such as peers and teachers. At this point, they shared their experience at ease and happily, showing that the researcher has already gained their confidence.

The ALS students were in a difficult situation as a result of the limitation of face-to-face interaction. Despite the challenges of learning in the new normal, people can see the benefits, especially for those who were working and raising a child. Students were happy because when they had some sense of autonomy in the learning process, they were more motivated, however, they were uncomfortable when they had no participation in the system structure, and they were less motivated. The studies also indicated that ALS students were socially isolated. Without the social contacts that they were used to, it was difficult for them to focus on their schoolwork.

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Learner-instructor interaction was influenced by educational philosophy, personality, course subject matter, and the environment, according to Moore's (as cited in Nwankwo, 2015) transactional theory. In contrast to face-to-face instruction, some communication in remote education will be one-way. However, One-way communication, according to Moore, leads to increasing transactional distance and less favorable learning experiences. Communication control necessitates a reduction in transactional distance. Learner-teacher contact is linked to instructor-student communication. It could take the form of a teacher conveying information, inspiring the student, or providing feedback. It may also include the learner's engagement with the teacher, such as interacting with or asking questions about course exercises. Meanwhile, in the absence or presence of the teacher, learner-learner interaction was used to describe the exchange of ideas and information about the course that occurs among students. This form of contact can be facilitated through group chats, group projects, and other activities. It had the potential to boost learning by allowing students to cooperate and share their knowledge.

When asked about their experiences with modular learning in the new normal in a typical context, the participants confidently agreed that it was difficult. The show of confidence was an indication that they were entrusting this issue to the researcher, who was also their teacher. The discussion became serious when the issue of internet connection was tackled. This was also a serious problem since they were dependent on researching on the internet.

Table 3
Annotated Exemplars on the Learners' Experience on Modular Learning Under New Normal in a Typical Home Setting

Participant	Responses	Researcher's Observation
Learner A	<i>Ano sir ditto sa new normal siyempre sir mahirap syempre sir halimbawa magawa ko tong module yung kapatid kong magugulo pinapababa ko tapos nandito ako sa taas para makapagsagot ko sa modular ko</i>	Learner A shared his experience confidently

According to the participants' testimony, modular learning in the new normal was the inability of the home setting to provide a favorable learning environment. On the other hand, while the internet can be extremely useful for learning, its accessibility was extremely limited. It can provide information that can be used to reference academic needs, but it cannot provide comprehension of other classes, notably mathematics ideas. The convenience of studying at

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home with little or no supervision, instead of focusing on and prioritizing their homeschooling, students tended to distract their attention. It may sound strange, but let's face it, not all students have received adequate schooling.

The new normal in education, according to Ching (2020), required more than only working in a secure environment for students' health, nor entailed a total transition to online modalities. Instead, it has been about empowering students and communities to create pleasant learning environments in which they can thrive, while simultaneously leveraging technology to boost efficiency when possible. It continued to give everyone an equal chance, especially those who were excluded or vulnerable, without sacrificing quality. It was not a one-size-fits-all approach, but rather one that was tailored to each learning community's specific needs. He also underlined that, while the Department of Education was responsible for the majority of the work, local government collaboration was critical. Homeschooling, parent-as-teachers training, community internet centers, a Citizen Watch for education, and establishing LGU leaders as education champions were all examples of how communities can align resources and education goals to support the education ecosystem of students, teachers, and parents and helped them adjust to the new normal.

Table 4

Annotated Exemplars on the Learners' Experience with Taking so Many Modular Lessons within a Short Period of Time

Participant	Responses	Researcher's Observation
Learner E	<i>Siguro po un hindi ko rin po gaano karami natutunan ko sa als gawa po un nga pow ala po nag tuturo na teacher sa sarili po na naasa sa google po un po</i>	Learner E is uneasy in answering the module
Learner F	<i>Ah, karanasan ko sagot ng sagot kahit wala ako masyado maintindihan lalo na sa math kasi mahirap talaga na walang teacher na nagtuturo sa math lalo ng problem as in di ko alam kung paano nakuha ang sagot na ganto at inaalyze ko at sinesearch sa google kung paano masagot</i>	Learner F responded very seriously

The ALS learners who took so many modular courses in such a short period of time shared their learning experiences. As shown in the table, they were uneasy in sharing that they received less learning in the absence of a physical teacher and had to rely only on Google. This feeling

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could be a cause of shyness towards the interviewer since he was also the one they mentioned as the “physical teacher”. This also led to serious discussions since the participants started to be more open about their experiences like if they do not comprehend the lesson, they answered the module. They followed Google's instructions, but they had no knowledge of the step-by-step procedures for obtaining the correct answer.

It showed that ALS students require the services of a physical teacher. Other tools or self-instruction resources may be available, but the learners' faith in the teacher is unwavering. Its content should meet a student's standard learning ability, as it is the fundamental tool of this new norm. Due to the fact that these educational resources will be evaluated primarily by students on their own.

According to Llego (2020), the instructor was in charge of keeping track of the students' development. The teacher reached by e-mail, phone, text message, or instant messaging, among other options. If at all possible, the instructor came to the house of students who required remediation or support. Instructors or local government officials provided printed Modules to children, parents, and guardians.

Table 5
Annotated Exemplars on the Learners' Time and Strategies in Answering Module While Doing Household Chores or Working

Participant	Responses	Researcher's Observation
Learner E	<i>Ahm ang ginagawa kop o naglaan po ako ng oras para sa module po tulad po ng pag natapos po ako ng trabaho po naglalaan po ako ng isang oras para sa module po</i>	Learner E is at ease while answering
Learner F	<i>Time management lang po mageset ka lang ng oras kunwari mag seset ka ng 2 to 3hrs para magsagot sa module po</i>	Learner F was so pleased in sharing his experience

As indicated in Table 5, the ALS students were relaxed and delighted as they shared their comments on the time and tactics they used to answer their module in this manner while doing housework or working.

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They were at ease in saying that they allotted an hour to answer the modules while her sibling was nursing her child. They were also pleased with time management, like setting two to three hours any time of the day for a module. Their responses also showed that in MDL, time and tactics for answering modules were not an issue. In this sense, they gained the benefits of utilizing modules for learning was that students developed better self-study or learning skills. They actively participated in understanding the concepts provided in the module. They also gained a sense of responsibility as they completed the tasks in the module. The students' progress on their own with little or no help from others.

On the contrary, one of the major obstacles encountered in the implementation of Modular Distance Learning, according to Pe Dangle and Sumaoang (2020), was the enormous number of activities in each module. In order to gain mastery as much as possible, the Department of Education looked into this issue, reduced activities, and eliminated unnecessary topics. The fewer the children, as some parents put it, the better. One of the students' worries was that they will not be able to complete all of the programs in one week. As a result, if DepEd was unable to raise the time required to complete the modules, the activities will have to be lowered. Though mistakes were unavoidable, teachers should re-evaluate the modules and ensure that all courses or activities were acceptable for the students' needs. Both the parents and the pupils were correct; the instructions for each exercise must be simple enough for the students to follow. Topics may be simplified, and teachers should provide more examples. All printed visuals in the modules must also be legible.

