Describing the significant learnings, challenges, and coping strategies of secondary students in "Edukasyon sa Pagpapakatao (EsP)" in the normal

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Abstract

This study focuses on the tenth-grade students' significant learnings, challenges, and coping mechanisms by investigating their learning experiences in *Edukasyon sa Pagpapakatao (EsP)* using self-learning modules. The researchers used the qualitative case study method and gathered information through online interviews with the twenty participants who completed their first and second quarters with top grades. The study disclosed the students' significant learnings such as correcting the wrong decision, responsible use of freedom, using the right conscience and identifying acts of man and human acts. Students also experienced difficulties learning EsP using self-learning modules due to a lack of teacher-student interaction and poor time management. However, participants show positivity in coping mechanisms for using internet websites as their learning tool.

Keywords: Challenges, coping mechanisms, Edukasyon sa Pagpapakatao, students' learning experiences

Introduction

Modular learning is the most highly convenient learning modality for typical students in the Philippines in the rural areas (Toquero, 2020). Printed self-learning modules were delivered to students, parents, or guardians every week through their respective schools. Students must complete the task and submit their modules at the end of the week. The printed modules include instructions that promote close interaction between the learner and the subject matter (Ocumen & Quimson, 2020). All subjects have corresponding self-learning modules for students to study at home for their safety.

The use of self-learning modules encourages independent study. Students engage themselves in learning the concepts presented in the modules. They develop a sense of

responsibility in accomplishing the tasks provided in the modules with minimal or no assistance from others (Pe Dangle & Sumaong, 2020). The students progress independently, learning how to learn (Nardo, 2017). Modular learning requires students to be more focused, have better time management, and be able to work. In addition, students must have self-respect and self-motivation, especially vulnerable students who need interaction that allows them to strengthen their social skills.

However, not all students are suited to this learning, as many struggles to manage their learning time (De Villa & Manalo, 2020; Fojtík, 2018). Modular learning also has limitations as the students face difficulties using self-learning modules. Some subject areas, such as natural sciences, have been challenged to give practical training to students in distance education (Shtaleva et al., 2021). Some students who rely on printed self-learning modules complain of too much school work. A significant number of activities in each module is the main problem in implementing modular learning (Bayod & Bayod, 2020; Pe Dangle & Sumaong, 2020). In their study, Pe Dangle and Sumaong (2020) stated that 90% of participants had difficulties answering their modules in different learning areas. Even half of them do not have enough time to accomplish all their tasks in the module within a week. Students are pressured to finish their tasks in the modules in a given time and sacrifice a complete understanding of the topic. Students learn just enough to answer the modules, but many cannot thoroughly understand the topics sufficient to keep that knowledge.

The subject "Edukasyon sa Pagpapakatao (EsP)," one of the subjects in the Philippines K-12 program, is also taught using the self-learning modules during the pandemic. This subject aims at teaching the students ethical practices (Miranda, 2016). This subject requires cognitive and affective levels of learning. Students can be more active in expressing their personal experiences, ideas, beliefs, and interferences about the meaning of what they are doing and what they should be doing. Even before the pandemic, there were already challenges in teaching the subject such that of limited time teaching the subject and insufficient strategies suited for different types of learners (Porciuncula, 2019; Sinocruz & Daing, 2020). Compared to the situation before the pandemic, in which the teacher served as a facilitator in discussing the essential concepts and practices in living a moral life, the pandemic leaves the students to study the modules independently. The students reflect on their value system and start to build it on their own without the teacher's interaction. Thus, it would be meaningful to uncover how the students develop their value system in the new normal using only the self-learning modules as their guide.

This phenomenon of learning Edukasyon sa Pagpapakato at home ignited researchers to conduct the study to investigate students' learning experiences using self-learning modules of Edukasyon sa Pagpapakato the tenth-grade students. Students need to learn and understand the required learning competencies in self-learning modules to answer all the tasks in the modules and value and practice these learnings. At the same time, the EsP subjects aim for the students to nurture their values and act according to them. Since the learning modality applied in the research context is modular learning, the Grade ten students stayed in their homes and waited for their self-learning modules to be delivered by their parents. After they finish the tasks stipulated in their modules, their parents would return their answered modules to their teachers. The researchers then found it significant to explore the significant learnings in EsP subject using the self-learning modules.

