Phenomenological Study on Completing Self-instructional Modules in New Normal Education

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Abstract

Face- to- face learning engagement of students and teachers within the school was suspended due to the COVID-19 pandemic. This pandemic has paved the way to the implementation of Modular Distance Learning as an urgent response to ensure continuity of education. This was agreed by parents and students as the learning modality to be utilized in the new normal. Arguably, the completion of modules among students is a daunting and challenging as a new learning experience for them. Thus, this study was conducted to explore students' lived experience in completing their self-instructional modules in the new normal learning environment. Descriptive phenomenological approach was employed in this study which utilized 5 Junior High School students as participants of the study. These participants were selected purposively following an inclusion and exclusion criteria. A semi-structured interview through virtual platform was conducted to gather the needed data. Coding was done through memo-ing which resulted the development of themes. The findings revealed that challenge on assessment and comprehension skill issue were the issues experienced by students in completing their self-instructional modules. Additionally, to address such difficulty, the coping mechanisms employed by students were methodical approach, social media interaction with mentor, and presence of parental support. Also, the recommendation to students to complete their self-instructional modules centered on time management and having positive attitude.

Keywords: Module, self-instructional, new normal, phenomenology

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1. Introduction

Most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections (Tria, 2020). Face- to- face engagement of students and teachers within the school has also been suspended. In the United States, the Los Angeles Unified School District reported that nearly 15 percent of high school students never logged on to its online learning system in the spring of 2020, and an additional 25 percent logged on only infrequently (Burke, 2020). Nationwide, just 9 percent of teachers reported that nearly all of their students regularly completed distance learning activities, and most teachers reported that no more than half of students did so (Hamilton et al., 2020). Bailey and Shaw (2020) added that just under half of parents agreed that their children spent less time on schoolwork and learned less during the spring 2020 shutdown than they would have in a typical session of in person schooling. These disruptions would persist into the 2020–2021 academic year, with 17 of the 20 largest school districts in the United States, serving more than 4 million students, starting the year with remote-only instruction (Education Week, 2020).

In Indonesia, the State Islamic Higher Education in Indonesia changes the learning paradigm and applies online learning or e-Learning which requires students' readiness to study independently, individual learning, readiness of online learning facilities, and psychological preparedness for changes in distance learning patterns (Sutiah et al., 2020). Meanwhile, previous studies indicated that the implementation of distance learning still has many challenges and these challenges are caused by various aspects (Mathew &Ebelelloanya, 2016; Kebritchi et al., 2017; Fojtik, 2018). The implementation of effective and successful distance education is strongly influenced by aspects of student readiness, aspects of learning management systems, aspects of infrastructure support, and institutional commitment (Markova et al., 2017).

In the Philippines, prior to the implementation full modular instruction during this pandemic to majority of the public of the schools, it has started with implementing alternative delivery modes. According to DepEd Order No. 54 Series of 2012 or the Policy Guidelines on the Implementation of Alternative Delivery Modes, the ADMs primarily aims to address the problem on classroom congestion and other situations and circumstances, which prevent children from going to and staying in school. Some of the ADMs implemented by DepEd are Modified In-School/Off-School Approach (MISOSA) and the Instructional Management by Parents, Community and Teachers (IMPACT) at the elementary level and Open High School program (OHSP) or Modified Work Study Program at the secondary level. In a case study conducted by SEAMEO-Innotech Philippines (2017), Alternative Delivery Modes (ADMs) offer solutions that may help learners outside the regular school system acquire the needed basic education competencies and life skills. Presently, Philippines is currently in the implementation to the new normal (absence of face-to-face interaction) form of education, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Distance Learning (Quinones, 2020). This learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bernardo, 2020). This is also in consideration of the learners in rural areas where internet is not accessible for online learning.

It has been indicated that the use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered (Nardo, 2017). However, the disadvantages include greater self-discipline and self-motivation required for students, increased preparation time and lack of concrete rewards for teachers and staff, and greater administrative resources needed to track students and operate multiple modules. In the present time most of the students have manifested characteristics that pointed out the negative effect of modules.