Table 6

Annotated Exemplars on the Type of Challenges the Learners Had Encountered in Modular Distance Learning

Participant	Responses	Researcher's Observation
Learner A	<i>Ano po sir un na nga sir takot ako gawa ng covid sir pag nag papasa ako ng module sa school pero pinipilit ko sir gawa kasi makakapagtanong din ako sa inyo lalo na sa di ko naiintindihan sir na lesson</i>	Learner A answered with determination.

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Learner E *Siguro po ah nahirapan din tulad nga po ng walang teacher na nagtuturo atsaka
umasa lang po sa google meet po ay sa google po mahirap talag yan sir*

Learner E answered
with anxiousness

According to Table 6, the learners discussed the types of challenges they encountered in modular distance learning. Their responses had two perspectives. The students were determined to complete their studies in the midst of a pandemic using a modular set-up, ensuring that they would not be harmed by the virus. But in spite of fear, he still goes to school and at the same time clarified to his teachers some hard lessons. Nobody knows how long the pandemic will last, but schools should think about modifying the way they evaluated children during this tough period to account for the real health challenges that students were dealing with.

The types of challenges faced by ALS students in modular distance learning were associated with their health and comprehension of the lessons. It is indeed apparent that the ongoing pandemic has made a huge impact on students' education, as well as their mental and physical wellbeing. However, the pandemic may provide an opportunity for policymakers, schools, teachers, and parents to reconsider schooling. Currently, schools place a greater emphasis on traditional academic skills and distance learning than on real-world skills, which are probably more vital for future success. This shows that students are concerned about their schooling while also being aware of the dangers they face outside the home.

The spread of COVID-19 has also caused fear, anxiety, and other concerns among populations all around the world (NCIRD 2020). However, it has been suggested that factors other than COVID-19 may have influenced the level of anxiety experienced by various types of educators during this time period. Parents' concerns are thought to have been influenced by their lack of preparedness to assist their children in remote/online learning, lack of access to necessary technology and the Internet, or inadequacy of technological formats used for children with special educational needs and economic difficulties, in addition to social isolation and other personal factors (UNESCO 2020).

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Table 7

Annotated Exemplars on the Learning Strand Module Learners Find Difficult to Answer

Participant	Responses	Researcher's Observation
Learner C	<i>Learning strand 3 math</i>	Learners were frowning when they shared their experience
Learner J	<i>LS3 Math</i>	

As shown in Table 7, with the question regarding the learning strand module that learners find difficult in answering, they provided synonymous response—Learning Strand 3: Mathematics. They frowned as they shared this experience. This is an indication that ALS learners had a weak inclination to mathematical concepts or a weak motivation to learn Mathematics. This indicates that, while students were more likely to believe that face-to-face teachings helped them understand and learn mathematics better, they were also more likely to disagree. As a teacher, the researcher saw students who did not put sufficient efforts, did not seek assistance from others and were unable to manage their time for learning. External influences, as well as trouble-making components connected to cognitive characteristics, were determined to be equally important. Their reactions also demonstrated a lack of important prerequisites, difficulties acquiring topics quickly, and an increase in the number of students in class, all of which made it harder to understand mathematics.

This suggests that mathematics has not been ingrained in ALS pupils from early childhood through the subsequent academic levels. Though the mathematics curriculum is designed to give students with the knowledge and abilities they will need to succeed in today's quickly changing technology environment according to Ngussa and Mbuti, (2017), it will be ineffective unless mathematics learning principles were improved.

According to Elci (2017), attitudes toward mathematics may improve if a person believed that mathematics was relevant throughout his or her life. To begin, math teachers should presume that other approaches to problem-solving existed and valued students who employed those approaches; nevertheless, the reality was rather different. Problem-solving skills and the capacity to relate mathematical concepts were both impaired as a result of the inability to build effective

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relationships between mathematical concepts. Such issues obstructed a person's capacity to strengthen their mathematical reasoning skills, limiting their odds of success.

Table 8

Annotated Exemplars on the Learners' Adjustment in Answering Modules in the New Normal

Participant	Responses	Researcher's Observation
Learner A	<i>Ano po sir uhum mga bagay mga bagay na di ko alam nag research ako sa google tapos sir pag nagpapatawag kayo sir na mag papasa dun napo ako nagtatanong sa inyo sir example po sa math dun napo ako nagtatanong sir</i>	Learner A shared his experience confidently and very motivated
Learner F	<i>Ah parang ano nasa isip ko na ako nalang magiisa magsasagot para self-study sir</i>	Learner F responded in serious tone

According to Table 8, when the learners were asked how they have adjusted in answering modules in the new normal, there were two common responses, utilized google search and/or contact the teachers for other lesson inquiries, and self-study.

Those who utilized google search and/or contact the teachers for other lesson inquiries shared their experiences confidently and were very motivated. This is because they were already aware or got used to google search which was the most convenient means of obtaining information. At the same time, the internet also had the fastest means to communicate with their teacher which was through the social media platform. However, self-study was always a serious matter among other learners and this was reflected on the way they responded in the interview.

This means that the ALS students has learned to adapt by making most of the tools at their disposal at home, which in this case were an internet connection and a Google search. It also demonstrates that the teacher and the students have a good working connection. That the teacher is always available to answer pupils' questions. Their responses showed their satisfaction, which is described as an attitude coming from an assessment of their educational experience, facilities, and services. The perception of the modular teaching process using digital resources as efficient, effective, and valuable for ALS students are characterized as satisfaction.

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Before the worldwide pandemic, Capuno et al. (2019) argued that teachers had more resources to assist youngsters understand mathematical ideas, and that a balanced mix of old and modern teaching methodologies can benefit students of all abilities. Because it influenced what was taught and increased students' learning, technology was crucial in mathematics teaching and learning.

Table 9

Annotated Exemplars on the Effective Techniques that Learners' Applied in Answering Modules in the New Normal

Participant	Responses	Researcher's Observation
Laerner A	<i>Ano po sir ang goal ko po kasi maging succesful kasi sir ilan take napo ako sir un nga po sir ung may hindi po ako maintindihan na formula sa school na p o ako nagsasagot sir para magtanong sa inyo sir.</i>	Learner A confidently shared his experience of being dependable to his teacher
Student F	<i>Ayun sir nagsesearch ako ng sagot pero nagiisp ako ng sagot tapos tnatry kop ag sagot hanggang sa makuha ko ang sagot</i>	Learner F shared her experience with confidence

In answering the difficult module of the learning strand, the effective technique applied by the learners was to ask a question regarding the lesson to their teacher, or to friends or classmates. Another effective technique was "research" through the internet. The confidence in their responses showed that ALS learners were also confidently utilizing any means to learn, either being dependable on their teacher or self-learning through research. ALS learners expanded their horizons through the internet to support their self-learning activities. Because a huge amount of information was available at the touch of a button, students' creativity and capacity to think and form views had suffered as a result of their over-reliance on technology. They simply Google to finish their projects and assignments, which were then submitted with a single click. They were also losing communication skills as a result of their online contacts. On the other hand, they received favorable feedback because they found extended lectures from lecturers and complex explanations in their modules to be boring and confusing. Reading the textbook alone may not always be sufficient to gain a thorough understanding of the subject. On the Internet, they can find exciting films and visuals that made learning interesting. These aid in the dispelling of uncertainties and the better comprehension of concepts. Technology just assist

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them in learning more effectively; it is not their primary source of income. This shows that self-learning entails more than just relying on one's own abilities. Students do not need to push themselves to study something they are not capable of, according to the research. This is why, in their pursuit for knowledge, they broaden their horizons and enlist the assistance of others. Students with ALS are the epitome of self-sufficient learners.

