

# UNVEILING THE CHALLENGES AND COPING MECHANISMS IN CREATIVE WRITING: A PHENOMENOLOGICAL STUDY

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## ABSTRACT

*This research employed a qualitative research approach known as phenomenology to explore the lived experiences of SHS- ALS students. It significantly aimed to shed light on the creative writing experiences that encountered by SHS- ALS students. Moreover, 10 students shared their subjective experiences, challenges, tactics for coping with problems, and suggestions for enhancing for creative writing in the midst of modular approach. The findings indicated that most students encountered numerous difficulties in SHS-ALS mode. Furthermore, the results of this study not only add to the current understanding of the SHS-ALS and provide a helpful tool for educators, administrators, and policymakers aiming to improve and give sustainable programs where the students can effectively learn while they are at home. study also provided a new and insightful viewpoint on the creative writing process while the students are in the modular approach, as seen from other's perspective. The findings indicate that educators should provide seminars and programs to assist SHS-ALS students in improving their creative writing skills. They also highlighted the importance of fostering a strong partnership between teachers and parents to help students unlock their full creative writing potential while they are in modular learning modality.*

**Keyword:** SHS-ALS, modular, phenomenological study, creative writing, coping mechanisms

## 1. INTRODUCTION

In the rapidly evolving landscape of education, Modular Distance Learning (MDL) has emerged as a transformative approach to reshaping traditional learning paradigms. Amid challenges, Philippine education faced tests due to the global Covid pandemic. DepEd Order No. 12 S. 2020 introduced BE-LCP, prioritizing the well-being and sustaining education during Covid-19 crisis. Within this context, Senior High School – ALS (SHS) students have readily embraced this innovative modality. Despite the growing popularity of modular distance learning, there remains a notable problem that pertains to the unique perspectives of SHS students in Creative Writing which uncovers their adaptive challenges and coping methods in immersing themselves in the school setting. Understanding underrepresented learners is crucial for optimizing diverse learning environments. Thus, a need to maximize interventions in order to unearth their insights, challenges, and coping mechanisms.

Globally, a study of Cunningham (2015) focusing on Cambodian SHS students, reveals their distinct experiences with writing courses provided by their school. The study yielded significant findings, shedding light on students' preferences regarding the MDL modality, their unease concerning the objectives of the texts they encountered, and challenges related to writing fluency and automaticity. Notably, the study advocated for the incorporation of a literature-and-text-based strategy for teaching writing and providing a pertinent recommendation for enhancing the educational experience of these students.

In the Philippines, modular learning modality is currently used by all public schools because according to the 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). Recent study of Magtibay and Medina (2021) reveals that the focus shifts to the realm of creative writing, with specific attention directed toward the experiences of students from Lobo Senior High School. Building upon this exploration, the study unravels the challenges of prevailing consensus among the students, indicative of their experiences and challenges with the subject of Creative Writing.

As a SHS-ALS teacher in Maragusan National High School, a significant challenge arises when facilitating creative writing. The subject's core learning competencies center on creating literary pieces, with a widened scope covering various literature-related activities. This necessitates a task-oriented pedagogical strategy to cultivate students' literary skills. However, the feasibility of in-person classes is limited to specific student sorts like SHS-ALS, posing difficulties in subject-specific interactions. A more effective teaching approach can be realized once students are able to attend in-person classes, allowing teachers to enhance the delivery of the subject.

In this regard, the study explores the nuanced coping mechanisms employed by these students as they navigate the demands of creative writing. By peeling back the layers of their experiences, this phenomenological inquiry seeks to shed light on the involved interplay between challenges and adaptive strategies within the context of creative writing education. Education's importance remains, guided by SDG4 to aid vulnerable populations, sustaining global educational aims ((UNESCO, 2017).

