

Self-Paced Learning Practices during Educational Disruption in a Public Higher Education Institution

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ABSTRACT

Educational disruption happens due to Covid - 19 Pandemic which made the learning institutions create policies to ensure that the education continues and the quality of learning is not compromised. This results in adhering to students Self-Paced Learning (SPL) mode of education. 46 Tertiary students who were purposively selected served as the respondents In this undertaking. SPL was investigated along the challenges and coping strategies the students experienced as an aftermath of the sudden paradigm shift in education. This research utilized a Case Study as it collected data on a specific event that affects how individuals react and change their behaviour, and the situation based on the respondents' perspectives was analyzed. Semi-structured interviews and a Focus Group discussion were employed to gather data from the respondents. The data were explored to identify recurring concepts, collapsed similar themes, and interpreted the results through Inductive vivo coding. The Top-level, Middle and Third Codes were identified and plotted into codebook. There are four (4) Top Level Codes disclosed on challenges on Self-Paced composed of: Challenges on Submission of Learning Materials, Challenges on the Use of Learning Technology and Challenges on Schooling at Home. Further, a contextualized Andragogical Instructional Framework on Self-Paced Learning was designed from the sentiments identified as an output of this study.

INTRODUCTION

The Covid-19 pandemic has influenced most aspects of daily life. Since many extracurricular activities and social lives have been hampered for students complying with steps to curb the spread of COVID-19, virtual learning is becoming the standard at many colleges and high schools.

As the Philippines battled with this pandemic, the academic institutions have resulted in reforming the curriculum in education across all levels. From the traditional face-to-face classroom interaction, students and teachers are directed to observe limited movement capacity in observance of the safety and health protocols in public places. In this sudden shift in the academic setting, implementation of Self -Paced Learning (SPL) has been one of the strategies to continuously deliver education among learners of different levels- elementary, secondary and tertiary, and even postgraduates.

Self-paced learning is in concordance with the pursuit of lifelong learning. Hence, it comes into play which can be defined as structured learning. Students access the learning material or modules with their own choice of time and place when and where they will study. The goal of education which is to produce lifelong learners complements the conventional system of education. Through proper and strict implementation with the aid of a vigilant academic instructor, this kind of classroom instruction produces quality learning (Anderson, Upton, Dron & Malone, 2015). The learners are to work independently or with a team. They can ask their teachers or peers questions to aid them as they work on their tasks. They are likewise allowed to use any form of technology to assist them (Hill, M. et.al (2020). This is usually student-centered as the teacher acts as a facilitator of learning and the one who provides the learning material that contains objectives and a checklist which the students use to complete the objectives of the lessons. This also aids pupils in demonstrating knowledge of the topic they have been allocated. Keys to corrections/answers to tasks are accessible or particularly offered in a self-paced classroom so that students may examine their output and track their progress or mastery. Students can demonstrate their comprehension of the lesson by taking a post-test that is required of them. (Khan & Slavett, 2013). SPL is a term used to describe a set of skills that college graduates should have. A self-directed learning environment differs significantly from a lecture-based classroom in which the educator determines the goals, assessments, and pacing of the course content (Robinson, J. &Persky,A.(2020). During the self-directed learning process, the learner establishes goals, decides how progress will be measured, defines the structure and sequence of activities as well as a timeline, identifies resources, and solicits feedback. SPL is essentially asynchronous. Furthermore , Mermelstein (2015) discovered in his research on Asian college students that self-paced classes were not only more effective at helping students master the material, but that the majority of self-paced students preferred self-paced learning. According to Behlol and Khan (2016), self-paced learning was on the rise even in 2009 and is even more so now.

In Camarines Norte State College, a public higher education institution in the province of Camarines Norte, a Flexible learning modality is

implemented as per Internal Rules and Regulations on Learning Modality in the New Normal while the province is in the Enhanced Community Quarantined category of observance of Health protocols. Consequently, it has opened doors for synchronous and asynchronous forms of holding classes for the faculty, hence Self -Paced Learning is likewise employed as teachers explore various methods to meet the demands of limited movement capacity. With this mode of learning, students encounter challenges and use various strategies to cope with the identified issues they face in their schooling.

On previous studies relative to this undertaking, there are few noted challenges in the conduct of Self- Paced Learning. Students experience doubts about their capacity if there is no outright feedback received from the teacher. They are concerned about their growth or performance, and they think they give incorrect responses- rendering the self-assessment procedure invalid. It was stated that students are not mature enough to perform self-evaluation because most of them are unaware of how to do it; as a result, they tend to award themselves a better mark, affecting the outcome (AACCE's ,2009).

Noting some similar studies conducted with similar variables conducted, this undertaking investigated primarily both challenges and coping strategies on Self-Paced Learning (SPL) , it is indeed interesting to note how the students cope with their learning situation given the mass advent of technology to facilitate classes and the lapses these have brought which affected the studying perspectives of the students. It looked into the experiences of the learners along with their encounters with education system changes that transpired due to a sudden paradigm shift in an aftermath of the Covid-19 pandemic.

Hence, this research aimed at capturing the sentiments of the students in this new normal academic setting and designing an instructional guide in achieving success in coping with the SPL during educational disruptions.

This study aims to achieve the following objectives: Inquire on the students' challenges and coping strategies for self-paced learning in the new normal system of education during educational disruption; Find out what assistance during Self-Paced Learning the students expect from the institution, and Design an instructional framework on Self -Paced during educational disruption.