Autonomy was one of the most important characteristics of self-education. Self-learning was critical for distant education students. Students who took charge of their own education will develop into lifelong learners. As a result, according to Firat (2016) and Jacobs, et al. (2016), developing distance education autonomy was critical.

Table 10

Annotated Exemplars on the Learner's Experiences in Coping with the Changes Cause by Modular Distance Learning

Participant	Responses	Researcher's Observation
Learner A	<i>Ano sir unang una sa lahat sir mahirap talaga sir kasi mas maganda talaga sir un ano mas maganda talaga un teacher ang nagtuturo pero lagi ko itinatatak sa isip ko na pag gusto may paraan kaya lahat ng paraan ang ginagawa ko para makapasa na ko ganun sir kung gusto may paraan kung ayaw may dahilan sir un ang gusto ko sir makatapos talaga sir</i>	Learner A shared his experience confidently and show a great motivation
Learner I	<i>Tyaga tyaga sir pag tyatyaga sir</i>	Learner I responded in serious tone

As shown in Table 10, when learners were asked on how they cope with the changes brought about by the pandemic especially when it comes to modular distance learning, they discussed about the will to get through with their study, through patience they would be able to pass the challenges of the changes brought by the pandemic to their education. Rather than quitting their education in the face of these adversities, the ALS learners were utilizing the potential of remote learning programs to complete their study. They believed that by going to school, even if it was through an alternative learning system, they would discover how important education was for their future and how it will help them thrive in life.

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According to the study, ALS students are more mature students. They have learned to respect education as a result of their previous experiences. Their adolescent disdain for school has provided them with the insight to see the contemporary relevance of education. The ALS students represented a loose and delinquent adolescent who has subsequently learned his or her lessons in life.

According to Hechanova et al. (2015), Filipinos were known for their intrinsic resilience and ability to rise above adversity in the face of calamities and disasters. Filipinos' strong religion and familial relationships, as well as their sense of humor, optimism, hopefulness, innovation, and flexibility, were all included as protective attributes in the research.

When asked about their considerations in enrolling in the Alternative Learning System, from the responses of the ALS learners emerged the theme: **Security of Future**. [The subordinate themes were Finished Basic Education, curiosity in continuing education through ALS, parenting, house chores, pursue college education, requirements, and get a job. They also considered parenting and house chores. Parenting since most of them were teenage parents who were always left in their houses to do the chores. One of them enrolled in ALS for curiosity's sake while there was one who was nonchalant and just wanted to have a reason to get out of their house.

Thematic Chart A

Security of Future

Participant	Responses	Subordinate Themes
Student A	<i>Una po sir gusto ko makapgtapos po ng junior high school at makahanap ng maayos na trabaho</i>	Finished Basic Education Get a Job
Student E	<i>Sinaalang alang ko po ang un ano po un pag aaral po kasi po di po ako nakatapos ng pag aaral po eh dapat po mag als. Una na nga po pag aaral para makapasok ng trabaho po. Naisip kop o un kasi po nag tratabaho kop o</i>	

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Student H	<i>Pag aaral po tapos po ayaw ng asawa ko po na mag aral po pero ako paring po ang nasunod po</i>	
Student J	<i>Magkaroon ng magandang trabaho, pero nuon una sir kasi may anak ako kaya un pg aalaga ng anak ko sir eh inihabilin ko muna sa byenan ko sir</i>	
Student B	<i>My consideration in enrolling (ALS) is my doubt to enroll, I'm thinking if it is hard to understand the activities that I will do but I enrolled so I will know the ALS</i>	Curiosity
Student C	<i>Ang pag aalaga ng aking anak at mga Gawain bahay</i>	Parenting House Chores
Student D	<i>Ang isnalang alang ko ay paggawa ng Gawain bahay at pag aalaga ng anak ko</i>	
Student F	<i>Nag als po kasi ako para makahabol pasra sa sa college nag kaproblema kasi ako sa school sa babae.</i>	Pursue College Education
Student G	<i>Ung mga requirements para sa requirements sa als</i>	Requirements
Student I	<i>Bahay lang sir cellphone tv at gala sir</i>	Nonchalant

Their major priority is to complete basic education and make up for a lost time in school, as well as to complete the ALS intervention program and find work. This suggests that some ALS students are only bystanders in their own homes, responsible for household chores, while others have stopped their studies in order to start a family and aspire to earn a college credential.

Moreover, the majority of ALS students have plans of finishing basic education and getting a job or continuing to senior high school. These are the reasons why the Department of Education (DepEd) establishes the Alternative Learning System (ALS). It is a viable education pathway for those who do not complete basic education in the formal school system. The more skilled in reading, writing, solving problems, and understanding information the members of a family become, the sooner the family and future generations may break free from poverty. This is because children will be able to work in higher-paying jobs and have more opportunities as adults than their parents.

Education is commonly disregarded in disadvantaged households when day-to-day survival is the major focus. Parents who are illiterate are far less likely to prioritize school attendance, promote high school, and disrupt gender stereotypes in order to help their daughters

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learn. A youngster who has had a strong education is more likely to pass on their knowledge to their own offspring. They're more likely to introduce advanced learning chances to their children at a young age. Education is likely to become a bigger priority and expectation in their family culture. When children from low-income homes are sent to school, they have the capacity to change the educational culture of their family.

Long before education specialists imagined the learning modes in the "new normal," the Department of Education had already implemented them through the Alternative Learning System, according to Nacu (2020). ALS is a parallel learning system that offers a viable alternative to traditional classroom training. It allows all Filipinos to have access to and complete basic education in a way that suits their unique circumstances and requirements. With the support of their parents and guardians, learners in the "new normal" of education are able to choose relevant and appropriate learning delivery methods that best fit the context and health status in the community.