### 1.1 Research Questions

The key concern of this study was to delve into the experiences of creative writing SHS-ALS students using the MDL to understand better the position they are in. In order to generate relevant information, this study sought to answer the following questions:

1. What notable encounters do student participants undergo while engaging in the acquisition of creative writing skills through the implementation of Modular Distance Learning?
2. What are the obstacles encountered by student participants in the process of acquiring creative writing skills by the application of Modular Distance Learning?
3. How do student participants employ strategies to navigate and surmount the challenges encountered during the process of acquiring creative writing skills through Modular Distance Learning?
4. What perspectives do student participants hold regarding the utilization of Modular Distance Learning within the context of the emerging normalcy?

### 2.1 Research Design

The study employed a qualitative research approach known as phenomenology to explore the forthcoming lived experiences of SHS- ALS students. Phenomenology, as a research approach, aimed to comprehensively grasp the essential and significant elements of a given situation by delving into the perspectives and experiences of the individuals under investigation. The primary objective of the study would be to enhance the future body of literature by addressing a significant research void within an underexplored domain. More specifically, the study sought to shed light on the creative writing experiences that encountered by SHS- ALS students. In this research, Neubauer (2019) determined that the qualitative method and phenomenological approach would be chosen as the most suitable methodologies to be employed.

### 2.2 Role of the Researcher

In this study, the researcher undertook a multitude of roles, encompassing various essential tasks. These tasks included thematizing the research, accurately designing the study, skillfully conducting interviews, accurately transcribing the gathered data, rigorously analyzing the information, diligently verifying the findings, and finally, effectively reporting the results. The first step in the research process would entail the researcher's exploration of various potential research topics that focussed on investigating the experiences, challenges, insights, and coping mechanisms of students who were facing difficulties in reading. The primary aim of this study was to enhance our understanding of how students could navigate and effectively manage the challenges they faced in reading. In order to achieve this goal, the researcher would employ a qualitative phenomenological research methodology, which would enable a comprehensive investigation into the selected phenomenon.

In order to effectively gather data for this study, the chosen methods for data collection were in-depth interviews (IDIs). These methods had been selected due to their ability to provide comprehensive insights and facilitate meaningful discussions among participants. These approaches had been found to facilitate profound and comprehensive dialogues with the participants, granting the researcher the opportunity to thoroughly explore their

personal experiences, difficulties, valuable insights, and effective coping strategies. The IDIs (In-Depth Interviews) would strictly follow a research protocol that had been approved by the relevant authorities. Additionally, these interviews and discussions would employ an interview guide that had been validated and proven to be effective in gathering accurate and reliable data. Upon receiving approval from the esteemed research panel, the diligent researcher will diligently embark on the crucial phase of data collection. This would be accomplished through the utilization of face-to-face interviews and engaging group discussions with the esteemed participants. The primary objective of these interactions was to elicit significant narratives and perspectives from students enrolled in the Senior High School – Alternative Learning System program. This initiative aimed to provide them with a platform where they could freely express their experiences and provide valuable insights. The researcher prioritized the creation of a supportive and comfortable environment during these sessions, aiming to cultivate a sense of trust and promote participants' freedom of expression.

Once the data collection phase was concluded, it was imperative for the researcher to undertake the task of transcribing the recorded interviews and discussions. This thorough process involved transforming the audio content into written format while ensuring the utmost accuracy and fidelity to the participants' responses. Following this, a comprehensive examination of the collected data occurred, involving the discernment of prevalent themes, patterns, and noteworthy discoveries that arise from the accounts provided by the participants. The researcher thoroughly validated this analysis to ensure its precision and dependability. In the final analysis, the culmination of this research endeavor resulted in the creation of an accurately crafted and all-encompassing data. This light would provide a comprehensive understanding of their unique viewpoints, presenting valuable insights that could greatly enhance future research efforts and practical implementations within the field of SHS – ALS education.

### **2.3 Research Participants**

The total number of participants in this study was 10, all of whom were identified as SHS – ALS students from Maragusan National High School in Maragusan, Davao de Oro. Moreover, there were student participants for IDI. The participants were chosen by a process known as purposive sampling, with the primary selection criteria being that they be accessible and willing to take part in the study, irrespective of their age or gender. Official approval from the Department of Education was obtained before participants could take part in the study. This was done to guarantee that all applicable ethical standards would be met and to protect the participants' health and safety. This procedure would ensure that the rights and privacy of the participants were respected during the entirety of the study, and that their participation was carried out with the appropriate permits and agreement from the participants.