In the local context, the school is fully committed to implement printed modular learning instruction. The reproduction and sorting of modules take time and persistence among teachers must be displayed. Unfortunately, the expected rate of return of modules from students is decreasing. Also, not all questions or activities are answered by students, and the late submission is also alarming. This manifestation indicates the lack or poor engagement of students in completing their self-learning modules. Reasons behind it are the intent of this study.

Ultimately, the above manifestations have prompted the researchers to undertake this study which centers on students experiences in completing their self-learning modules. Previous studies on the use of modules have not mentioned students' experiences in completing their modules. Hence, this study is appropriate to fill in the gap in the body of literature. In addition, this study is urgent since the results will give an idea to the implementers like higher education officers, school administrators, and teachers to devise a mechanism in resolving the issue. More importantly, the success of this study would benefit the school administrators, teachers, and students. To the school administrators, this will give them substantial information on the success of modular learning modality implementation. Also, issues will be uncovered based on teachers and students feedback. To the teachers, this will motivate them to devise a mechanism to get the full engagement of teachers. To the students, this will enable them to value their involvement in accomplishing their SLMs.

2. Objectives

The aim of this phenomenological study was to explore students' lived experiences in completing their self-instructional modules in the new normal learning environment. Specifically, this sought answers to the following questions:

1. What are the issues experienced by students in completing their self-instructional modules?

2. What are the coping mechanisms of students to fully accomplish or complete their self-instructional modules?

3. What pointers can be offered for students to complete their self-instructional modules?

3. Literature Review

This section presents the literature on DepEd learning modalities and issues, coping mechanisms, and recommendation offered to students to complete their self-instructional modules. The discussion is presented below.

DepEd Learning Modalities in the New Normal

The Department of Education (DepEd) is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. The BE-LCP is consistent with the mandate of Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all. Under Section 6, Chapter 1 of Republic Act No. 9155, or the Governance of Basic Education Act of 2001, DepEd is vested with the authority, accountability, and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education. Hence, the BE-LCP aims to ensure the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. In particular, the BE-LCP has been designed with a legal framework responsive to the "new normal" or absence of face-to-face interaction, keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times. In line with this, the learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality (ACCRALAW, 2020):

1. Face-to-face. This refers to a modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners. Notably, this modality is feasible only in very low risk areas with no history of infection, easily monitored external contacts, and with teachers and learners living in the vicinity of the school.

2. Distance learning. This refers to a modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types, namely: Modular Distance Learning, Online Distance Learning, and Television/Radio-Based Instruction. This is most viable for independent learners, and learners supported by periodic supervision of parents or guardians.

3. Blended Learning. This refers to a learning delivery that combines face-to-face with any, or a mix of, Modular Distance Learning, Online Distance Learning, and Television/Radio-Based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time.

4. Homeschooling. This modality aims to provide learners with quality basic education that is facilitated by qualified parents, guardians, or tutors who have undergone relevant training in a home-based environment. However, this modality will be the subject of a later DepEd issuance since there remain several issues in its implementation, including the supervision of licensed teachers and alignments with the standard curriculum.

Issues Experienced on Students Completing their Self-Instructional Modules Challenge on Assessment

Recently, it is seen that such alternative assessment and evaluation practices as e-portfolio, concept maps, projects, collaborative studies, assignments, self-assessment, peer assessment, online discussions, learning analytics have started to be used in online distance education as alternatives to exam practices (Gikandi, Morrow, & Davis, 2011; Wang, 2011). Such interaction tools and media as e-mails, blogs, forums, e-portfolio systems used in online distance education enable teachers to make alternative assessment and evaluation and make it easier (Gray et al., 2012).

Comprehension Skill Issue

Reading comprehension has been shown to improve when students have an expansive understanding of words both functional and content-area vocabulary (Kamil et al., 2008). Reading requires students to read fluently as well as understand the meaning of words. If either of these skills are lacking, comprehension diminishes (Kintsch & Mangalath, 2011).Prior knowledge is directly linked to reading comprehension and is a strong predictor of reading ability (Elbro & Buch-Iversen, 2013). When a student lacks prior knowledge about a topic, reading comprehension is impacted (Kintsch, 2013). Students who have a basic understanding of what they are reading about can connect new information to what they already know. Prior knowledge is formed through experience, by reading or hearing about a topic, or through family customs. A student's general cognitive ability is also a contributor to prior knowledge. A student who reads, or who has been read to, is able to access this knowledge when reading related topics, which can increase comprehension.