This study determined the students' significant learning experience in EsP during the pandemic. Furthermore, this study also explored the students' encountered challenges and coping mechanisms in their journey of learning EsP in modular distance learning. Their significant learning experience is an essential part of the learning process. For learning to occur, the student must do something with the information and reflect on the content throughout the process to maximize the learning experience. The study results can lead the

students and teachers to establish possible appropriate solutions on how to bridge the learning gap in the new normal. Furthermore, the results may provide them insights into choosing different appropriate values that can be helpful to the learners.

Review of related literature

EdukasyonsaPagpapakatao (EsP) as a Subject

Edukasyon sa Pagpapakatao is one of the learning areas included in the Department of Education's current K-12 program, which seeks to instill a love of the environment in students and encourage active citizenship to preserve the "political structures and laws that stabilize human diversity and spontaneity" (Miranda, 2016). It aims to develop the well-being of an individual (Porciuncula, 2019). The subject is offered at the secondary level of education to help students live a moral life.

The EdukasyonsaPagpapakatao (EsP) is a subject formerly known as Edukasyon sa Pagpapahalaga and was initially known as Values Education under the Basic Education Curriculum (BEC). Since the policy declaration was used in the Philippine Constitutions of 1935, 1973, and 1987, it became part of the curriculum. Since 1989, it has been taught as a separate subject, and it is now one of the eight subject areas. It aims to develop rational thinking and judgment skills to affect behavior change in a student through total person experiential learning (TPEL), which Kolb (1984) defined as "the process whereby knowledge is generated through the transformation of experience."

This subject belongs to the content of the K to 12 Curriculum Guide of EdukasyonsaPagpapakatao (2016), which emphasizes that functional literacy's primary skills are the ability to make decisions and act responsibly for the common good. The goal of EsP is an integral part of instruction as it helps students grow and maintain their ethical character (Valdez, 2019). It seeks to guide the students in searching and finding the meaning and value of their life and their role in society to establish a community ruled by truth, liberty, justice, and love. For this to happen, students should possess the five macro skills: comprehension, reflection, consultation, decision, and taking action.

Furthermore, EsP emphasizes the reformation of society through the intensive desire of an individual to be renewed. Therefore, EsP aids in the development of a morally upright citizen. Artezuela (2018) stresses the importance of EsP as a subject. EsP teaches students a variety of life-enhancing virtues and values. It guides them to wherever they want to go when they want to achieve anything, such as working hard to finish their education and determining training to become one of the team's starters.

Edukasyon sa Pagpapakatao (EsP) in the Modular Distance Learning

The new normal education includes different modalities ensuring the continuity of education of the students while staying at their homes (Anzaldo, 2021; Magzambol, 2020). One of them is using the self-learning modules. A self-learning module covers the Most Essential Learning Competencies (MELC) for every subject that contains a self-contained piece of instruction designed for students in their homes (DepEd, 2020). Students engage themselves in learning the concepts presented in the module. With little or no assistance from others, the learners improve independently, learning how to learn and be empowered (Nardo, 2017). Modular instruction includes more choice and self-pacing for students, flexibility for teachers and staff, and increased adaptability of instructional materials. On the other hand, modules require students with excellent self-discipline and self-motivation, increased preparation time and

lack of concrete rewards for teachers and staff, and more significant administrative resources to track students and operate multiple modules.

However, modular distance learning faces many challenges, such as time management, comprehension, and motivation of the students (Alea et al., 2020; Fojtík, 2018; Gueta & Janer, 2021; Pe Dangle & Sumaong, 2020; Porciuncula, 2019; Shtaleva et al., 2021; Sinocruz & Daing, 2020). Since learning through self-learning modules promotes independent learning, there is no interaction between the students and the teachers. The teachers are not there to explain the significant concepts found in the modules.

Even in distance education, such as modular distance learning, there is always a need to nurture values among the students. The impact of values education is manifested in personal character, social, and spiritual development (Gabatbat & Santander, 2021). Edukasyon sa Pagpapakatao self-learning modules are not like the other subjects taught in school that are well-defined. Values education provides meaningful learning experiences for the students (Cadosales, 2021). It is designed to help students grasp concepts with constantly evolving applications in society. Learning EsP requires both cognitive and affective levels. Students can be more active in expressing their personal experiences, ideas, beliefs, and interferences about the meaning of what they are doing and what they should be doing.