THEORETICAL REVIEW

The Self-Determination Theory (SDT), which combines personality, human motivation, and optimal functioning, was employed in this study. It asserts that there are two sorts of motivation: intrinsic and extrinsic and that both are powerful influences in determining who we are and how we behave (Deci & Ryan, 2008).In the case of the learners experiencing the Self-paced learning modality, they deal with this learning system while the country is still in the Covid 19 pandemic, thus, it is truly challenging for them to maintain their good standing in class and their performance in the subjects without the conventional or personal supervision of their teachers, hence their performance in the subject is affected by their attitude toward their study specifically their determination to succeed in their current level in schooling. Moreover, SDT posits that an individual needs to fulfill the following to enable to achieve

psychological growth or maturity: a.) **Autonomy:** This refers to being able to have the authority over their behaviors and goals, thus self-determination is established as people are in control of themselves. b.) **Competence:** This refers to People who gained mastery of their functions and task. As such they are more likely to achieve their goals because they have the confidence that they know their expertise and are capable of what they are doing c.) **Connection or relatedness:** Individuals require a sense of belonging and attachment to other people to feel connected.

Further, the Theory of andragogy or adult learning is likewise considered to be employed in this undertaking since this scholar's theory highlights the increase in the self-direction skills of the learners as they mature making self-directed learning. The auto formation is another term for self-directed learning which explains learning by oneself (auto-formation) (Knowles, 1975). This concept is an attempt to construct a theory for adult learning especially. It underlines the fact that adults are self-directed and expect to make their own choices. This essential feature must be addressed in adult education programs. Andragogy makes the assumptions that 1.) Adults need to know why they need to learn something, (2) adults need to learn through experience, (3) adults view learning as problem-solving, and (4) adults learn best when the issue is of immediate benefit in the learning design.

Thus, these theories mentioned above were utilized as scholars' concepts to further guide the conduct of the study since the respondents are considered adults as they age 18-27 years old and are currently enrolled in the locale of the study at the time of this research undertaking.

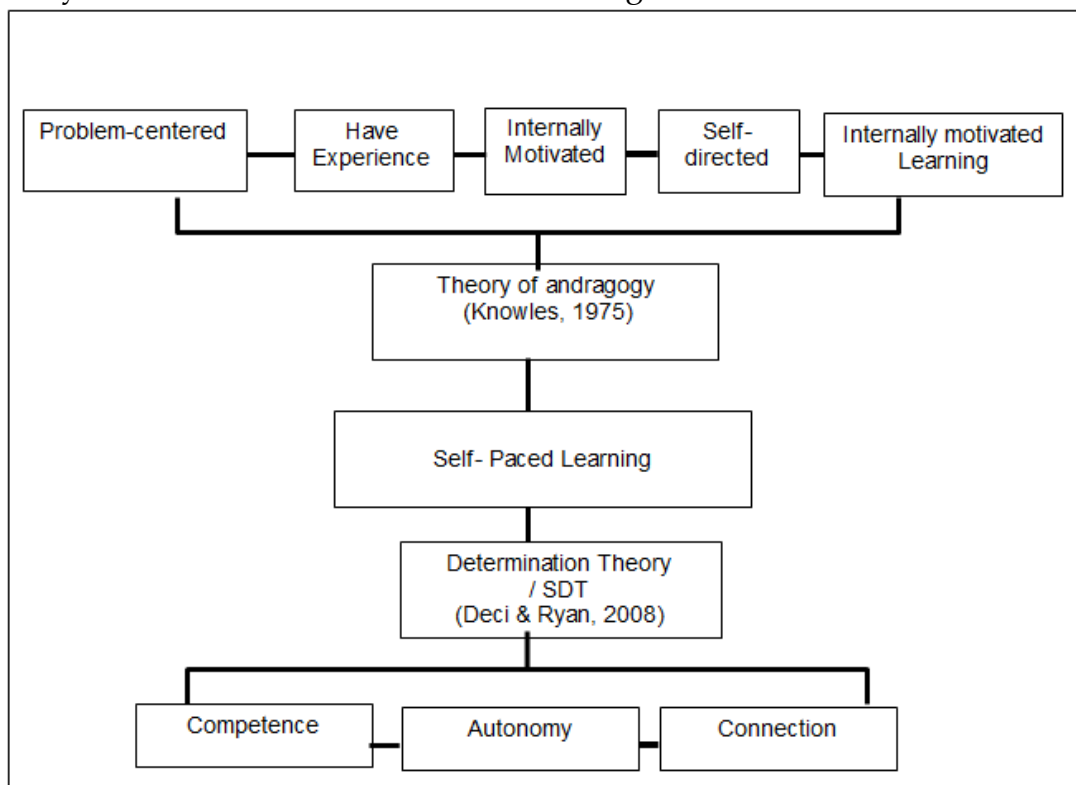


Figure 1. Theoretical framework showing the Andragogy, SPL, and Determination theories

This study explored the sentiments on challenges and coping strategies of the tertiary students in the College of Education, in one Higher education in the province of Camarines Norte, Philippines on SPL in the School- Year 2021-2022. With the current educational situation that is greatly affected by the Covid-19 pandemic, coming back to a Face-to-face class setting is the least option since the government is limiting the public movement to prevent the spread of the virus, hence, tertiary education is seemingly affected as well in terms of adjusting to the mode of teaching and learning. Various problems were noted in several literatures as researches focus on the education sector's measures in combatting the aftermath of this pandemic.

Determination Theory and Theory of Andragogy were employed to empirically discuss the results of this investigation and eventually generate a scholarly output that can be used to assist students in coping with the demands of SPL. Along with investigating their sentiments and their expected assistance from their school, an instructional framework was designed to aid them in their journey to this new mode of learning -SPL under the Flexible Learning modality which is still being implemented by the time this study is conducted.