Thematic Chart B

Total Adjustment

Participant	Responses	Subordinate Themes
Student A	<i>Ano sir unang una po sir mahirap po talaga sya kasi may mga subject o lesson nan a mahirap maintindihan talaga sir kaya more google siya kaya gamit ang google</i>	Internet dependency
Student B	<i>It is hard to adjust in this new normal because I am studying by myself and keep on searching in the internet</i>	
Student C	<i>Ayos lang naman po para sa katulad ko na may anak na inaalagaan sa bahay ay masok ang modular muna</i>	Parenting
Student D	<i>Medyo ok lang dahil nagagawa ko ng maayos ang aking kailangan gawin kahit hindi tama sa oras</i>	Flexible time
Student E	<i>Sa akin po sir mas maganda po un kasi po alam nyo po na nagtrabaho po ako kaya di ko sinayang ang pag kakataon sap ag aaral po sir</i>	Maintain a Job
Student F	<i>Ah masaya naman po kaso mahirap kasi kami lang ang nag aaral mag isa wala kasing kaklase at mahirap kasi walang mag tuturo</i>	No Personal Interaction

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Student G	<i>Well medyo mahirap siya kasi iba talaga kapag nasa paaralan ka pero ok na ito dahil natuto kami na mag isa</i>	
Student I	<i>Ok naman po sir jaya lang medyo mahirap sir ikaw lang kasi gagawa ng module mo sir</i>	Self-dependency
Student J	<i>Mahirap po, hindi ko masyado po naiintidihan sir</i>	Hard to comprehend

In Thematic Chart B, the theme, Total Adjustment emerged from the responses of the ALS learners as to their experiences in the new normal which did not allow face-to-face interaction. This theme emerged from the subordinate themes internet dependency, flexible time, maintaining a Job, no personal interaction, self-dependency, and hard to comprehend. Though the cancellation of face-to-face interaction had a positive impact on parenting and in maintaining a job because of flexible time, the respondents still needed to totally adjust because of the health protocol of the pandemic.

This indicates that the students were alone in their own homes. Those who have access to the internet modify their behavior to make the most of it. Those who do not have access to the internet are shut off from digital media, which is the only safe place to interact with others. The learners' learning experiences are their own self or personality in this scenario. The role of self-efficacy in completing alternative education programs is not obvious in the previous study research. All participants emphasized the importance of student self-efficacy and its ability to influence program completion.

The ALS students said that they faced issues such as a lack of time during the implementation of remote education. The students' lives may have drastically altered after school closed due to the pandemic, economic collapse, and social turmoil. Many families were facing financial difficulties, illness, bereavement, homelessness, and/or food insecurity. They could also be at risk in other ways. Students may no longer have access to the internet, a gadget to utilize, or a learning area. Some students may be unable to meet at certain times. Others may have a lot going on in the background that they were attempting to hide or block the rest of the class.

The personalities of students are another aspect of transactional distance that determines their learning experiences. Autonomy—the ability to work independently—is a key aspect of

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personality for distance learners. Moore described learner autonomy as "the extent to which the student, rather than the instructor, controls the learning program's goals, learning experiences, and evaluation judgments in the teaching/learning interaction." Learner autonomy, according to Confessore and Park (as mentioned in Nwankwo, 2015), has four components: a desire to learn, initiative, resourcefulness, and persistence.

It is the learners' ability to adjust to significant changes in the delivery of teaching in the new normal via multi-media. In addition, the student must manage their time for answering modules despite their work and household duties. The COVID-19 scare has caused enormous adjustments in people's daily lives, changes that have often come rapidly and unexpectedly. Changes in one's life are typically followed by a slew of new experiences and feelings. At times, the transition to the new normal is smooth, but at other times, it can be choppy or downright bumpy.

Some people may find themselves in survival mode, accumulating the information and resources they need to operate in school, at work, as individuals, and in interpersonal interactions. Others may be attempting to adjust to their new routines. This could mean seeking to overcome social isolation from others. It necessitates learning (or relearning) how to live (or relive) with friends, relatives, lovers, or housemates, which is not always straightforward. Many people find it difficult to create a distraction-free atmosphere at home in which they can work efficiently and successfully. Even simple things take twice as long, effort, and energy as they should, which can be draining. Everyone has recently had to practice self-kindness and patience. As a result of the adjustment process, others may feel tired, frustrated, upset, angry, grieve, and worry. Some people have become used to the new normal and find it comforting.

Loneliness, isolation, and a lack of peer contact were all highly suggested among respondents in Train-Brown's (2020) study, and these were all indications of poor wellbeing. This could be addressed by carefully managing online lessons with entire classes and one-on-one interactions with employees. During lockdown, several students reported maintaining remote touch with friends and family; additional study of individual replies demonstrated that this boosted wellness and reduced loneliness.

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Thematic Chart C

Strategies to Finish Answering Modules

Participant	Responses	Subordinate Themes
Student A	<i>Ano sir ditto sa new normal siyempre sir mahirap syempre sir halimbawa magawa ko tong module yung kapatid kong magugulo pinapababa ko tapos nandito ako sa taas para makapagsagot ko sa modular ko</i>	Obtain Quiet Space
Student H	<i>Nagsasagot po ako sa gabi pag tulog nap o ang bata</i>	
Student C	<i>Ginagawa ko muna ang mga Gawain bahay saka ako nag momodule</i>	Studying at Free time
Student G	<i>Sa bahay pag katapos ng Gawain ng bahay module ako agad sir</i>	
Student D	<i>Ipinagpapatuloy ko ang aking pag aaral kahit medyo mahirap para naman sa akin ito dahil nag aaral ako kapag tulog na anak ko wala kasi kami kwarto nap ag aaralan</i>	
Student E	<i>Ang ginagawang pag aaral ko po pag ka uwi ko po sa gabi naglalalaan po ako ng oras para masagutan kop o un module ko po</i>	
Student F	<i>Yun nga po mahirap kailangan mong mag search sa google po para makuha un sagot</i>	Searching the Internet
Student J	<i>Inuuna ko muna un Gawain bahay bago ang module</i>	
Student B	<i>I keep on searching on the internet but sometimes especially in math I cannot understand the problem even if I search it in the internet</i>	
Student I	<i>Sa bahay sir minsan sir ay araw araw pala sir nag sasagot ako sa labas sir</i>	Daily Study session

Thematic chart C reveals that when the respondents were asked how learning happened in modular learning under new normal in a typical home setting in their case, from their responses emerged the superordinate theme: Strategies to Finish Answering Modules. There were few subordinate themes that suggested learning happened at home when they searched the internet, during quite a time, and during free time. Some of them said that they obtained quiet space.

The data suggested that in the new normal of modular learning in a typical household setting, learning occurs while studying in spare time. ALS students seek out a quiet location to

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study during their free time. They can also hold daily sessions for the module, with the internet serving as a secondary source of information on the module's topic.

Learners have a difficult year, forcing many to reconsider how technology could be used to keep pupils safe and interested in school during a pandemic. Teachers, students, and institutions all have a role in flexible learning. "With a growing emphasis on managing the learning cycle rather than being the primary material provider," instructors must be able to detect opportunities for flexible learning.