The literature focused on the different studies related to education during the pandemic. Some studies explored the different learning modalities and described the various problems encountered by teachers and students. However, there were few pieces of literature on teaching values education during the pandemic. Thus, this study explored the significant learnings of students, their challenges, and coping strategies during modular distance learning.

Method

This study used a qualitative case study type of research. Following the single case study design of Merriam (1998), the researchers dealt with students learning experiences in Edukasyon sa Pagpapakatao using self-learning modules, specifically their significant learning experiences, encountered challenges, and coping mechanism to challenges faced.

The participants of this study were twenty tenth-grade from one of the schools in the Guipos District, Zamboanga Del Sur, Philippines. They were purposively chosen to participate in this research. They were the top students in their class who completed the first and second self-learning modules of Edukasyon sa Pagpapakatao. Being the top students in their class, it would be relevant to how they shape themselves in value formation while staying at their homes.

The researchers followed the process of qualitative data collection. After seeking permission from the school's division superintendent, school principal, teachers, and their parents, the researchers requested to ask the research participants if they were willing to participate in the study. Once they gave their consent with their parent's permission, the researchers set a focus group discussion with the research participants. They were divided into four groups having five members for each group. Since the study was done during the pandemic, the focus group discussion virtually used the zoom platform. The focus group discussions lasted for an average of one hour.

The researchers employed content analysis and analytic induction as the primary analysis method (Merriam, 2009). The researchers identified common statements from the narrations of the research participants. The researchers then came up with the significant themes as the meaning of the participants' narratives.

The researchers secured an assent form from the research participants. The researchers asked permission from the participants and their parents before admitting them as participants of the study. As the participants committed to the research, the researchers assured

them anonymity of their identities and confidentiality of the data taken from them. The researcher assured them that participating in this study would not cause them any harm. The researchers also preserved the objectivity of the data as they conveyed what the participants said. Lastly, the researchers dealt with all the participants fairly.

Results and discussion

Students' significant learnings in EsP using self-learning modules

The self-learning modules have been collaboratively designed, developed, and reviewed by educators from public and private institutions to guide students to help them meet the standard set of the K to12 Curriculum as they overcome personal, social, and economic challenges in learning. They help students with their studies in the new normal. They also provide learners with meaningful learning opportunities. The study revealed that students' learning experiences in Edukasyon sa Pagpapakatao using self-learning modules were correcting the wrong decision, the responsible use of freedom, identifying acts of man and humane acts, and following the right conscience.

    Correcting the Wrong Decision. Making decisions will always be difficult because it takes time and energy to weigh your options. The self-learning modules in EsP guided the students to rectify their incorrect decision in their lives. Concerning this theme, the participants revealed:

> *"Akong nakat-unan kay pagtama sa maling pasya sa first quarter modules. Karelate kaayo ko ani nga lesson. Naa koy mga realizations nga, mao diay tong mali akong mga decision,kay mali pud akong mga ways….helpful kaayo, karon kabalo nako sa mga dapat iconsider sa paghimo ug decision."*[I learned to correct my wrong decision in the first quarter modules. I can relate to this lesson because it makes me realize why my choices were terrible. After all, my ways are also wrong… .it is helpful for me, and now I know the ways and step to create a good decision.]-G3

> *" sa first quarter, mingtatak jud sa akoa ang pagtama sa maling pasya. I admit daghan ko ug wrong action nga nahimo…naay mga example sa module nga karelate ko."*[In the first quarter, I learned to correct the wrong decision. I admit I have done wrong action. There are examples in the module I can relate to.]-G3

    The participants revealed that they learn to correct their wrong decisions. They admit that they lack knowledge on ways to make a good decision. The first quarter of self-learning modules taught them ways or steps how to correct their wrong choices. Decision-making is making choices by identifying a decision, gathering information, and assessing alternative resolutions. A step-by-step decision-making process can help students make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives. This self-learning module wants the student to fully understand the importance of identifying appropriate actions to correct their wrong choices.