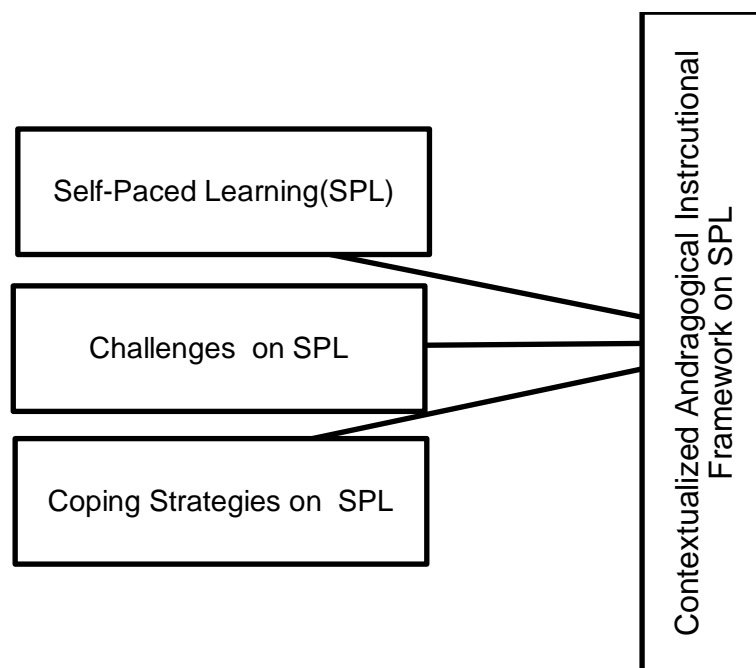


Figure 2. Conceptual Framework showing the process of Analyzing needs and Formulating outcomes

METHODOLOGY

This research utilized a Case Study research design because it is relevant in collecting rich data and information on a specific event that affects how individuals react and change their behaviour (Chua, 2020). It also fits the study since there is an analysis of the situation based on the respondents' perspectives. The data were gathered through Semi-structured interviews and Focus- Group Discussion with the 46 respondents of the study. The transcribed data were explored to identify recurring concepts, collapsed similar themes, and interpreted the results through the aid of empirical studies to scholarly

analyze the generated details. Inductive Vivo Coding was employed in transcribing the interview. The Top-level code (Describes the theme) started from scratch then created the Middle Codes (Specify the theme), and eventually, the Third Level Code (details associated with the middle codes - challenges/ coping) . A data codebook was then created after every code arose directly from the survey responses. Transcriptions were edited to increase readability and clearness through editing the grammar and summarized parts for the sake of clarity taking into great consideration the maintenance of the context of the statement and avoidance of biases.

RESULTS

A preliminary inquiry was conducted before the administration of the Interview through Focus Group Discussion to establish the situational description and an initial grasp of the current situation of the respondents in terms of the basic necessities in attending the asynchronous classes employing three themes: Availability of gadgets in an online class, accessibility of attendance to asynchronous class and Manner of answering the worksheets/submitting the outputs.

Along Availability of Gadgets in an online class , out of 48 respondents, 42 claimed that they use cell phones, smartphones, laptops, or desktops in their asynchronous classes and in downloading learning materials provided by their instructors; 3 used android tablet, while 3 stated that they don't have any gadget to use in asynchronous class. Since electronic gadgets serve as the lifeline of success of an asynchronous class, lack of any of the needed gadgets can cause system breakdown among students thus, may result in negative effects on their academic performance (Aranas, K. 2021)

On the accessibility of attendance to Asynchronous class , of the 48 respondents, 95% declared that they have unstable access to the internet, 0% claimed that they have a stable internet connection, while 4.16% have no access to the internet. This shows that despite having gadgets such as laptops, cell phones, and/ or tablets, there is difficulty in accessing internet data or connection, either due to a lack of budget to finance internet bills or because their location is not accessible to internet signals. Predominantly one of the reasons is that, the Philippines ranks 77th, among the countries with the slowest and least stable Internet. (Esquire's 2020).

Along Manner of Answering the activities /worksheets, out of 48 respondents, 75% declared that they Do Google searches, 40% posited that they Use books, Pdf files, Youtube, and other online applications when there is an internet connection in their place , while 27% Asked their Instructors through Messenger application and 6% relied on themselves. The result shows that most of the students are depending on searching for information from the Google site as they perceived it to be accessible, fast to generate details needed, and reliable.

Challenges on Self -Paced Learning

There are four Top Level Codes derived from challenges to Self-Paced learning (SPL). Challenges on submissions of Learning Materials' Outputs,

Challenges on learning Technology, Challenges on Schooling at Home , and Challenges on Teacher’s Physical Absence on Self-Paced learning. These themes were set into Mid- Level Codes and Low-level codes.