Whether students are going online or picking up paper packets, making sure materials are available can be a huge difficulty. Students may avoid utilizing your system if they aren't familiar with it. It takes time to establish new system norms and practices, especially when technology is involved. When everyone is still learning how the new system works, it is difficult to gauge engagement. Students that have problems processing auditory information, for example, may struggle with video instruction. Text-heavy directions and materials may be difficult for students who require additional visual guidance. Furthermore, many students may be having difficulty since the subject does not seem to be relevant to them at this time. It may appear that it has nothing to do with what is going on in the society.

Learners must take charge of their education, seize opportunities that come their way, and advocate for the delivery method that best meets their requirements. Institutions must develop adaptable systems that provide students with a wide range of learning opportunities while also establishing procedures to assure a high-quality learning environment.

Ogena et al. (2020) are a group of researchers who came up with a novel "The pandemic" that has brought to light the pre-COVID19 system's basic flaw: its incapacity to generate self-directed learners, which would inevitably be required to survive in the new normal. The shift of learning from the classroom to the homes of learners, along with the need to create new ways of doing things as a pandemic survival reaction, makes day-to-day activities at home crucial locations for embedding competencies.

Thematic Chart D reveals that when the respondents were asked to share their learning experience while taking so many modular lessons within a short period of time, the superordinate theme, Difficult to Manage, emerged. They said that there were uncertainties among them

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because of the current situation. Some of them said that they have learning difficulties. Others said that they tried to multi-task by studying while parenting, some of the rely on the internet if they cannot understand the lesson. When they have to submit the modules, they experienced bad weather, which prevented them from submitting on time. Some of them suffered from lack of sleep just to ensure that they have finished their modules and they can submit on time.

Thematic Chart D

Difficult to Manage

Participant	Responses	Subordinate Themes
Student A	<i>Ano sir sa loob ng maikling panahon siyempre mahirap siya kasi pandemic na may virus na di makikita kung baga may klaban ka di nakikita sir tapos lalo na sakin sir may maliit ako na nadadaan ko na nakakasalubong ko sir</i>	Uncertainties
Student B	<i>My learning experience is quite difficult because its not the same as face to face that you can ask your teacher to how to fix it</i>	Learning Difficulties
Student C	<i>Nag sasagot ako ng module habang nag aalaga ng anak</i>	Studying while Parenting
Student D	<i>Nahihirapan kasi ako dahil nag aalaga ako ng aking anak at Gawain bahay</i>	
Student J	<i>Sobrang hirap po gawa ng may anak po at Gawain bahay pa po at asawa po inaasikaso ko po</i>	
Student E	<i>Siguro po un hindi ko rin po gaano karami natutunan ko sa als gawa po un nga pow ala po nag tuturo na teacher sa sarili po na naasa sa google po un po</i>	Rely on the Internet
Student F	<i>Ah, karanasan ko sagot ng sagot kahit wala ako masyado maintindihan lalo na sa math kasi mahirap talaga na walang teacher na nagtuturo sa math lalo ng problem as in di ko alam kung paano nakuha ang sagot na ganto at inaalyze ko at sinesearch sa google kung paano masagot</i>	
Student G	<i>Experience ko is umuulan yun ang experience syempre ang hirap pumunta para magpasa ng module</i>	Bad Weather
Student H	<i>Lagi po ako puyat at iniisip kop o Gawain pa sa bahay po</i>	Lack of sleep
Student I	<i>Ibig sabihin sir inaabot ako ng gabi minsan kasi inaabot pa ako ng madaling araw sir</i>	

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Although learning is difficult to manage, this is the lived experience of learners enrolled in ALS, and it did not deter their desire to study. Their experiences have inspired them to continue their studies. They are aware of the need of studying while parenting and like doing it since they understand that it is for their own benefit. There are some students who are hesitant to enroll in online classes. This type of instruction is not appropriate for all pupils, and it is not appropriate for all subjects. For older kids, distance learning is most likely to be successful. A successful student must have a high level of tolerance for ambiguity, a desire for autonomy, and the flexibility to adapt. In comparison to most face-to-face learning circumstances, distance learning requires students to be more focused, better time managers, and able to work independently and with group members.

Institutions, administrators, educators, students, and even parents have found themselves unprepared in the remote education process as a result of the Covid-19 pandemic. Schools have been driven into a flow of learning that is full of complexity and restrictions as they transition from face-to-face teaching methods to more indirect ways (Rasmitadila, 2020). This technique had a significant impact on the school, the teachers, and the pupils (Mailizar et al., 2020). Individuals have invariably encountered distinct difficulties and hurdles in institutions during this process. Another thing to examine was educational institutions' insufficient technical infrastructure. Such elements were a barrier to the educational program's success.

Thematic Chart E shows the participants' strategies in finding time in answering module in this pandemic while doing household chores or working, from their responses emerged the superordinate theme: Prioritizing what is Important. The subordinate themes like ask for sibling's help, finishing household chores and putting the child to sleep, allotting time or studying after work or studying at free time were some of the strategies that they used just to submit their modules on time. It was indeed a very difficult task for them to multi-task because both studying and doing household chores were both important for them.

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Thematic Chart E

Prioritizing what is Important

Participant	Responses	Subordinate Themes
Student A	<i>Sir ano sa bahay lang kasi po ako kay may may mahaba ako time sir paggawa ng module kasi un na nga sir sir pinapakusuyo ko sa mga kapatid ko un mga anak ko sa baba para makapagsagot ako ng modyul sir</i>	Ask for sibling's help
Student B	<i>Time management and setting time to study before and after you the household chores</i>	Allot Time Finished household chores
Student C	<i>Tinatapos ko muna Gawain bahay bago ako nagmomodule</i>	
Student H	<i>Sa gabi po, pag katapos ng maghugas at mga 10pm po para wala ng istorbo po</i>	
Student I	<i>Ginagawa kop ag katapos ko maghugas at minsan pag katapos kong utusan ayun tinatapos na ko na un module sir</i>	
Student E	<i>Ahm ang ginagawa kop o naglaan po ako ng oras para sa module po tulad po ng pag natapos po ako ng trabaho po naglalaan po ako ng isang oras para sa module po</i>	
Student F	<i>Time management lang po magseset ka lang ng oras kunwari mag seset ka ng 2 to 3hrs para magsagot sa module po</i>	
Student D	<i>Pinapatulog ko muna anak ko bago ako gumawa ng module</i>	Put the child to sleep
Student G	<i>Diskarte ko eh pag wala ako ginagawa saka ako mag momodule pag biyernes hanggang sabado sinasagutan ko</i>	Studying at Free time
Student J	<i>Sa gabi po ako nagsasagot pag tulog nap o ang mga tao sa bahay mga 10 po minsan als 3 po ako nakatulog po paano po kasi di ako makakapag sagot po kasi magugulo anak ko po</i>	Nocturnal Studying

To give priority to responding to their module in this session, learners must complete household tasks. The fact that students are needed to help with domestic responsibilities could be related to the fact that they are required to stay at home all of the time. The parenting learners either put their child to sleep or asked their sibling for help, while others assigned particular times for modules. Although it is common in many Filipino houses for children to be given tasks at

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home, the new normal in which the home also serves as a school has confounded children because studying and household activities have become mixed up.