    The Responsible Use of Freedom. Freedom is a characteristic of the will that man determines his action towards his possible destination and how to achieve it. People decide

what they choose and how they do it. Through the self-learning modules in EsP, students were guided in using their limited freedom responsibly. The participants have narrated:

> *" I learned to be responsible with my actions… For example in social media, think before we click. Labi na uso sa social media bullying. Before I post in my socialmedia account I have to think first kung ethical or dili. Although we have the freedom of speech,pero kinahanglan nga responsible ta sa paggamit sa atong freedom. Di kay pataka nalng ug post miskan bastos na."* [Before I post on my social media account, I have to think first about whether ethical or not. Although we have the freedom of speech, we must be responsible for using our freedom. It's not just a joke and a rude post.] *G2*

> *" I am a victim of social media bullying. Friend ra nako ang nagpost sa fb. Just for fun lang para sa ilaha. Pero para sa akoa, nasakitan ko kay nahimo kong kataw.anan… Kanang buhatan ug memes akong picture wala ko kablo gipost na diay sa social media. Dayon ako sila giconfront. Sila pa nasuko kay sensitive daw ko… miskan naay tay freedom na ipost or isulti kung unsa atong nahunahunaan, ato pud iconsider ang uban okay ra pud ba sa iyaha or dili."* [I am a victim of social media bullying. A friend of mine posted my picture on social media just for fun. However, I was hurt they made memes on my image. I didn't know they posted them on social media. Then I confronted them. They were angry because I seemed to be sensitive. Although we have the freedom to post or say what we think, we can also consider whether others are okay with it or not.]- G2

> I learned that freedom is a gift from God, but we need to practice it properly. We have the freedom to do good or bad. If I am responsible for using my freedom, I choose to do good. - G4

The data showed the significant learning of participants about responsible use of freedom. They learned that freedom is God's gift to choose what to think, say, and do. Freedom can be considered a right of an individual. Many develop an incorrect or superficial understanding of this concept. Everyone is free or has the right to do what they want. An individual can express his freedom of speech, dress, and action. This freedom should not violate or affect the rights of others. The participants said that to be more responsible for using their freedom, they should respect that other people have their freedom. Some students were able to explain the true meaning of complete responsibility for their actions, so everyone is expected to act and think positively for one's benefit and neighbors.

Identifying Acts of Man and Human Acts. Acts of man are instinctive or involuntary actions. These are actions done under circumstances of ignorance, passion, fear, violence, and habits. Humane Acts are done intentionally, accessible, and deliberate by a person. Through their self-learning modules in EsP, the students were able to differentiate the acts of man and human acts. The participants divulged:

" I learned that in every action kay either voluntary or dili. Nasabtan nako ang human action nga before ka magdecision to put the idea into action kinahanglan nga pag-isipan sa jud..... mao ng usahay magmahay kay nganong nabuhat to. Kay tungod sa acts of man nga wala gamita ang hunahuna. Karon, kahibalo nako ang kalinan sa acts of man ug human acts..... human acts jud ang maayo nga buhaton." [I learned that every action is either voluntary or not. I understand human action that before you decide to put the idea into action, you have to reflect on it. Sometimes, I regret why I have done such a thing. Now, I know the difference between acts of man and human acts. Human acts are good actions to do.]– G4

"Akong nakat-unan sa second quarter modules kay human acts. Importante nga mga actions nato kay hunahuon ug taman ug ang will to make it happen. Karon, I tried to practice the human acts to be more responsible sa akong mga actions.....parehas anang sa balay, inig maksab.an ko sa akong mama usahay makatubag ko. Which is dili good kay kung hunahunaon nako ug tarong sad.an man jud ko." [I learned in the second quarter modules about human acts. We need to reflect on our actions. Now, I try to practice human acts and be more responsible for my actions.] -G3