A. Challenges to submissions of Learning Materials’ Outputs

Level of Learning Materials	
a. Difficulty understanding the Learning Materials	<i>“There is difficulty in understanding the reading materials ; They are prone to ambiguous interpretation” [SP-1]</i>
b. Difficulty understanding generalized lesson presentation on learning materials	<i>“The teacher did not simplify his learning material after getting data from the internet. Sometimes I feel unmotivated to dissect all the information in narrative form”.[SP-26]</i>
Learning Materials Without the Teachers	
a. Lacking Self-reliance	<i>“I lacked self-reliance to interpret the learning material. I, being a student can't rely on my -interpretation because I feel no sense of authority to give credibility to my interpretation.” [SP-1]</i>
b. Lacking Motivation	<i>“I am unmotivated due to lack of face-to-face teacher’s monitoring on self-paced learning.”[SP-4]</i>
c.Lacking self-confidence to ask	<i>“I am not motivated enough to start my tasks given the fact that I prefer working under pressure with the presence of my teacher.”[SP-9,SP-11]</i> <i>“I am too hesitant to ask when I am confused by the instructions given on the learning materials, I just do what I think is right.”[SP-14]</i>
d. Difficulty adjusting to the absence of the teacher to facilitate a face-to-face learning	<i>“It’s actually difficult for all students specially we were used to having our teachers facilitate inside the classroom”[SP-22, SP-36]</i> <i>“I, being a student can't rely on my self -interpretation because I feel no sense of authority to give credibility to my interpretation”.[SP-27]</i> <i>“How would I learn these lessons on the learning materials knowing that no one is teaching and explaining?” [SP-32]</i> <i>“I am unable to complete the activities in one sitting because no one is observing me”[SP-3, SP-9, SP-23]</i>
Multiple Learning Materials	
a. Failure submitting outputs in time	<i>“I always fail to submit outputs on time ”[SP-3]</i>
b. Overwhelming school tasks	<i>“I am overwhelmed with the outputs I need to do”[SP-5]</i>

	<i>"Sometimes I do not know what and where to start first resulting in backlogs" [SP-5]</i>
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Table 1.

As gleaned on Table 1, there are three identified Mid- level codes: Level of Learning Materials, Learning Materials without the Teachers, and Multiple Learning Materials. Along the Level of Learning Materials are two Third level codes: a.) Difficulty understanding the Learning Materials b.) Generalized lesson presentation on learning materials.

"There is difficulty in understanding the reading materials; They are prone to ambiguous interpretation" [SP-1] "The teacher did not simplify his learning material after getting data from the internet. Sometimes, I feel unmotivated to dissect all the information in narrative form" [SP-26].

These statements imply that the students have difficulty understanding the learning materials when these are not presented in a conversational-simplified manner. The structure of the learning material should be clear and presented with examples and tasks to be able to motivate the learners to comprehend and work at the same time.

Along Learning Materials Without Teachers; four third-level codes were derived: Lacking Self-reliance, Lacking Motivation, Lacking the self-confidence to ask , and Difficulty adjusting to the absence of the teacher to facilitate face-to-face learning.

"How would I learn these lessons on the learning materials given to us knowing that no one is teaching and explaining?" [SP-32]. "I am unable to complete the activities in one sitting because no one is observing me." [SP-3, SP-9, SP-23]

The students in the class emphasized the need to have the actual teachers monitoring as they impose discipline on them. They feel more secure with the teacher's presence while working on their outputs as there is outright feedback they receive .For them, discussion in the classroom is preferred. Along with Multiple Learning Materials, two third-level codes were established: Failure to submit outputs in time and Overwhelming school tasks.

"I am overwhelmed with the outputs I need to do" [SP-5]; "Sometimes I do not know what and where to start first resulting in having backlogs" [SP-5]

Claiming that they have more outputs requirement during SPL than in normal face -to-face class, they are overwhelmed which either leads to being unmotivated and overwhelmed which causes backlogs and worst, non-submission of activity sheets.

B. Challenges to Learning Technology

Access to Internet Signal	
a. Difficulty accessing internet signal	<i>"There is a slow internet connection " [SP-4] "We have an unstable internet connection" [SP-2] "There is no internet connection" [SP-8] "We have technical issues because our barangay does not have the high bandwidth or strong internet connection" [SP-13]</i>

	<p><i>"There are several technical problems that cannot be resolved right away"[SP-31]</i> <i>"Having a poor internet connection is such a burden for us students and also for teachers"[SP-35]</i></p>
	Access to Electronic Gadgets
b. Lacking electronic gadgets	<p><i>"I don't have a laptop to perform asynchronous tasks " [SP-36]</i> <i>"I do not have a computer, instead, rely on Learning Resource Center for technical support"[SP-13]</i></p>
	Access to Asynchronous Classes
c. Having various online distractions	<p><i>"I can be easily distracted because of social media sites and video games"[SP-6]</i> <i>"I can be constantly distracted by my mobile phone or other gadgets".[SP-7]</i> <i>"I am easily affected by social media sites and video games".[SP 24,SP-26]</i></p>

Table 2

As shown on Table 2, there are three identified Mid-level codes identified: Access to Internet Signal, Access to gadgets like cell phone, laptop, tablet, desktop, and Access to Asynchronous setting (researching, doing school works on the internet, downloading and completing the learning materials,etc.); and three Third level codes: Difficulty accessing internet connection, Lacking gadgets, and Having various online distractions.

"We have technical issues because our barangay does not have the high bandwidth or strong internet connection"[SP-13]; "I do not have a computer and rely on Learning Resource Center for technical support"[SP-13]; "I can be easily distracted because of social media sites and video games"[SP-6]

Due to the sudden shift to SPL, the parents / guardians or even the community officials are not capable of producing outright solutions to educational assistance such as the provision of gadgets or strong internet signals which directly affects the delivery of teaching and learning. Efforts were noted, however, but due to overwhelming demands, the chance became limited.