This research backed up the findings of Phinney and Haas (as cited in Essel & Owusu, 2017), who discovered that having family responsibilities and responsibilities associated with maintaining a job while in school are among the most stressful factors for most students. Domestic responsibilities, such as household chores, were examples of student responsibilities at home. Duties, whether household or related to working while in school, have also been shown to add to a heavy academic load, resulting in stress.

Thematic Chart F shows the superordinate theme: Lack of Motivation which emerged from their responses about the challenges that ALS learners experienced in modular distance learning. They said that because of the pandemic there were Uncertainties among the. The Weather Condition affected their capability to submit their work on time. They have problems with their Monetary Allowance. They also that Peer Influence also affected their capability to submit their finished work. They allowed themselves to be influenced by their friends and prioritize them. Because of the absence of teachers, they have to depend to Google meet which they described as Ineffective Google Meet. Likewise, the lack of resource person who can assist them with their work, and lack of time to do them were some of the challenges they encountered.

Thematic Chart F

Lack of Motivation

Participant	Responses	Subordinate Themes
Student A	<i>Ano po sir un na nga sir takot ako gawa ng covid sir pag nag papasa ako ng module sa school pero pinipilit ko sir gawa kasi makakapagtanong din ako sa inyo lalo na sa di ko naiintindihan sir na lesson</i>	Uncertainties
Student I	<i>Ah pag magpapasa ako maulan mainit pero tyaga tyaga lang sir</i>	Weather condition Monetary Allowance
Student C	<i>Ung pah umuulan nahihirapan ako pumunta ng school para magpasa at kumuha ng module at may mga tumutulo kapag naulan ay hindi ako nakakagawa ng module dahil baka mabas</i>	

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Student D	<i>Mainit sa paglalakad, maputik pag naulan, at higit sa lahat magastos pa sa pagbili ng facemask</i>	
Student E	<i>Siguro po ah nahirapan din tulad nga po ng walang teacher na nagtuturo atsaka umasa lang po sa google meet po ay sa google po mahirap talag yan sir</i>	Ineffective Google Meet
Student F	<i>Ang nagiging hamon ko pagsasagot at mag papasa ng module setting goals minsan kasi sir inuuna ko ang paglabas kaysa pagsagot ng module. Ang challenge kop o kasi sa barkada po</i>	Peer Influence
Student G	<i>May hindi ka ano naiintidihan kailangan magtanong tanong ang hirap talaga kasi hamon ng isang katulad ko siyempre busy kayo sir natyempo ako magtanong sa inyo sir</i>	Lack of resource person
Student H	<i>Un po sir Gawain bahay po at iigaw kop o ng oras ang pagpasa ng module</i>	Lack of time
Student J	<i>Ayun nga po mahirap po talaga sir, minsan po hindi natatapos kasi kulang ang oras po, kasi po bawal po talaga lumabas</i>	

When taking modular distance learning, the ALS students were most affected by the weather. It can be ascribed to the ceiling materials utilized in their homes, the distance between their home and school, and the state of the roads they had to walk on. When it rains, it will be wet, muddy, and slippery; when it is dry and bright, it will be highly dusty, which is deal during a pandemic when health is wealth. Also, in lack of time management where problems are, friends and household chores were hindrance to their study. A new poll found that a lack of interest in remote learning will be the most major hurdle for students during the pandemic, as they prepare for an academic year that will be dramatically different from previous years. To combat the lack of motivation that some students experience, school leaders and faculty should provide students with impactful and relevant course content that connects to their experiences, develop personalized learning opportunities, and provide opportunities for students to connect virtually with their classmates.

Pe Dangle and Sumaoang (2020) revealed that one of the key challenges that occurred in the implementation of Modular Distance Learning was the large number of activities in each module. The Department of Education should look into this issue, decrease activities, and eliminate extraneous themes in order to achieve mastery as much as feasible. As some of the parents put it, the fewer the children, the better. One of the students' fears was that they will not have enough time to complete all of the programs in a week.

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As shown in Thematic Chart G, when asked about the learning strand module they found difficult answering, the ALS learners expressed synonymously: Learning Strnd 3: Mathematics. This revealed that the ALS students had a weak math foundation, which may lead to their negative attitudes toward arithmetic. Many students believed that mathematics was a tough subject in which they would fail, which had a negative impact on their attitudes about the subject. Regrettably, this viewpoint persisted during the school years. This was undermined even more by remote instruction, which was a significant technique of the new normal in education.

Thematic Chart G

Learning Strand 3: Mathematics

Participant	Responses
Student A	<i>Ano po sir math sir</i>
Student B	<i>Math</i>
Student C	<i>Learning strand 3 math</i>
Student D	<i>Math</i>
Student E	<i>Math po</i>
Student F	<i>Math po</i>
Student G	<i>Math</i>
Student H	<i>Math</i>
Student I	<i>Math</i>
Student J	<i>Ls 3 po math po</i>

Mathematics is a distinct topic that is an important part of the school curriculum. It serves as a catalyst for the advancement of all other sciences. They use mathematics in every aspect of their lives, whether they realize it or not. However, the vast majority of learners around the world did not.

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According to Scarpello (2007), 75% of Americans have stopped studying mathematics and have avoided numerous mathematics-related occupations. One of the key reasons for this, he believed, was Math's anxiety.

Mathematics is a subject that elicits a wide range of negative feelings. One of the most difficult tasks facing mathematics teachers is instilling in students a good attitude toward mathematics instruction. As a result, teachers should be aware of students' affective beliefs and their interrelationships with those who are studying mathematics in order to use more effective teaching tactics and increase students' mathematics learning by eliminating negative beliefs. The goal of this study was to determine the problems students have when learning mathematics, as well as the affective reasons for their dislike of the topic and how their motivational beliefs relate to their liking of the subject and expectations about its difficulty.

There was also an element of brain-style that believed people were wired with various math understanding skills, according to Fleming (2019). According to some brain scientists, logical, left-brain thinkers were more sequential in their understanding, whereas artistic, intuitive, right-brain thinkers were more global. Because they took in a lot of information at once and allow it to "sink in," left-brain dominant pupils may absorb topics more quickly than right-brain dominant ones. That time-lapse can make a right-brain dominant learner feel befuddled and behind.

When the ALS learners were asked on how they adjusted in answering modules in the new normal, the superordinate theme, Using Strategies emerged. This resulted from the following subordinate themes, each of which necessitates a strong desire to succeed: the use of online search engines, multi-tasking, time management, self-study, and good study habits.

This suggests that the pupils have used numerous internet search platforms, such as Google Search and Brainley, to their advantage. The findings revealed that the internet search engine was the most important source of information for learning instructions and understanding the module's contents. As a result, technology appears to be the most important means of facilitating distance learning. The students' difficulty is that they can't connect to the internet due to a lack of signal in their area, a lack of load, a lack of wifi, or a general lack of smart phones.