### **2.4 Data Collection Procedure**

During the data collection phase, stringent adherence to ethical norms was upheld. The researcher employed interviews and focus group discussions to directly capture participants' viewpoints, preserving the authenticity and credibility of the primary data source. The researcher's direct involvement in data collection ensured the veracity and reliability of the information obtained.

To ensure ethical integrity, structured interviews were conducted on-site at the school, offering a familiar and conducive setting for participants. Participation was entirely voluntary, and informed consent was secured prior to data collection. The allotted time frame of 45-60 minutes provided an appropriate duration for participants to share their experiences without undue strain.

In parallel with ethical guidelines, the interviews adopted a semi-structured approach, guided by a framework derived from existing literature. This methodology would uphold participants' autonomy, enabling them to candidly articulate their thoughts and encounters. Open-ended interview questions, accompanied by prompts, facilitated a comprehensive exploration of participants' perspectives.

The formulation of structured questions for interviews were precisely tailored to solicit valuable insights while upholding participants' privacy and dignity. Ethical considerations remained paramount, ensuring the effective addressal of research inquiries while safeguarding participants' rights and well-being throughout the data collection endeavor.

### **2.5 Data Analysis**

To ensure alignment with the phenomenological framework of the study, the researcher employed the interpretive approach for data analysis of the collected information. Following transcription of interview responses, the researcher systematically categorized them according to emergent themes. This systematic process facilitated the creation of a well-organized and comprehensive synthesis of the research inquiries, accentuating key discoveries and perspectives conveyed by the participants. Guided by the interpretative methodology, the researcher aimed to offer a

nuanced and contextually significant interpretation of the acquired data, while also striving to encapsulate the essence of the participants' lived experiences.

#### Trustworthiness and Credibility

In comparison to quantitative research, qualitative research would often be subjected to criticism due to the perception that it lacks the scientific precision and generalizability of the latter. However, in this investigation, trustworthiness and dependability were upheld as essential components of qualitative research, ensuring an authentic portrayal of participants' experiences. To maintain the study's credibility and dependability throughout its course, the researcher employed a concurrent process of review and evaluation.

The researcher actively sought input and feedback from various sources within the field of secondary education, including the adviser, colleagues, and fellow students, with the explicit goal of bolstering the study's credibility. Furthermore, member checking was implemented, allowing participants the opportunity to review transcripts for consistency and provide necessary clarifications. This approach enabled the researcher to address subjectivity and establish the reliability of findings, which were communicated through precise descriptions.

Data collection was carried out accurately to preserve the study's integrity. Direct interviews were conducted with participants to ensure data veracity and to eliminate the possibility of fabrication. Pertinent information was thoroughly documented, while irrelevant material was excluded. The researcher took detailed notes, photographs, and videos during interviews, and a reliable collaborator assisted in data analysis, contributing to the dependability of study conclusions.

To ensure confirmability, or research appropriateness, the researcher utilized various techniques such as audio-recorded interviews, flexible journals, transcripts, and note-taking. A comprehensive paper trail was maintained to document decisions, methodologies, and other study components. Personal biases, theories, and conclusions were deliberately omitted to prevent data misrepresentation. Bracketing was employed to minimize personal bias, and triangulation along with peer debriefing further safeguarded against biases and prejudices.

Dependability during data analysis was achieved through a coding-recoding approach, guaranteeing inclusion of pertinent information. Strategies like an audit trail, peer debriefing, and triangulation enhanced study dependability.

Transferability concerns were addressed by providing a comprehensive discussion of the research setting and underlying assumptions. Detailed explanations facilitated the extrapolation of study findings to diverse contexts. The researcher emphasized the importance of accountability when applying study findings to new settings or participant groups.