C.Challenges to Schooling at Home

	Home as Learning Environment
a. Difficulty establishing focus on studies	<p><i>"The surroundings of my study area cause me not to be able to concentrate.I can't control the cry of a baby, the music of the nearby house, the construction nearby our house, and many other noises" [SP-11]</i> <i>"Every day inside our home is full of noise since my mom babysits a one-year-old. Our house is nearby hollow block makers, so the noise is uncontrollable".[SP-31]</i> <i>"I attend to obligations in our household before attending my asynchronous class/tasks"[SP-30]</i> <i>"I lose track of my priorities, which leads to missed or late</i></p>

	<p>submissions"[SP-29] <i>"I am overwhelmed by responsibilities at home, thus, I find it difficult to focus on my studies"[SP-21, SP-23]</i></p>
	<p>Time Management During Home Schooling</p>
a. Difficulty managing time	<p><i>"Ito's difficult to maximize my time in both studying and doing households chores together with anxiety and self - doubts" [SP-20]</i> <i>"I have problems focusing and managing my time since I am at the comfort of my home. It serves as a leeway to procrastinate" [SP-1,SP 22]</i> <i>I had difficulties managing my time. Most of the time, I do the house chores [SP-21]</i></p>

Table 3

Although Homeschooling has been noted as one of the options of parents instead of sending their children to public or private schools, challenges have been posited in this time of pandemic: As shown on table 3, with two Mid-level codes; Home as a Learning Environment and Time management During Home Schooling; and two Third level codes: Difficulty establishing focus toward studies and Difficulty managing time;

"The surroundings of my study area cause me not to be able to concentrate .I can't control the cry of a baby, the music of the nearby house, the construction nearby our house, and many other noises" [SP-11]; "I attend to obligations in our household before attending my asynchronous class/tasks" [SP-30]

The students have no control over the activities in their house. The goal of working for the outputs/ minding the study is redirected since there is no monitoring of behavior sets in the house unlike at school. The environmental noise in the house is likewise contributory to the distraction of focus in studying.

Challenges to Teacher's Physical Absence

	<p>Comprehension of Written Instructions</p>
a) Difficulty in understanding written instructions and Lessons	<p><i>"It is difficult to understand the topic, and it needs to be explained by a teacher." [SP-35]</i></p> <p><i>How would I learn these lessons when there is no teacher teaching and explaining?" [SP-32]</i></p> <p><i>"I can't understand a lesson if no one discusses it with me , sadly during asynchronous lessons no teacher will discuss the topic" [SP-22]</i></p>
b) Unable to get outright answers to queries	<p><i>"There are times I needed to ask questions to our teacher, however, it's difficult to get an outright response. You have to wait till the teacher reads your private message." [SP -36]</i> <i>" It's really difficult, that you don't know whether what you're doing is right or wrong because there is no teacher to</i></p>

	<i>ask.</i> " [SP-34]
	Emotional Assurance
a) Lack of teacher's expertise in providing a motivating atmosphere	"I am unable to complete the activities in one sitting because no one is looking and observing me". [SP-23] "Without motivation/ or even someone to dictate to me like a typical teacher would, it's difficult to learn." [SP -17]
b) Lack of outright corrective feedback on the output	"Sometimes you don't know if your work is right or wrong because the teachers do not return your submissions on Google classrooms right away." [SP -37]

Table 4

As reflected on table 4, two Mid-level codes were derived from Challenges on Teacher's Physical Absence: Comprehension on Written Instructions and Emotional Assurance. Further, Four low-level codes came out: Difficulty in Understanding written instructions and lessons, Inability to get outright answers to queries, Lack of Teachers' expertise in providing a motivating atmosphere, and Lack of outright corrective feedback to answers.

There is Difficulty in understanding written instructions and lessons as claimed;

"It is difficult to understand the topic, and it needs to be explained by a teacher." [SP-35; "How would I learn these lessons when there is no teacher teaching and explaining?" [SP-32]; "I can't understand a lesson if no one discusses it with me, sadly during asynchronous lessons no teacher will discuss the topic" [SP-22]

Moreover, there is a Lack of teacher expertise in providing a motivating atmosphere and a Lack of outright corrective feedback on the output which makes it more difficult for the students to cope with the needs in answering their outputs as they stated;

"Without motivation/ or even someone to dictate to me like a typical teacher would, it's difficult to learn." [SP -17]; "Sometimes you don't know if your work is right or wrong because the teachers do not return your submissions on Google classrooms right away." [SP -37]

Coping Strategies for Self-paced learning

	Self-Learning Techniques
a) Relying on the internet application	"I relied on the internet rather than thinking and addressing questions on my own" "Most of the time I look for the educational videos related to the lesson"[SP-22]
b) Listing tasks	"I always have a list of notes of every important thing that I should do and set my priorities straight." [SP-15, SP-21, SP-23] "I manage my works by listing all my pending works on my note. I do it one by one and I usually promise myself before

	<i>doing something, to finish it before another day comes. I keep this routine so I won't have to alter my schedule from time to time."</i> [SP-3, SP-5, SP-8 SP-,9, SP-12]
c) Setting conducive time and place for study	<i>"I always do my activities at night because there are no house chores or distractions anymore, which is why I sometimes sleep late and my body clock has changed since the beginning of this self-paced learning that from 9 PM to 12 or worse, 3 AM."</i> [SP-23] <i>"I always keep out my phone and produce a conducive atmosphere for studying"</i> [SP-26] <i>"I sleep early and wake up at around 12midnight to study"</i> [SP-24]
d) Asking help from friends	<i>"I seek help from some of my friends and ask for the lesson's key points"</i> [SP-34] <i>"Sometimes, we consult our classmates if we're doing the right thing" [SP-34,SP-32]</i> <i>"I ask my classmates if we have the same understanding, then if yes, I proceed to the activity"</i> [SP-14, SP-35]

Table 5

Table 5 shows that along with Coping Strategies on Self-paced learning, Self-Learning Techniques were identified as Top-level code with four Low-level codes: Relying on the internet application, Listing tasks, Setting conducive time and place for study, and Asking for help from friends.

