

## A PHENOMENOLOGICAL INQUIRY ON THE EXPERIENCES OF TAU-BUID LEARNERS IN MODULAR DISTANCE LEARNING

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### INTRODUCTION

The Covid 19 pandemic shifted the educational landscape from in-person to distance learning. The sudden change in instruction brings challenges among learners, particularly Tau-Buid<sup>1</sup>. This situation opted the researchers to explore the lived experiences of this learner-group in modular distance learning in terms of access, curriculum, medium of instruction, learning resources and learning environment and on how these circumstances affect their understanding of the lesson to bridge the gap of teaching and learning process.

Specifically, this research answered the following questions: (1) What are the lived experiences of the indigenous distance learners in terms of access, curriculum, medium of instruction, learning resources and learning environment? and (2) How do these lived experiences affect their understanding of the lesson?

Moreover, this study used the qualitative method using semi-structured interview that provides detailed examination of personal lived experiences of seven (7) learners from Pambisan National High School and Sabang High School of Pinamalayan West District, Schools Division of Oriental Mindoro who were of Tau-Buid origin and enrolled in the modular distance learning set up. The researchers used the Colaizzi's process in analyzing the data. For ethical consideration, permit is secured from the National Commission on Indigenous Peoples (NCIP) to conduct the study since

Tau-Buid learners belong to indigenous groups.

### DISCUSSION OF RESULTS

The table below summarizes the findings of the learning difficulties faced by Tau-Buid learners in modular distance learning in terms of access, curriculum, medium of instruction, learning resources and learning environment.

Access
<ul style="list-style-type: none"> <li>Long travel time in accessing the modules</li> <li>Unavailability of means of transportation</li> </ul>
Curriculum
<ul style="list-style-type: none"> <li>Overwhelmed by the complexity of the Curriculum (e.g., too many activities)</li> </ul>
Medium of Instruction
<ul style="list-style-type: none"> <li>Difficult to understand the language used in the modules</li> </ul>
Learning resources
<ul style="list-style-type: none"> <li>Limited print materials (only relies on books provided by school)</li> <li>Limited non-print materials (only relies on cellphone for internet browsing)</li> <li>Absence of learning facilitators</li> </ul>
Learning environment
<ul style="list-style-type: none"> <li>Tau-Buid learners perceive differently whether their home functions as learning environment or not.</li> </ul>

Curriculum was viewed as a burden while the medium of instruction used is incomprehensible which leads to poor comprehension. Learning resources were available but needed to be culturally sensitive. Moreover, the way they understand the lessons was greatly influenced by factors like household chores and lack of learning facilitators at home.

## CONCLUSION AND RECOMMENDATION

With the foregoing findings, Tau-Buid learners experienced several challenges in access, curriculum, medium of instruction, learning resources and learning environment. In this regard, the researchers would like to recommend **Project B.R.I.D.G.E. (Bridging Indigenous Peoples Learning Difficulties towards Good Access to Education)** which aims to address the learning difficulties of indigenous learners through different strategies, partnerships and advocacies to enhance quality education. **Project B.R.I.D.G.E** is relevant and considered as a flexible intervention plan that will address the learning difficulties of all learner groups, the marginalized. Furthermore, the findings, conclusions and recommendations of this study will contribute to the implementation of DepEd Order No. 001 s. 2022, "Revised Policy Guidelines in Home Schooling" to serve as a strong framework on learning continuity.

## REFERENCES

- Article XIV SECTION 2.2, 1987 Philippine Constitution
- DepEd Order no. 51 s. 2014 National Indigenous Peoples Education (IPEd) Policy Framework
- DepEd Order no. 32 s. 2015 Adopting the Indigenous Peoples Education Curriculum Framework
- DepEd Order No. 001 s. 2022 Revised Policy Guidelines in Home Schooling
- UNESCO. (2002). *Open and Distance Learning: trends, policy, and strategy* consideration. UNESCO.

## Disclaimer:

*This Research Bulletin is an abridged version of the full manuscript of Ms. Taparan, Mr. Taparan, and Ms. Maranan which supplements their research presentation during the Research O'clock last November 22, 2022, under the topic, "Inclusivity in Blended Learning towards Improved Learner Participation". To request a copy of their manuscript, send an email to [ps.prd@deped.gov.ph](mailto:ps.prd@deped.gov.ph).*