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Thematic Chart H

Using Strategies

Participant	Responses	Subordinate Themes
Student A	<i>Ano po sir uhum mga bagay mga bagay na di ko alam nag sesearch ako sa google tapos sir pag nagpapatawag kayo sir na mag papasa dun napo ako nagtatanong sa inyo sir example po sa math dun napo ako nagtatanong sir</i>	Internet Search Engines
Student B	<i>Just keep asking the teacher tru internet or searching in google or watching videos in the yoy tube</i>	
Student H	<i>Minsan po nag gogoogle po ako minsan ay brainley po</i>	
Student I	<i>Mahirap! Hihihi. Google chrome nag sesearch ako sa branly</i>	
Student D	<i>Nagawa ko paring ipagsabay ang module at Gawain bahay</i>	Multi-tasking
Student E	<i>Ahm ano lang po sir pag katapos kop o ng trabaho ng sabado lingo bo nag sasagot po ng module</i>	Allot Time
Student F	<i>Ah parang ano nasa isip ko na ako nalang magiisa magsasagot para self study sir</i>	Self-study
Student J	<i>Inisip ko maigi ang tanong po bago ako magsagot po</i>	Study well

When they were unable to access to the internet during moments when they needed clarification or understanding of the modules' content, participants voiced displeasure. As a result, they are under a great deal of stress.

Recaa's (2020) allegation that online learning-related challenges such as phone signal troubles, internet connection problems, and the cost of buying data load were the most likely reasons of students' stress and, eventually, suicide during the pandemic were supported by this finding.

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Thematic Chart I

Asking for Assistance

Participant	Responses	Subordinate Themes
Student A	<i>Ano posir ang goal kop o kasi maging succesfull kasi sir ilan take nap o ako sir un nga po sir ung may hindi po ako maintindihan na formula sa school nap o ako nagsasagot sir para magtanong sa inyo sir.</i>	Consult teacher
Student G	<i>Un ano, module 1 to 3 ang diskarte ko ay nagtatanong ako sa inyo sir, sir paano ito kasi una pa lang kasi un sir</i>	
Student B	<i>Mathematics is the hard subject that I don't understand but I keep on trying my best until I can solve it</i>	Persistence
Student D	<i>Math nagpapatulong ako sa marunong at nag google ako</i>	
Student J	<i>Pinag aaralan kop o talaga kapag di kop o alam talaga nagtatanong po ako sa mga kasama ko bahay po</i>	Ask for Help
Student C	<i>Math. Nanonood ako ng youtube kung paano ito isolve at nag serearch sa google</i>	
Student E	<i>Ang ginagwa kop o yun po na apps na nag cacalculate ng mahirap na sagutin un brainley apps</i>	Use electronic device
Student F	<i>Ayun sir nagserearch ako ng sagot pero nagiisp ako ng sagot tapos tnatry kop ag sagot hanggang sa makuha ko ang sagot</i>	
Student H	<i>Ano po minsan po nanunuod po ako sa youtube</i>	
Student I	<i>Nag cacalcu ako sir nagtatanong ako sa kaklase ko tru pm</i>	

When ask about the techniques they applied to be successful in answering the module of the learning strand which is difficult for ALS learners, the superordinate theme, Asking for Assistance, emerged. The comments indicated that the participants were asking for assistance while having trouble comprehending the module's contents like the meaning of any complex terminology or terminologies that sometimes caused them problems in understanding. As seen from their responses, they needed someone to explain it to them.

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Resilience is an attitude that is very prominent among Filipinos, most especially the students. No matter how hard the subject would be, they will always find ways on how to combat them. This is made easier with the technologies available, which are user-friendly.

This finding is in line with Guevarra and Cimanés (2017), who discovered that students' primary coping strategy was social support. Social support can include seeking advice from others, speaking with someone who has gone through a similar event, expressing feelings, receiving sympathy, or simply telling someone how they feel. Kids believed their thoughts regarding an unpleasant incident or issues were real when they believed they have been heard.

Thematic Chart J Self-Motivation

Participant	Responses	Subordinate Themes
Student A	<i>Ano sir unang una sa lahat sir mahirap talaga sir kasi mas maganda talaga sir un ano mas maganda talaga un teacher ang nagtuturo pero lagi ko itinatatak sa isip ko nap ag gusto may paraan kaya lahat ng paraan ang ginagawa ko para makapasa na ko ganun sir kung gusto may paraan kung ayaw may dahilan sir un ang gusto ko sir makatapos talaga sir</i>	Self-motivation
Student B	<i>I just wonder that I need to finish this schooling because so many people is not rich so need to work hard for your goals and reach your dreams to be successful someday</i>	
Student H	<i>Kinakaya o kasi gusto ko nap o kasi magtrabaho po</i>	
Student J	<i>Pinipilit ko po makaya para makamit kop o un pagtatapos ng pag aaral po</i>	Self-reliance
Student C	<i>Nakakaya po naman po dahil para sa akin mas may natutunan ako sa self study or modular kasi wala akong ibang maasahan kundi sarili ko</i>	
Student E	<i>Ahm para sakin po un na ngapo may pamilya na nga po at malaking tulong na rin po para sa pamilya ko po may mapagtatanganan ako po</i>	Family
Student F	<i>Ano lang hard work lang po sir</i>	Hard work
Student G	<i>Siyempre sir tyaga sir tanggapin natin ang mga bagay bagay sir</i>	Acceptance

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Perseverance

Student I

Tyaga tyaga sir pag tyatyaga sir

When the ALS learners were asked how they coped with the changes brought about by the pandemic especially when it came to modular distance learning, from their responses emerged the theme: Self-motivation. They revealed that some of their coping strategies were self-reliance, the presence and love of their families, who were always supportive of them, and hardwork, perseverance and acceptance of the situation which was beyond their control.

Self-motivation appears to be effective in dealing with the limits of modular distance learning, based on the students' responses. Students have expressed satisfaction in completing their modules on time as a result of their time management abilities. They are working extremely hard to complete the module in order to get their desired outcome. They made their own path in growing with less or having no assistance at all from others. They learned how to learn by themselves and have become more self-assured.

According to Nardo (2017), the utilization of modules fostered autonomous study. One of the advantages of employing modules for instruction was that pupils developed greater self-study or learning skills. Students actively participated in understanding the concepts provided in the module. As they completed the tasks in the module, they earned a sense of responsibility. The children grew on their own, with little or no help from others. They became more self-assured as they learned how to learn. Greater adaptability of educational materials, more choice and self-pacing for students, and more diversity and flexibility for teachers and staff were all advantages of modular instruction. Students required more self-discipline and drive, as well as more preparation time, and there will be a lack of evident rewards for teachers and staff, as well as more administrative resources to follow students and handle different courses.