Coping Mechanisms of Students in Completing their Self-Instructional Modules

Methodical Approach

Effective time schedule and administration is essential for students to gain high scores (Ahmad, Batool, & Ch, 2019). The use of time by students in advanced education organizations is identified with their everyday schedules and exercises. Time management does not influence only students' performance or their achievements, it also really affects their mental capabilities and createspossibilities to increase stress level among them. They have to manage it for their healthy life and complete assignments and their own accomplishments (Sevari & Kandy, 2011).

Social Media Interaction with Mentor

The use of such interactions tools and environments as forum, blogs, social networks, web conferences in distance education improved the interaction between teacher, student and content and decreased the perception of transactional distance among these elements (Thormann, Gable, Fidalgo, & Blakeslee, 2013). By discussing on the subject in these medium and through these tools, teachers and students contribute to the development of the learning content and thus, ensure that the information is constructed socially (Mbati, 2013).

In this era ofefficiency, learning resources are very abundant and easily found. The internet is one of the learningresources that is inseparable from the search for knowledge (Lau et al., 2018). Consequently, it creates a chane in learning resources that used to be physical forms, such as books, magazines, and others,to become non-physical, such as internet, applications, and, most importantly, social media (Kilpatrick, Sengchanh, Namvongsa, & Gray, 2019).

Presence of Parental Support

When parents and children collaborate in learning activities, they are able to spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (Wang, Zhang, Zhao, Zhang, & Jiang, 2020). Online schooling system with parental support guidelines could help in improving the bond between children and their parents.

Also, to ensure that children have the needed provision and support to access education and learning, parents have taken the full responsibility of home-schooling their children (Ceka & Murati, 2016). Since the pandemic started, parents are now taking on a

more support-oriented role by supporting their children as they take on assignments and home projects (Azubuike & Aina, 2020).

Recommendations to Students to Complete their Self-Instructional Modules Time Management and Positive Attitude

Attitude of students in the newnormal perspectives have an impact in their learningprocess. The adjustment portrays the attitude in their learning process from the traditionallearning and in the new normal process. It develops thesupport of the new normal classes and learningperspective of students where it is vital to gain knowledge on their enhancement (Purwanto, Ichsan, Gomes, Rahman, & Irwandani, 2020).Consequently, the attitude of students in their new normal perspective of learningprovides an approach that combines the afforded andbenefits of their online component of learning. On the other hand, time management must be observed by a student which is a vital component intheir success. It intervenes and indicates the positiveeffect on the behavior and attitude of students in their new normal learning perspective (Baker, Evans, Li, & Cung, 2019).

4. Research Methodology

This section presents the methodology employed in this study which comprised of research design, sampling design, sources of samples, source of data, data collection methods which includes tools and statistics, and data analysis.

Research Design

This study utilized qualitative design employing phenomenological approach. Qualitative design involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research (Bhandari, 2019). Specifically, this utilized descriptive phenomenology. Descriptive phenomenology is focus in answering the "what is it question" rather than questions of frequency or magnitude such as how much and how many (Giorgi, 2009). In this context, this design explored the lived experience of Junior High School students' completion of their self-instructional modules in Science.

Sampling Design and Sources of Samples

The participants of this study were the grade 10 Junior High School students of in a Public Secondary School in Davao City Division, Department of Education in Southern Philippines. These participants were selected purposively. Five students were utilized in this study for focus group discussion. This was supported by an in-depth interview conducted to two parents and two teachers of the participants. As Creswell (1994) suggested 5 to 25 participants can be utilized in phenomenological studies.

