



DISTANCE LEARNING EXPERIENCES OF JUNIOR HIGH SCHOOL MATHEMATICS STUDENTS

CHRISTINE V. ARANDA¹; SONNY BOY C. ARGOLIDA², AND MAYETH A. BARRION³

<https://orcid.org/0000-0002-8652-861X>; <https://orcid.org/0000-0001-6913-1605>
christine.aranda@g.batstate-u.edu.ph¹; sonnyboy.argolida@g.batstate-u.edu.ph²;
mayeth.barrion@g.batstate-u.edu.ph³
Batangas State University
Pablo Borbon Main Campus I, Philippines¹⁻³

ABSTRACT

COVID-19 had resulted in significant educational reforms. Face-to-face classrooms were transformed into other learning modalities, including distance learning. Learning was possible but has challenges as well. As a result, the purpose of this study was to determine the experiences of junior high school students in the District 1 Province of Batangas in the pre-implementation of distance learning in the new normal. Specifically, it aimed to achieve the following statements: [1] describe the distance learning experiences of mathematics students in the following as assessed by teachers and students themselves specifically with [1.1] modular distance learning; [1.2] online distance learning; and [1.3] tv/radio-based instruction, [2] find the difference in the assessments made by the teachers and students, and [3] identify the coping mechanism in the difficulties encountered in distance learning. The respondents were selected through a multi-stage sampling and answered the survey questionnaire through a Google form. The documented assessments were recorded and coded. Results identified that the student's experiences in the new normal can be summarized into three significant themes: having difficulties answering their modules, spending their whole day finishing their assignments, and fearing nothing learned in the modality they chose for their distance learning. However, there was a significant difference in the assessment made by mathematics students and teachers in modular distance learning. On the other hand, there was no significant difference in the assessment made in online distance learning. Additionally, the students' coping mechanisms had three themes; taking a bath, organizing things for a conducive environment, and thinking positively. The following conclusions were drawn based on the findings: In distance learning, the majority of students struggled to study independently; there was a significant difference in teacher and student assessments in modular distance learning; and students in distance learning require support from their parents and teachers.

Keywords: mathematics, distance learning experiences, quantitative research, Philippines