"Sa second quarter modules, it's about human action akong nakat-unan. Dapat kabalo mi muidentify which action is voluntary and involuntary. Kay usahay makareact dayon based sa iyang action. Wala ta kabalo kung voluntary or involuntary..... naa koy friend kusog mamalikas. Murag habit na jud niya ang mamalikas. Nakita nako sa iyaha kabalo ko nga normal na niya. Pero katong uban nga wala ka ila niya masuko sa iyah kay bastos kayo ug baba....helpful kaayo para sa akoa ni nga learning kay nakabalo ko ug sabot sa mga naa sa palibot nako. Dili maayo nga mujudge dayon ta based sa action lang sa tawo. Dapat hunahunaon sa." [The second quarter modules were about human action. I learned that we must be able to identify which action is voluntary and involuntary. Sometimes, we react immediately based on someone's activity. We do not know if the person does it voluntarily or involuntarily. I have a friend who always speaks of fouls. I know that that has already been a habit of his, but others who do not know him get angry with him. This learning is helpful for me to understand those around me. It is not good to judge immediately based on human action alone. We must think to consider the reason why they do such acts.]-G3

The data showed the learning in their second-quarter modules. They stress that this helps them to identify their actions. Either their acts are involuntary or voluntary.

Following the Right Conscience. Conscience could be correct or erroneous. Right conscience is the inner sense of right or wrong in one's conduct or motives, impelling toward

right action/decision. The students shared that they follow the dictates of their conscience in making good decisions. Based on what they learned, they said:

> *"My significant learning is to use my conscience in making a decision. Kinahanglan nga ako jud timbangon kung maayo ba or dili ang akong pagabuhaton."* [My significant learning is to use my good conscience in making a decision. I have to weigh whether or not what I am going to do is good.]- *G1*

> *" Ako kay kabalo nako unsay maayo nga buhaton before ko magdecide. Ako sa jud hunahunaon makadaghan kung okay or dili"* [I have to reflect on what is good to do before I act. I have to think many times about whether the action is okay.] – *G2*

> " EsP taught me to use my right conscience since not all I think is right. Using the right conscience helps me in making a decision." *G4*

Edukasyon sa Pagpapakatao teaches essential values to the learner about the significance of life and morality (Sinocruz & Daing, 2020). Students assess something moral from immoral, right from wrong, and good from bad, thus complementing and enhancing learning goals (Lovat & Clement, 2008). The participants of this study manifested that they are using their right conscience in judging whether or not the actions are ethical.

These learnings help the students think, reason and make from a personal perspective that drives them to respect themselves and others and a desire for doing right and helping others. Furthermore, strengthen students to decide with goodness. They can voluntarily act for the common good. Students' significant learning experience is an essential part of the learning process. For learning to occur, the student must do something with the information and reflect on the content throughout the process to maximize the learning experience. Students reflect both in-action and on-action to internalize and apply values in their daily life (Kokom & Sapriya, 2016). As the study revealed, the students' significant learning experiences in EsP using self-learning modules- were using their right conscience, correcting their wrong decisions, the responsible use of freedom, identifying the act of human and human activities, and using intellect and free will in human actions. These learnings hone their ability to choose the right choice and determine which option will suit a particular situation. Other than that, students learned to use their freedom responsibly. Not just to think for their own but for others as well. The significant learning experience is integrated with the concept of the human dimension. The students learned about themselves and others, about something, and how to learn (Fink, 2005). Students also value their families more (Budnyk & Mazur, 2017). Especially during the pandemic, the family members accompany the students in their education.

Students' challenges in answering EsP self-learning modules

In modular learning, the students learn independently using the self-learning modules. However, they encountered some challenges in dealing with the EsP modules. Lack of teacher-student interaction and poor time management are the main challenges students' learning experiences.

Lack of teacher-student interaction. When participants get confused with their tasks and activities, they find it difficult to reach out to their EsP teacher because they do not have

any means of communication like a group chat in messenger, email, or even text messages. The participants disclosed:

"wala pud mi gc sa among EsP subject maam. Sa akong mama nalang ko mangutana. Usahay igoogle nalang nako ang uban." [We do not have a group chat in our EsP subject. It is difficult for me to contact my teacher and ask for help with the subject. I just asked my mother to help me understand the lessons in the EsP module. Sometimes, I browsed the web to help me.] - G1