The inclusion criteria of this study covers officially enrolled Junior High School students for School Year 2020-21, the participants were grade 10 students, composed of three females and two males, bonafide students of the school, and individuals who demonstrated late submission or successfully completed their self-learning modules in Science. On the other hand, the exclusion criteria holds that SHS and lower grade levels like grade 9, 8, and 7 students were disqualified in the selection, and students outside were not considered as participants of this study.

Sources of Data

In this study, the researchers formulated an interview guide that center on the questions pertaining to the lived experiences of students in their engagement in completing their self-instructional modules. The interview was conducted virtually using google meet. Only those students who signified their consent were considered as

participants of the study. The participants were assured that their responses were kept confidential and their names were not reflected in any part of this study. After the retrieval of data, the data were encoded and properly labelled.

Data Collection Methods

The researchers followed procedures in the gathering of data. First, the researchers asked permission from the Graduate School Dean of the University of Southeastern Philippines. Second, a written request asking permission to conduct the study was submitted to the Office of the Division Superintendent in Davao City division. Third, after the approval, letter was handed to the School Head for the conduct of Focus Group Discussion to the participants. Fourth, letter to the school head where participants were enrolled was presented and attached the approved letter of the Superintendent. Fifth, in the conduct of virtual interview, 5 students were utilized as participants. Additionally, to obtain rich data or information, an interview was conducted to the parents and teachers of the participants. Meanwhile, it wasensured that these participants were housed in an area where it was convenient and they can focus on the session. They were informed on their participation or role in the study. They were not forced to answer or participate in the discussion. They were given freedom to withdraw anytime if they feel inconvenience. Informed consent was given to them to affix their signature as a sign that they were informed and showed their willingness to participate in the study. A semi-structured interview was facilitated by the researchers where participants' responses were recorded, since hosting a google meet can record the meeting or conversation. In this regard, the researchers requested a moderator to facilitate the conduct of virtual interview. Questions centered on participants' lived experiences in dealing with their engagement in completing self-learning modules. After the focus group discussion, the responses of the participants were transcribed. From the transcript, the researcher coded the data and generated themes. Sixth, results of the analysis were discussed and interpreted to answer the research questions.

Data Analysis

To answer the research questions, the researchers coded the data using memoing. Memoing provides a mechanism by which the perspective of the researcher can be recorded for later critical review or confirmation (Birks, Chapman, & Francis, 2008). Memos are contemporaneous, a snap-shot of thought processes at a given stage of the research that facilitate an understanding of what perspectives were held and why decisions were made. Additionally, this records reflective notes about what the researcher is learning from the data (Given, 2008). These memos add to the credibility and trustworthiness of qualitative research and provide a record of the meanings derived from the data. Meanwhile, for audit trail purposes, the researchers have kept the coded statements on file.

5. Results of the Study

From the data gathered, the following results are presented to answer the research questions raised in the previous section.

Issues Experienced by Students in Completing their Self-Instructional Modules

From the data collected on participants' responses in completing their self-instructional modules, these were the issues identified namely, challenge on assessment and comprehension skill issue.

The first issue was challenge on assessment. This was described as participants' difficulty in answering summative and pre-assessment as reflected in their modules. This issue was raised by one participant where she said that:

"*The last part of the module (let us enhance) is difficult*" (P2)

Truly, if a student will not give time in understanding the lessons in his/her module, she/he will truly experience difficulty of answering the assessment part. Hence, understanding the content should be of prime importance.

One participant supports the claim above that:

"*Answering the pretest is not easy*" (P1)

The lack of background knowledge when he took the pre-assessment resulted to problems on the concepts presented in the assessment. He finds it hard to answer the questions since he has no engagement on the concepts presented.

Additionally, another participant agreed on the claim above that:

"*Some questions are hard to understand*" (P3)

One of the parents claimed that: "*I assumed he found it hard with the assessment part of the lesson.*" (Parent 1)

Indeed, lack of knowledge on concepts in the module affected participants' performance and understanding on the competencies displayed in the module. The implication of the findings of the study is that participants must truly engage in their self-instructional modules in Science. Engagement means getting fully involved in all the activities and trying to understand the concepts presented in the module.