"I relied on the internet rather than thinking and addressing questions on my own"; "I manage my works by listing all pending works on my note. I do it one by one and I usually promise myself before doing other things, to finish it before another day comes. I keep this routine so I won't have to alter my schedule from time to time." [SP-3, SP-5, SP-8 SP-,9, SP-12]

The Internet has been the major source of information, and with all the advent of technology to aid learning, students have learned to inculcate self-discipline and manage their activities.

"Most of the time I look for the educational videos related to the lesson"[SP-22]; *"I always do my activities at night because there are no house chores or distractions anymore, which is why I sometimes sleep late and my body clock has changed since the beginning of this self-paced learning that from 9 PM to 12 or worse, 3 AM."*[SP-23]; *"I ask my classmates if we have the same understanding, then if yes, I proceed to do the activity"*[SP-14, SP-35]

They have learned to use available instructional materials on websites and perform their tasks more independently as they have no other options. Relying on classmates for validation of comprehension of the tasks is disclosed in this study which is considered one of their ways to rely on their work.

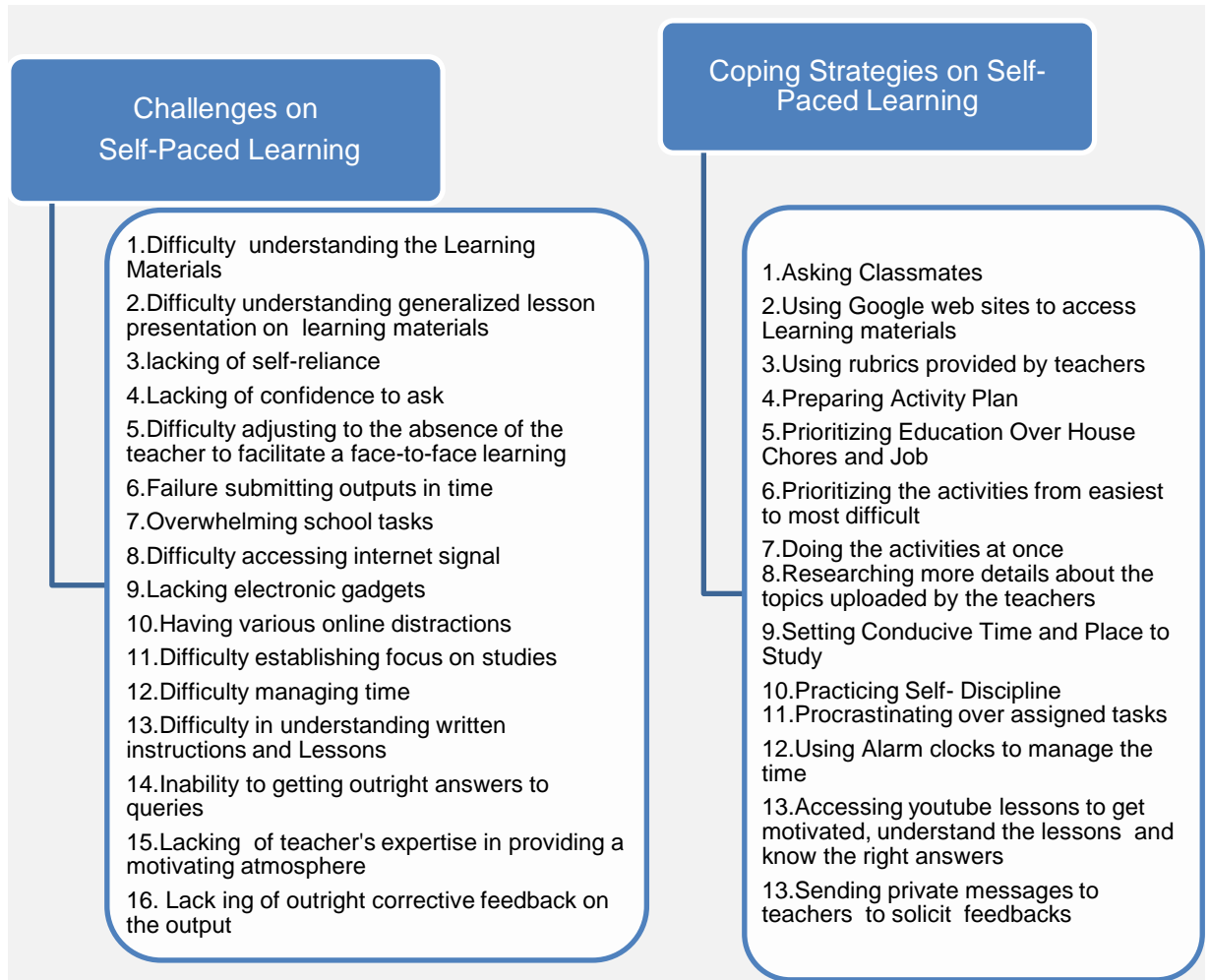


Figure 3. Challenges and Coping Strategies on Self-Paced Learning

Figure 3 reveals that the students have identified 16 challenges and 13 coping strategies in the conduct of Self-Paced Learning.