" Lahi ra jud kung naay teacher nga muguide namo kay kung naa mi dili masabtan sa Module maningkamot nalang mi ug amoa. Wala jud mi communication sa among EsP teacher. Naa mi group chat sa messenger pero sa amoang section to. Sa EsP subject wala jud." [It is different if we have a teacher to guide us because if we don't understand the Module, we just try to answer it ourselves. We had no communication with our EsP teacher. Though we have a group chat on messenger, it is only for our entire section and not for the EsP subject.] - G2

The presented data from the participants have manifested that they do not have interaction/communication with their EsP teacher. Supposedly, open communication between teacher to student is part of the new norm. Open communication ensures and monitors the student's progress at home and answers the students' queries. However, when the students encountered difficulty in their modules, they have hard time reaching out their teachers (Aji et al., 2020; Hasan & Khan, 2020).

Poor time management. Students answer their EsP modules independently in their homes. However, the comfort of studying at home with less or no supervision tends to divert the participants' attention instead of focusing on prioritizing their modules. Participants struggle to find a balance between their studies and their house routines. They do not control their time and let tasks sit until the last minute. They narrated:

" Dili dayon ko ka answer sa akong EsP modules maam, kay daghan kaayong trabaho sa balay. Isa pa maam daghan baya pud kaayo mi ug modules. Mao ng magdalidali nako ug answer sa huwebes sa gabii kay ipasa naman pagkafriday.Usahay ipasa nalang nako nga walay answer." [I could not immediately answer my EsP modules because there was so much work at home. We also have a lot of modules. I was in a hurry to answer the modules on Thursday night because I would pass them on Friday. Sometimes I give the modules without answers.] - G1

"Kulang kayo akong time nga mag-answer sa akong mga modules kay working student ko. Dayon patakaan nalang nako ug answer kay kadalidali nako. Unya halos tanang activity sa EsP kay essay. Gisulatan nalang pud nako maayo nalang naay answer" [I do not have enough time to answer my modules because I am also a working student. Almost all EsP activities

are essay types. I just wrote paragraphs without reflecting thoroughly on them.] - G3

" Kulang jud ko ug time management kay madestruct dayon ko. Labi na kami ra magbuot kung kanusa namo answeran among modules. Mao ng inig magpasa na pagka-ugma, nagkapuliki nako. Dali ra baya ang EsP, ang problema lang sa kadaghan trabahuon dili nako siya mapriority" [I do not have time management because I get easily destructed, especially since it is just up to us if we answer or not our modules. Thus, the night before the day of submission, I was swamped answering all my modules. The modules in EsP are not challenging to answer, but because of the many modules to answer, I did not prioritize EsP modules.] G4

The above information gathered from the participants implied that they experience poor time management, leading to procrastination, constant rushing, inability to set and achieve goals, and even easily destructed. Participants have no control over their time, which lets tasks sit until the last minute. They feel a lot of stress when they try to play catch up and sometimes miss deadlines. Poor time management is a significant issue for the participants due to the many activities in the modules (Alea et al., 2020; Fojtík, 2018; Gueta & Janer, 2021; Pe Dangle & Sumaong, 2020; Porciuncula, 2019; Shtaleva et al., 2021; Sinocruz & Daing, 2020). One of the concerns of the students is that they do not have enough time to answer all the modules within a week. Although, participants thrive on managing their time to complete the tasks on time.

Some students' answers in their modules have no validity, and most probably, mastery of the lessons is impossible to attain. Simplifying the modules and taking out the unnecessary topics is necessary to achieve knowledge as much as possible (Pe Dangle & Sumaoang, 2020). Some of the students cannot answer all their modules independently; that is why they badly need the assistance of others. The student's family members, relatives, and friends play a vital role in education today. Teachers must make occasional conversations with students and parents throughout to know their learning progress, attend to their needs, and respond to their queries immediately regarding learning.

Students' coping mechanisms

Participants use various coping mechanisms in managing encountered challenges in answering EsP modules. Most participants use internet websites to surf more information to deepen their understanding of the topics in EsP modules. In the absence of an internet connection, participants seek assistance from their family members in answering their modules. Lastly, participants created a to-do list to minimize and lessen their stress in poor time management.