The result supports the claim of Chang, Tseng, Chou, and Chen (2011) and Wang (2011) that alternative assessment and evaluation practices as e-portfolio, concept maps, projects, collaborative studies, assignments, self-assessment, peer assessment, online discussions, learning analytics have started to be used as alternatives to exam practices particularly during pandemic. Such interaction tools and media as e-mails, blogs, forums, e-portfolio systems used in online distance education enable teachers to make alternative assessment and evaluation and make it easier (Gray et al., 2012).

The second issue experienced by the participants was the problem on their comprehension skill. Comprehension skill issue describes participants' difficulty of expressing their ideas due to poor understanding of the questions in the module. The participants echoed that:

"*I do not know how to explain the discussion part*" (P3)

"*The difficult part is when you answer essay questions*" (P2)

Evidently, they experienced difficulty in understanding new terms which hindered them to construct their ideas in answering questions. This claim was supported by their parents observation:

"*My child has struggled to comprehend and answer his modules because no one will explain*" (Parent 2).

This is supported by another parent where she echoes that:

"*Some of the items my daughter finds it's very challenging and difficult to understand*" (Parent 1)

"*From this experience, their teachers shared that: "Inmy experience, learners answers their modules based on their understanding and prior knowledge.*" (Teacher A)

Therefore, establishing a good comprehension skill is very important to students. In this case, reading attributes of these students were not an issue, they only lacked the skill to comprehend since they have encountered difficult terms which hindered them to express their ideas freely.

Added by one: "*Supplying ideas is a hard one*" (P4)

Some students do not enjoy writing essay type questions. Hence, their skills in writing are not fully developed and this is somewhat attributed to their poor comprehension skills. The implication of the finding of the study is that questions to be reflected in the module must be flexible and within the level of students understanding. Therefore, content may be checked or reviewed several times to match students' level of understanding.

The result is in accordance to the findings of Kamil et al., (2008) that comprehension has been shown to improve when students have an expansive understanding of words both functional and content-area vocabulary. Reading requires students to read fluently as well as understand the meaning of words. If either of these skills are lacking, comprehension diminishes (Kintsch & Mangalath, 2011). When a student lacks prior knowledge about a topic, reading comprehension is impacted (Kintsch, 2013).

Coping Mechanisms of Students in Completing their Self-Instructional Modules

Presented in this sectionwere participants' coping mechanisms in completing their self-instructional modules namely, methodical approach, social media interaction with mentor, and presence of parental support.

Methodical approach is the first coping mechanism employed by the participants. This refers to participants' organization of their schedule tocomplete their modules in Science.

As majority of the participants have indicated that:

"*I do timetable in completing my module*" (P2)

"*I make schedule in doing may module every week*" (P3)

"*I schedule in answering my modules since there are 8 modules in a week*" (P5)

Organizing and creating a schedule in completing their modules is one of their means in coping with the difficulties. By doing this, they can keep on track on the completion of their modules.

One parent shared that: "*I make sure that she have a time in answering her module and establish a study routine*" (Parent 1)

Also, their teacher supported the above manifestations where she indicated that: "*I encourage students to organize their time for them to complete their tasks*" (Teacher B)

The implication of the finding of the study is for students to complete their module submission, they should employ a clear and methodical approach in responding to the demands of module submission. It is only in this way that they will be updated in the submission of modules in Science.

The result is in parallel to the idea of Ahmad, Batool, and Ch (2019) that effective time schedule and administration is essential for students to gain high scores. They have to manage it for their healthy life and complete assignments and their own accomplishments.

The second coping mechanism of the participants was through social media interaction with their mentor. This refers to the use of social media application like messenger in interacting with their teachers.

One participant has indicated that:

"*My teacher assists me by chatting if I don't understand the topic*" (P2)

This is supported by another participant:

"*Thru online interaction and chatting are the things given to me by my teacher*" (P3)

Similarly, the claim above is affirmed by this participant

"*Teacher made a follow up through chatting*" (P5)

Through this activity, this helps participants' to complete their modules. The communication between them and their teachers has guided them on how to answer or complete their module submission.