By adhering rigorously to these methodologies and ensuring credibility, reliability, confirmability, and dependability, the researcher aimed to effectively address common objections raised against qualitative research. These methodological approaches and considerations heightened the quality and reliability of findings, ultimately enhancing the overall value and applicability of the study. While qualitative research inherently provided profound insights into specific events or situations, these efforts significantly contributed to the study's overall worth and applicability. Qualitative research had often faced criticism for its perceived lack of scientific precision and generalizability compared to quantitative research. However, credibility and reliability were essential aspects of qualitative research that ensured accurate representation of participants' experiences. In this study, the researcher employed a simultaneous process of review and evaluation throughout the research process to maintain credibility and reliability.

To enhance credibility, the researcher actively sought feedback and commentary from various sources such as the advisor, colleagues, and fellow students in the field of secondary education. Member checking was also conducted, allowing participants to review the transcripts for consistency and provide further clarification. This process helped the researcher address subjectivity and establish trustworthiness in the findings, which were communicated through detailed descriptions.

Data collection was carried out in a rigorous manner to maintain credibility. Direct interviews were conducted with participants to ensure that data were obtained firsthand and not fabricated. The researcher carefully documented relevant data while omitting irrelevant information. Detailed notes, photos, and videos were taken during the interviews, and a reliable person assisted in analyzing the collected data, contributing to the reliability of the study's findings.

Confirmability, or the suitability of the research, was ensured through the use of audio-taped interviews, flexible journals or diaries, transcripts, and note-taking. The researcher maintained a paper trail that documented decisions, methods, and other aspects related to the study. Personal viewpoints, hypotheses, and conclusions were avoided to prevent data misrepresentation. The researcher also employed bracketing as a methodology to minimize personal biases. Triangulation and peer debriefing were utilized to further guarantee that the findings of the study were free from biases and chauvinism.



Dependability was established through a coding-recoding system during data analysis, ensuring that only relevant information was included. Strategies such as an audit trail, peer debriefing, and triangulation were implemented to improve the dependability of the study.

To address transferability, the researcher provided a detailed description of the research context and assumptions. Thick and rich descriptions were utilized to enable interested individuals to transfer the results of the study to other contexts. The researcher emphasized the importance of accountability when applying the study's findings in different settings or with different participants.

By following these rigorous procedures and ensuring credibility, reliability, confirmability, and dependability, the researcher aimed to address the criticisms often associated with qualitative research. While qualitative research may generate in-depth knowledge about specific events or settings, these methodological approaches and considerations enhance the quality and trustworthiness of the findings, contributing to the overall value and applicability of the study.

### 3. FINDINGS

This chapter presents the findings to the research questions that explored the perspectives on the challenges and coping mechanisms in creative writing of SHS- ALS students. The primary focus of the investigation was the SHS-ALS students experience creative writing while they are under SHS-ALS modality. The research participants were preselected through a survey conducted to Maragusan National High School School, specifically the Humanities and Social Sciences Strand who has Creative Writing as one of the specialized subjects. Moreover, by communicating the SHS-ALS focal, the participants are determined and motivated to participate in the study. Thus, the desired number of sample for the in-depth interview.

The responses were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used In order to conceal the identities of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

#### 3.1 What notable encounters do student participants undergo while engaging in the acquisition of creative writing skills using Modular Distance Learning?

Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the challenges and coping mechanisms in creative writing of SHS- ALS students.

##### Interested to Learn about Creative Writing

The responses generated seven themes: Interested to Learn about Creative Writing , Finding it Difficult and Enjoyable ,Difficulty in Understanding Lessons, Finding it Hard to Study Alone , Learning New Concepts, Learning not Confined in the Classroom, and Problem with Time Management.

***Interested to Learn about Creative Writing.*** This theme constituted the primary the main concern of creative writing that every student in the study should be interested in the subject. They embark on this endeavor with a genuine sense of curiosity and eagerness. Their motivation stems from a strong desire to delve into the realm of creative writing and use the power of words to express themselves. Thus, it meant that students should also be given approaches that are relevant to their modality.

***Finding it Difficult and Enjoyable.*** The students express their experiences while doing the creative writing. Through their efforts, they come across the two sides of facing difficulties and finding enjoyment. Although some aspects can be challenging, like developing complex storylines or polishing writing style, they find great joy and fulfillment in the process of creating.