The following were identified coping strategies : asking classmates, using Google websites, using rubrics provided by teachers, Preparing Activity plans, Prioritizing Education Over House Chores and jobs, Prioritizing activities from easiest to hardest, Doing the activities at once in advance to avoid overlapping, Researching more details about the topics uploaded by the teachers, Setting Conducive Time and Place for Study, Practicing Self- Discipline on Management of Class Schedule, and Procrastinating over assigned tasks

"I rely on asking my friends questions on matters I don't understand. I find it less stressful when I can talk to them about the project "[SP-34]; I Make sure to finish my school tasks before I mind the house chores to avoid overlapping of activities" [SP-35]. "I use Google sites most of the time as it is easy to access and download documents to serve as my reference in finishing the tasks." [SP-36-40]

Considering that the students are on Self-paced learning at home ,they are oftentimes finding ways to combat distractions that may cause them off-track. They sometimes managed to prioritize their activities based on how they value them.

Design of the Contextualized Instructional Proposed Framework

Title: Theory of Andragogy: Concept on Self-Paced Learning During Educational Disruption

Brief Description:

The theory of andragogy or adult learning is likewise considered to be employed in this undertaking since this scholar's theory highlights the increase in the self-direction skills of the learners as they mature making self-directed learning. The Autoformation is another term for self-directed learning which explains learning by oneself (auto-formation) (Knowles ,1975).). This concept is an attempt to construct a theory for adult learning especially. It underlines the fact that adults are self-directed and expect to make their own choices. This essential feature must be addressed in adult education programs.

Further, this concept could be applied to College of Education or any other educational institution which applies Self-Paced Learning Education Modality in cases of educational disruptions like pandemics, calamities, or any form of eventuality which may call for the public to have a limited movement capacity or students, specifically to stay at home while continuing their education.

Andragogy makes the assumptions that 1.) Adults need to know why they need to learn something, (2) adults need to learn through experience, (3) adults view learning as problem-solving, and (4) adults learn best when the issue is of immediate benefit in the learning design.

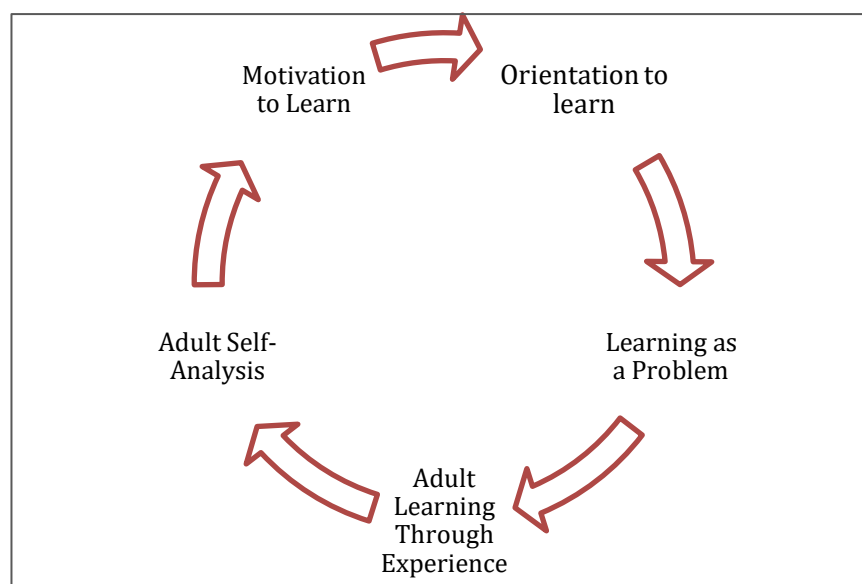


Figure 4. Andragogical Framework on Self-Paced Learning

Andragogical Framework on Self-Paced Learning

Outcomes Formulation Insights

- a. In the crafting of the Intended Learning Outcomes, the teacher may consider the inclusion of Self-Directed learning concepts of the Theory of Andragogy.

Directed Learning Concept Framework:

1. Establishing the Motivation to Learn- As a person gets older, their desire to study comes from within (Knowles,1984).
2. **Orientation to Learning.** As a person ages, their perspective on time shifts from one of delayed application of information to one of immediate application. The focus on learning consequently changes from one that is subject-centered to one that is problem-centered.
3. **Learning as a Problem Solving.** As a person matures the outlook toward studies changes. Learning becomes a source of independence, strength, and confidence to face life's journey. The idea of learning becomes a foundation to take responsibility to look for solutions to issues or concerns one may face in life.
4. **Adult Learning through Experience.**As a person matures life experiences serve as the learning experience and eventually hone oneself to the design in life he/she constructs for himself/herself.
5. **Adult Self-Analysis**
As a person matures realization happens that there is a need to know the importance of valuing what is essential in life. The process of creating life goals, and priorities and establishing the importance of learning and educating oneself.

Objectives Formulation Insights

- b. *In the crafting of the course objectives, the teacher may consider the inclusion of the following concepts :*

I. Values-based -It is a method of thinking about education that puts the pursuit of meaning and purpose at the center of the teaching and learning process. It acknowledges that the development of a values-based learning community that promotes good relationships and educational excellence depends on the respect, integrity, and recognition of everyone participating in the life and work of the school (Alive, 2007).

Values education creates a conducive learning environment and eases the burden on teachers this is because it promotes positive interactions. They believe that this helps boosts students' confidence and self-worth.As a result, the students produce excellent work, show respect and conduct appropriately (Hawkes ,2009)

The study on SPL revealed that there are students who lose their sense of direction due to the bulk of learning materials' tasks they have to perform. Others become demotivated which causes them to procrastinate on their outputs and find leeway to set aside the submission of tasks. However, when values are injected into every task through the teacher's guidance and the reminder they will be helped not to lose track

II. Experience-Based- is a method of potent teaching tool is experiential learning. Experiential learning incorporates the entire student, including their cognitive, emotive, and physical domains, whereas classroom lectures primarily address the cognitive domain. As a result, students can connect with the material in a way that has value for their own lives. Experience is then transformed into knowledge. Knowledge arises from the combination of grasping and transforming experience (Kolb, 1984).