For parents, they had to follow up if they are not around as one shared: "*I taught my son that he is required to answer 1-2 modules per day. This enables us to keep track of his progress in answering his modules.*" (Parent 2). This is supported by another parent: "*Follow up from time to time and I make sure that I'm always available if she needs help.*" (Parent 1)

Their teachers have monitored their students by"*Feedbacking using social media like facebook, messenger/group chat/ google meet.*' (Teacher B). The other supports this claim where "*She set up a group chat in Messenger and other social media platforms, as well as text and phone calls, to monitor my students.*" (Teacher A)

The implication of the finding of the study is communication is a key tool to address difficulties faced by students in the new normal. Hence, students must reach out to their teachers for them to be guided. Also, teachers must be flexible enough to cater students who are experiencing difficulty in completing their modules. Additionally, parents play a crucial role in students' lives.

The result is in parallel to the idea of Thormann, Gable, Fidalgo, and Blakeslee(2013) thatthe use of such interactions tools and environments as forum, blogs, social networks, web conferences in distance education improved the interaction between teacher, student and content and decreased the perception of transactional distance among these elements. Similarly, Mbati (2013) mentioned that by discussing on the subject in these medium and through these tools, teachers and students contribute to the development of the learning content and thus, ensure that the information is constructed socially.

Presence of parental support is the third coping mechanism employed by the participants. This refers to the assistance provided by their parents. Through this, the participants have acquired extra motivation to persevere in completing their modules.

As one participant echoed that:"*My parent gives moral support*" (P1). Added by another participant:"*My parents are working abroad, they provided me financial support*" (P3). Also, one has mentioned that:"*My parents are keeping on reminding me about my modules*" (P4)

Indeed, parents support during this time is what students expect of for them to complete their modules. The support that they expect from their parents will make them a consistent student and will enable them to overcome difficulty particularly in completing their modules.The implication of the finding of the study is that parents play a significant role on students' success. Their presence will ignite motivation and determination on students in completing their school tasks.

The result is in consonance to the idea of Azubuike and Aina (2020) that since the pandemic started, parents are now taking on a more support-oriented role by supporting their children as they take on assignments and home projects. Also, Ceka and Murati (2016) ensure that children have the needed provision and support to access education and learning, hence, parents have taken the full responsibility of home-schooling their children. It has been recommended that parents should be taught with

interventions on how to provide emotional support to children at times of uncertainty (Wang, Zhang, Zhao, Zhang, & Jiang, 2020).

Pointers to Students to Complete their Self-Instructional Modules

This section presents the pointers to students to complete their self-instructional module where time management and positive attitude emerged as the main theme.

Time management and positive attitude must be demonstrated by students for them to successfully complete their modules. This refers to setting time and by having positive outlook in answering modules in Science.

The participants mentioned that:

"*Make a plan or schedule in answering the module*" (P1)

"*Give time on your modules*" (P4)

"*Exert time and effort in your modules*" (P5)

These manifestations revealed that proper management of time will allow students to complete their modules. Additionally, the focus and their attitude to accomplish their modules play a significant role for them to become successful in accomplishing their school tasks.

The statements were supported by their teachers' view that: "*They should set priority at start of the school year or schedule to follow daily so that they can finished their module on time*". (Teacher B). Also, "*They shall make a schedule in answering their module, and I will also encourage them that, despite the fact that this learning is new to everyone, they must do their part as students; after all, their hard work will be rewarded.*" (Teacher A). One of the parents affirmed to the statements above that they should "*Respond to their modules on time so that they do not miss the module activity.*" (Parent 1)

The implication of the finding of the study is students must have time in engaging themselves in modular task. Also, they should maintain a positive attitude in answering the activities or performance tasks and assessments in their modules. These types of attitude will eventually aid them to become successful in this new normal learning environment.

The result supports the findings of Purwanto, Ichsan, Gomes, Rahman, and Irwandani (2020) that attitude of students in the new normal perspectives have an impact in their learning process. On the other hand, Baker, Evans, Li, and Cung (2019) indicated that time management must be observed by a student which is a vital component in their success. It intervenes and indicates the positive effect on the behavior and attitude of students in their new normal learning perspective.