***Difficulty in Understanding Lessons.*** Occasionally, the students struggle to comprehend certain concepts or techniques presented in lessons since they are in the modular modality. Furthermore, since they are not into using the English Language, they tend to struggle a lot.

***Finding it Hard to Study Alone.*** Despite their enthusiasm in creative writing, the independent nature of studying can pose challenges. They struggle to stay focused and motivated without the structure and support of a classroom or study group since they are in modular approach.

**Learning New Concepts.** Every encounter with a new concept or writing technique broadens the students' perspective and sparks new possibilities for creative writing. They approach these learning opportunities with a sense of curiosity and a desire to experiment, eagerly seeking to incorporate new knowledge into their writing skills.

**Learning not Confined in the Classroom.** Acknowledging that learning goes beyond traditional education, they actively pursue opportunities to immerse themselves in literature, participate in workshops, and explore different genres. These experiences enhance their understanding and foster their development as writers.

**Problem with Time Management.** Juggling academic commitments, extracurricular activities, and personal responsibilities, the students face the ongoing challenge of managing their time effectively. They consistently try to balance to find a balance, prioritizing their creative endeavors while meeting other responsibilities.

### **Situations Found Noteworthy and Impactful**

The following themes served as results, which were: Used Own Experience in Writing , Hardship in Organizing Ideas, Problem with Time Management, Getting Ideas on Creative Writing, Difficulty in Handling Several Subjects, and Instruction Quite Unclear.

**Used Own Experience in Writing.** The findings indicate that individuals often draw inspiration from personal hardships and life events to enhance their creative writing pursuits. They narrated that they find comfort in sharing their health struggles, while another tackles the task of transforming life challenges into poetic expression, demonstrating the power of personal narratives in creating impactful stories. Informant 1 relayed about her experiences help her to make stories creatively.

**Hardship in Organizing Ideas.** Some informants face difficulties when it comes to organizing their ideas and structuring their thoughts effectively. Since they are in the modular approach, they find the challenge of outlining a biography to the search for clarity.

**Problem with Time Management.** Time management is a common challenge that many informants face, particularly when juggling family responsibilities and academic pursuits. Whether juggling the responsibilities of being a working mother or a student with childcare duties, the challenge of balancing time with demanding coursework highlights the importance of implementing efficient time management strategies and having a strong support system in place.

**Getting Ideas on Creative Writing.** Discovering the sources of inspiration that drive individuals' creative processes is what the findings revealed. Exploring the depths of creativity, the journey of generating ideas in creative writing is filled with growth, purpose, and the satisfaction of honing writing skills of the students under modular learning modality.

**Difficulty in Handling Several Subjects.** The challenges of juggling multiple academic commitments highlight the complexities of handling several subjects at once.

**Instruction Quite Unclear.** The students encountered ambiguity in assignment instructions, resulting in confusion and uncertainty. Even in the face of unclear directives, respondents show remarkable resilience and determination as they navigate obstacles in their creative writing journey.

### **Assigning Meaning and Significance to Diverse Encounters**

The themes were: Motivated by Own Situation, Difficulty in Learning without Guidance , Motivate Self to be Creative, Motivate Self to Finish Studies.

**Motivated by Own Situation.** Students find motivation in their own situations to ignite their creativity in writing. They have a remarkable ability to derive meaning and significance from their diverse life experiences, drawing upon them as abundant wellsprings of inspiration.

**Difficulty in Learning without Guidance.** As the result showed, acquiring creative writing skills can be difficult for students without face-to-face instruction. When faced with unfamiliar subjects, they sometimes find it challenging to grasp the concepts and turn to online research for assistance.

**Motivate Self to be Creative.** Students proactively embrace the challenge of expanding their creative horizons, tapping into their own resourcefulness to cultivate innovative thinking and draw inspiration from their personal encounters. They have a keen eye for detail and draw inspiration from their surroundings, using their own experiences and interactions with others to create compelling essays, stories, or poems.

**Motivate Self to Finish Studies.** Despite the challenges they face, students are resolute in their pursuit of finishing their studies. They have a deep appreciation for the value of education and are dedicated to giving their utmost, no matter the obstacles they encounter.