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Consolidated Findings and Reflections

This phenomenological study discussed the lived experiences of the learners under Alternative Learning System (ALS) as they underwent the Modular Distance Learning in the new normal in Cluster 4A and Cluster 4B of the Schools Division of Calamba City. The semi-structured interview of these participants focused on their experiences with the modular approach to learning in the new normal. The study's participants shared their perspectives on the critical roles of the Alternative Learning System (ALS) as it was deployed in the midst of the global epidemic. Similarly, the findings from the interviews were described and discussed in relation to research findings from the accumulated literature. It is critical to acknowledge these findings since Modular Distance Learning is successful and is impacted by the new educational norm.

Ten themes emerged from the testimonies of the participants. They were: Security of Future, Total Adjustment, Strategies to Finish Answering Modules, Difficult To Manage, Prioritizing the Important, Lack Of Motivation, Learning Strand 3: Mathematics, Using Strategies; Asking for Assistance; and, Self-Motivation.

Under the first theme, the participants revealed their reasons for enrolling in the Alternative Learning System (ALS). They said that it was their security of the future. They hoped to finish their basic education and get a job afterwards, others said to pursue college education. Some said that it was out of curiosity. Others said that they prioritize family, hence ALS would give them the time to fulfill them first.

For the second theme, the participants shared their experience in modular distance learning. They said that this platform required them to be internet dependent, and self-sufficiency on the other. They tried to haggle their time between parenting and schooling and ALS allowed flexible time. Others who have jobs liked to maintain them while attending school. Others favored the idea of no personal interaction. For them, this platform required total adjustments on every aspect of their lives.

Under the third theme, they revealed the different strategies that they used in answering their modules. Most of them looked for a quiet space so they can concentrate better. Others studied during their free time so there will be no distractions anymore. Others turned to internet search to help them with things that they did not understand. Some of them ensure that they

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complete their modules every day and will just get out of the house to be able to concentrate on what they have to accomplish.

The participants found dealing with their modular lessons within a short period of time difficult to manage. They had uncertainties of whether what they were doing is right or wrong, hence making learning very difficult. They have to multi-task with studying while parenting, aside from dealing with bad weather when they had to submit their modules. They believed that they were not able to fully learn because they just had to rely to the internet for their lessons. Others find both studying and working at home taxing which resulted to lack of sleep. Despite all these struggles, they still pursue with their studies.

Under the fifth theme, the participants' strategies in finding time in answering module in this pandemic while doing household chores or working, revealed that they were Prioritizing what is Important. To give priority to responding to their module in this session, learners must complete household tasks. The fact that students are needed to help with domestic responsibilities could be related to the fact that they are required to stay at home all of the time. The parenting learners either put their child to sleep or asked their sibling for help, while others assigned particular times for modules. Although it is common in many Filipino houses for children to be given tasks at home, the new normal in which the home also serves as a school has confounded children because studying and household activities have become mixed up.

For the sixth theme, from the challenges that ALS learners experienced in modular distance learning, their responses revealed the superordinate theme: Lack of Motivation. The subordinate themes like uncertainties peer Influence, lack of resource person, ineffective Google meet, lack of time, monetary allowance, and even the weather condition contributed to their lack of motivation to learn. When taking modular distance learning, the ALS students were most affected by the weather. It can be ascribed to the ceiling materials utilized in their homes, the distance between their home and school, and the state of the roads they had to walk on. When it rains, it will be wet, muddy, and slippery; when it is dry and bright, it will be highly dusty, which is deal during a pandemic when health is wealth. Also, in lack of time management where problems are, friends and household chores were hindrance to their study. A new poll found that a lack of interest in remote learning will be the most major hurdle for students during the pandemic, as they prepare for an academic year that will be dramatically different from previous years. To combat the lack of motivation that some students experience, school leaders and faculty

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should provide students with impactful and relevant course content that connects to their experiences, develop personalized learning opportunities, and provide opportunities for students to connect virtually with their classmates.

Under the seventh theme, it was revealed that the ALS students had a weak math foundation, which may lead to their negative attitudes toward arithmetic. Many students believed that mathematics was a tough subject in which they would fail, which had a negative impact on their attitudes about the subject. Regrettably, this viewpoint persisted during the school years. This was undermined even more by remote instruction, which was a significant technique of the new normal in education.

For the eighth theme, When the ALS learners were asked on how they adjusted in answering modules in the new normal, the superordinate theme, Using Strategies emerged. This resulted from the following subordinate themes, each of which necessitates a strong desire to succeed: the use of online search engines, multi-tasking, time management, self-study, and good study habits. As a result, technology appears to be the most important means of facilitating distance learning. The students' difficulty is that they can't connect to the internet due to a lack of signal in their area, a lack of load, a lack of wifi, or a general lack of smart phones.

Under the ninth theme, the participants shared the techniques they applied to be successful in answering the module of the learning strand which is difficult for ALS learners, the superordinate theme, Asking for Assistance, emerged. The comments indicated that the participants were asking for assistance while having trouble comprehending the module's contents like the meaning of any complex terminology or terminologies that sometimes caused them problems in understanding. As seen from their responses, they needed someone to explain it to them.

For the last theme, When the ALS learners were asked how they coped with the changes brought about by the pandemic especially when it came to modular distance learning, from their reponses emerged the theme: Self-motivation. They revealed that some of their coping strategies were self-reliance, the presence and love of their families, who were always supportive of them, and hardwork, perseverance and acceptance of the situation which was beyond their control.

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Self-motivation appears to be effective in dealing with the limits of modular distance learning, based on the students' responses. Students have expressed satisfaction in completing their modules on time as a result of their time management abilities.

Recommendations

This study recommends the following:

- The mobile teacher may enhance the delivery of learning strand 4: Life and Career Skills and encourage ALS learners to complete one TVL track specialization leading to the acquisition of occupational skills and a National Certificate (NC).
- Mobile teachers may modify the modules, and secure the appropriateness of all the lessons or activities based on the needs of the learners as the pandemic is still on the roll.
- If the circumstances allowed, the mobile teacher may conduct home visitation to respond to the learning needs of ALS learners in Mathematics.
- The Education Program Supervisor of ALS and Mathematics are both encouraged to design an intervention program in Mathematics for ALS learners.
 - Given that face-to-face learning would not be permitted in the coming School Year, the Department of Education may prepare a design for flexible learning that would accommodate ALS learners who have accessed to the internet.
- The local government may revisit the barangay areas covered in this study, and create an infrastructural plan that would build a state-of-the-art learning center for ALS Program.
- The parents or guardians are encouraged to strictly implement the signed weekly home learning plan (WHLP) for their children and also the mobile teacher may conduct home visitation for the learners to know that they meet the right schedule for the lesson which may be signed by the parents during the home visitation. This may lessen their house chore, provide a conducive space for learning, or to order a quiet time at home to give time for the learners to study without destruction.
- The action plan proposed in this study may be used to respond to the effects of the new normal on the modular learning which has been used even before the pandemic.

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- A future study that will cover the post pandemic condition of the implementation of ALS and its learners may be conducted and use the results of this study as reference.



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