6. Conclusion and Discussion

Presented in the figure is the overall experience of students completing their Science module in the new normal which depicted the issues, coping mechanisms, and pointers to students in completing their Science module.
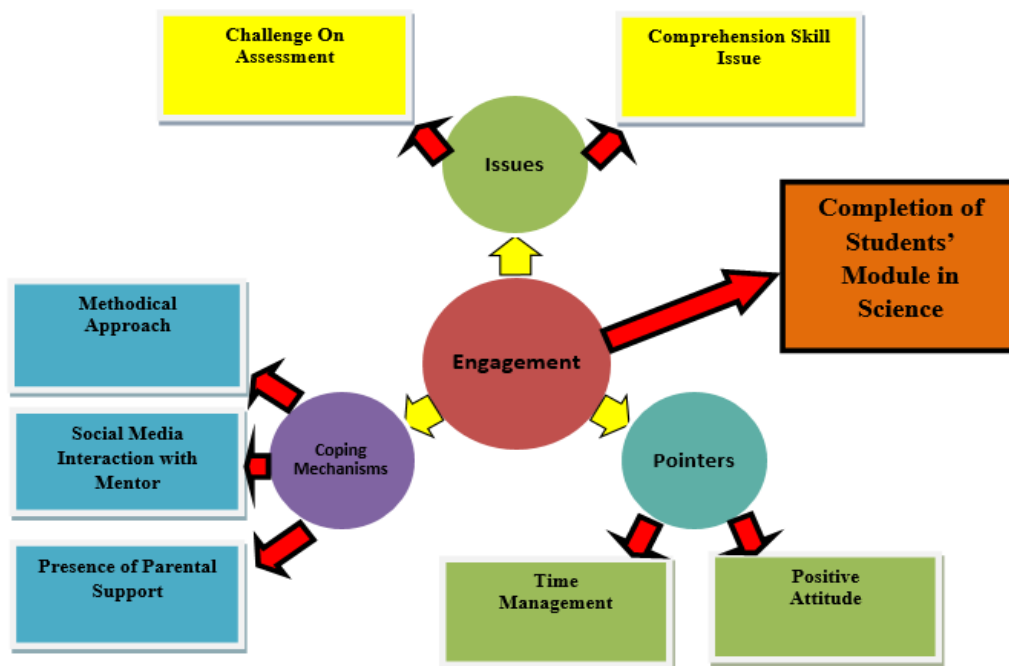
Figure 1. Issues, Coping Mechanisms, and Pointers to Students in Completing their Science
    Module

From the figure above, it can be gleaned that engagement is a must for them to complete their module. However, they must have to deal with issues, their coping mechanisms, and ways to successfully complete their modules. Definitely, their engagement is a crucial ingredient for them to face and cope with the challenges present during this pandemic. Undeniably, this will make them more attentive and keen in completing their modules. More importantly, the issues experienced by the participants on their engagement in completing their self-instructional modules centered on the challenge on assessment and comprehension skill issue. They find difficulty in answering assessments due to the lack of background knowledge and poor understanding of the concepts in the modules. With regards to their comprehension skill, they showed poor comprehension on the questions due to the lack of constant mentor that will give explanation on the concepts.

The coping mechanisms of the participants highlighted methodical approach, social media interaction with mentor, and presence of parental support. In terms of methodical approach, the participants have established organization of their schedule to complete their modules. Social media interaction with their mentor has resulted to constant communication with their teacher to update and check their module completion. Presence of parental support is crucial key of students' success since this entails parents follow up to the performance of their students in accomplishing modular task.

Time management and positive attitude were the recommended means for the students to successfully complete their modules. By having positive attitude this will aid students to persevere, and setting time in responding to modular tasks is a good manifestation to successfully complete module submission.

7. Suggestions
From the conclusions drawn, the following are suggested:

1. Modules may be designed or developed based on learners' level of understanding.

2. Conduct assessment using social media platforms.

3. Identify least learned competencies to revisit modules developed.

4. Conduct similar study and compare it to blended learning modality.

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