This study on SPL posited that some students have difficulty grasping the contents of the learning materials because they claimed that some teachers do not simplify their learning materials which leads them to be confused. However, when they can best relate to the tasks as they apply the concept they learned through a variety of engaging class activities that are bound to attain the same goals in the course, learning would be light and encouraging. The activities must be contextualized where the students can best relate as they are aware, and others might have encountered the goals of the tasks in his / her life.

III. Activity-based - It has been demonstrated that learning by doing increases a person's understanding and length of retention. The importance of learning by doing cannot be overstated. The learners become more intelligent and energetic thanks to activities. Because we are aware that education leads to a child's overall progress, we must plan a variety of activities to develop the learners' personalities in different ways. For the learners, activity-based instruction serves as dynamic problem-solving. It enhances the inventive aspect of the experience and provides learning context. It offers (Noree, et. al 2019).

The study on SPL likewise disclosed that some students are inclined on the use most website applications that can help them check their work, or assist them to come up with creative outputs. In addition, some respondents mentioned that they are distracted by the noise in the environment where they study, however, when the school tasks do not require too much paper works and instead performances of a concept or theory, and later documented, the environment will not cause a serious threat on their learning, instead, they could perform their projects or tasks even when there are challenges such as noise, too much house chores and inability to manage one's time

To foster the acquisition of knowledge, experience, abilities, and traits, educators provide a variety of experiences to their students. It increases pupils' self-assurance and fosters learning through projects.

Adults actively engage in their learning process when engaging in "self-directed learning." This is not like a "normal" classroom where students interact with the teacher much more passively. In a "typical" classroom, the teacher gives a lecture or otherwise explains the content while the students take notes. Typically, the instructor is in the front of the class as the students attempt to absorb the material, literally praying that their brains would do so. In a "regular" classroom, the teacher would also select the learning objectives, success factors, and evaluation criteria without consulting the students.

Since the locale of this undertaking caters to Tertiary education, the Self-Directed teaching and learning approach could be practiced as future teachers are honed by instructors-facilitators inside the classroom. In the case of class disruptions that take several days/months to restore to a conventional setting, it is a good practice that learners are trained to handle their discipline and monitor their behavior in Self-paced learning sessions with the guidance of their instructors. The internal and external motivations must be instilled among them to ensure active learning even not in the classroom.

CONCLUSIONS

There are four (4) Top Level Codes disclosed on challenges on Self-Paced of this study composed of: Challenges on Submission of Learning Materials, Challenges on the Use of Learning Technology, Challenges on Schooling at Home, and Challenges on Teacher's Physical Absence. These produced Ten (10) Mid-Level Codes :Level of learning Materials, Learning Materials Without the Teachers, Multiple Learning Materials, Access to Internet Signal, Access to Electronic Gadgets, Access to Asynchronous Class Modes, Home Schooling as Learning Environment, Time Management, Comprehension on Written Instructions, Emotional Assurance. Finally, the Sixteen (16) Third Level Codes which posited the details of the identified challenges on SPL. The top identified are: Difficulty understanding the Learning Materials ,Difficulty understanding generalized lesson presentation, lacking of self-reliance. These are a combination of both problems in the instructional aids and emotional aspects.

On Coping Strategies in Self-Paced Learning (SPL) , there are 13 posited responses.The most identified are: Asking Classmates,Using Google web sites to access Learning materials and Using rubrics provided by teachers. These student initiated techniques are a combination of reliance to technology and teacher's provided self- work assessment guide. In summary, the students are particular with the sentiments they experienced during the Self-Paced learning mode in education during the height of the Covid-19 pandemic and even during the time this study has been accomplished. Further, they have manifested resilience by depending on various coping strategies which led some of them to pass their course amidst the Covid -19 pandemic.

There are noted assistance the students expect from the school heads/ curriculum planners and the teachers in the institution:

For the School heads/curriculum planners, they may:

1. Offer students opportunities for social interaction, extra-curricular activities, and representation.
2. Provide school gadgets like cell phones or laptops to those who can't afford to buy them for themselves.
3. Provide an area in some places/barangays where the students can access a free-wifi -connection

4. Be clear in providing communications about the school's plan for delivery of instruction

For the Teachers, they may:

1. Facilitate online interaction, developing connections between students and delivering consistent and friendly communications.
2. Have a more interactive learning through the use of various education apps available
3. Provide more opportunities to ask questions during discussion
4. Be more flexible in a class by allowing others not to attend online classes whenever they can't due to some valid reasons and providing equally rated alternative activities to replace what they have missed via asynchronous sessions.

There is a conceptualized design of an IEC material on coping with Self - Paced Learning for tertiary students. It has captured the results of this study along with challenges and coping strategies in SPL during educational disruptions through utilizing the Theory of Andragogy or Self-directed learning as an output of this undertaking.

FURTHER STUDY

This study did not cover the entire tertiary students' population in the locale, rather it only focused on the students whom were identified to have subscribed to asynchronous modality. Further studies may be conducted which focus on asynchronous, synchronous or flexible learning to further gather insights on Self-Pace learning using other class modalities and be able to create another instructional design frameworks as outputs. A study on probability of having an alternate curriculum on Self-Paced Learning in the tertiary level during Educational Disruptions could be conducted to have an alternate modality in case there is a need which may not affect the current system adhered by the institution.

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