Surfing information from internet websites. Internet websites are helpful for particular topics or purposes. They open a doorway to a wealth of information, knowledge, and educational resources that increase learning opportunities. To cope with the difficulties they encountered in their self-learning modules in EsP, the students browsed the web to find explanations and answers. The participants narrated:

"Inig dili ko kabalo sa answer kay dili nako masabtan, akong gihimo kay magsearch ko ug mga examples sa internet arun

masabtan jud nako."[If I do not know the answer, I search for some examples in the internet.]– G3

"Magsearch ko sa internet. Dako ra ba kaayo ug katabang ang internet sa among pageskwela karon. Kay naa mga content sa module nga mismo akong mama di kasbot mao ng mag search nalang ko sa web." [I research on the web. I googled some terms that I do not understand. Internet websites like google are great to help answer my modules since there are contents in the module that my mother does not understand.] - G4

Most of the participants surfed more information to deepen their understanding of the topics in the EsP modules. They added that the internet websites are beneficial to their studies, not just in EsP subjects but in all learning areas. When students perform more searches from the web, they found rich answers to their queries (Randeree & Mon, 2011; Tu et al., 2008).

Seeking assistance from family members. The family members are the para-teachers in the New normal learning setup. They are the partner of the teachers in educating their children. To cope with the challenges in answering the EsP modules, students asked for help from their family members. Coping through seeking assistance from the family members, the participants said:

"Sometimes I ask my family to help me understand the topic." *G3*

" Inig naa ko dili masabtan, mangutana ra ko sa kong mama."[If I do not understand something in the module, I would asked my mother about it.]- G4

Participants revealed that they ask for help from their family members when confused with the task given in the module. Students are advised to seek help from their parents, older siblings, or any of their housemates older than them if they have difficulty answering the tasks in the modules. Social support plays a significant role in students learning (Ouano et al., 2014).

Setting priorities. Setting priorities and scheduling time for specific tasks to get things done using different tools to manage time, such as an alarm alert, calendars, and even applications on android phones. Some participants suggested listing things that one wants to do or need to get done. The participants narrated:

"*Dili jud magpatintal sa mga destructions sa balay, arun mapriority ug answer ang mga modules. Dayon maghimo plan schedule, isulat ang mga buhaton sa unxang oras arun maguide ko sa akong mga buhaton*" [I should refrain from any destruction and prioritize answering my modules. I make a planned schedule. I write the things that need to be done.]- G3

"*Maghimo ug listahan sa akong mga buhatonon. Sa kadaghan trabaho sa balay mawad-an nako ug gana muanswer sa akong modules. Samokan pa jud kaayo akong mga manghod. mao ng ma-answer ko sa akong modules kada gabii kay wala nay sugo ug tulog na akong mga manghud. Gibahin nako akong module*

> *kay di jud madala ug answer ug isa lang ka gabii."* [I make a list of the things that need to be done. There is a lot of work at home, and at the same time, I need to answer my modules. Sometimes, my younger siblings bothered me, so I could not focus. So, I answered my modules every night because there were no more house chores to do, and my younger siblings were already asleep.] – G4

The participants shared that setting priorities is an effective strategy to meet goals on time. Most of the participants experienced a lack of time management. But this will not hinder them from learning. They found ways and tools to help them manage their time- writing down things from top priority to least priority and using the phone as an alarm to alert them to their modules. Some strategize to split their modules and answer them daily instead of procrastinating. Setting priorities allow students to be flexible and finish the tasks at hand (Carrier et al., 2015).

Conclusion and recommendation

In the modular distance learning of the "Edukasyon sa Pagpapahalaga (EsP)" subject, the secondary students' significant learning experiences enabled them to think, reason, and act morally. Through their self-learning modules, they encountered ethical norms that guide their actions. However, they faced challenges in managing their time and the need for interaction with their teacher. They dealt with these challenges through researching and asking for help from their family members. Their modular distance learning in EsP teaches them to be more analytical and observant to recognize quality information that helps them become better people. However, the findings suggest the need for more interaction between the teachers and the students. Thus, it is recommended that even if the students are staying in their homes, it would be beneficial if there were initiated communications with them to deepen their knowledge from the self-learning modules. As the study rests only on modular distance learning for EsP, other researchers can explore the initiated interactions of teachers and students during the pandemic, especially in rural areas.

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