

Lived Experiences of Junior High School Students in Coping with Modular Distance Learning in English

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Abstract

This qualitative-phenomenological research design determined the lived experiences of Junior High School students' coping mechanism in modular distance learning in English. The study strictly followed the procedures in treatment of qualitative data. Based on the data gathered, it revealed that the participants demonstrated that in order to cope with the distance of modular learning in English, they must prioritize their well-being by practicing self-love and self-care. It also revealed that they should employ good attitudes such as being optimistic, having self-discipline, and managing their time properly in order for them to accomplish the given tasks. The difficulties that they encountered through their experiences brought by the pandemic taught them to be an independent learner, resourceful, confident and responsible. The participants suggested having a wellness program which aims to aid students with their encountered difficulties amidst pandemic which can also help their fellow students to cope with the difficulties under modular distance learning. From the testimonies of the participants, the researcher was able to craft a health and wellness program for the students entitled "CHASE" which stands for Coping Habits and Assistance to Students in English classes in the new normal set up.

Keywords: modular distance learning, coping and wellness