### 3.2 What are the obstacles encountered by student participants in acquiring creative writing skills?

Three specific research questions were used to collect data for this question highlighting the understanding of the research informants on challenges and coping mechanisms in creative writing of modular SHS- ALS students.

#### Specific Challenges Encountered

After subjecting the responses to content analysis, the following themes were drawn: Difficulty in Understanding Module, Various Challenges, Limited Time to Work on Tasks, Difficulty Complying Multiple Tasks, Mind-blowing, and Nobody to Provide Guidance.

**Difficulty in Understanding Module.** Students struggle to grasp module content, especially when face-to-face instruction is not available. They often find themselves grappling with unfamiliar vocabulary and concepts, frequently turning to online research for clarification.

**Various Challenges.** Students encounter a variety of obstacles, including juggling work, childcare duties, education, and financial limitations. These complex challenges add to the difficulties of learning, creating more stress and obstacles to overcome.

**Limited Time to Work on Tasks.** The modular learning format can be quite demanding, as the informants are required to complete tasks within strict deadlines. Due to limited time and the need to juggle multiple subjects, their ability to effectively manage their workload is compromised.

**Difficulty Complying Multiple Tasks.** Students often find it challenging to manage multiple tasks at once, which can result in delays when it comes to completing assignments.

**Mind-blowing.** Students often find it mentally challenging to grapple with complex concepts and produce high-quality outputs. Excelling in their studies demands a significant amount of cognitive effort, along with the determination and strength to overcome challenges.

**Nobody to Provide Guidance.** The informants face a significant challenge when they lack immediate teacher guidance. Without consistent feedback or support, individuals must depend on their own drive and perseverance to remain focused and continue expanding their knowledge. Despite the challenges of working independently, they continue to persevere in their efforts to enhance their skills and knowledge.

#### Specific Difficulties to Enhance Creative Writing Skills

After subjecting the responses to content analysis, the following themes were drawn: Creative Writing Not an Easy Task, There could be Ways for Tasks, and Do Some Readings.

**Creative Writing Not an Easy Task.** Students shared the difficulties of their findings because they face when trying to pursue creative writing with limited time, understanding, and resources. They face challenges in

generating ideas, understanding concepts, and starting their writing tasks, often feeling overwhelmed by the demands of multiple subjects.

***There could be Ways for Tasks.*** Despite the difficulties, the students are determined to find innovative ways to approach their writing assignments. They actively seek assistance from various sources, such as browsing the internet for references, seeking help from friends or family members, and actively seeking opportunities to improve their writing skills.

***Do Some Readings.*** The informants understand the importance of reading to enhance their writing abilities. Through a deep dive into various literary examples, they acquire valuable insights into diverse writing techniques and concepts. Reading is a valuable tool for honing creative writing abilities, providing valuable guidance and knowledge.

### **3.3 From your own perspective, how do you approach and overcome the obstacles you encounter in acquiring creative writing skills?**

Three specific research questions were utilized to gather data and information.

#### **Approaches to Overcome Obstacles Encountered**

The following were the themes: Ask Help from Classmates and Teachers, Take Extra Effort to Comprehend Module, Face Problem Squarely, Do Internet Research, Do some Practice Exercises, and Try to be Firm.

***Ask Help from Classmates and Teachers.*** This theme emphasized on the value of seeking support from both peers and educators when confronted with difficulties. They appreciate the help and guidance of their peers, emphasizing the importance of collaboration in the learning process, building blocks necessary to establish better and harmonious school-community relations.

***Take Extra Effort to Comprehend Module.*** This theme emphasized a strong commitment to comprehending module content by putting in extra effort to study course materials. They demonstrate a strong commitment to their studies, actively participating in the lessons and taking initiative to seek clarity through independent learning.

***Face Problem Squarely.*** This theme emphasized on a proactive approach to problem-solving by confronting challenges head-on. They understand the importance of reaching out to loved ones for support and finding examples to improve their comprehension and overcome challenges

***Do Internet Research.*** Students often turn to online resources to enhance their learning and overcome challenges they face in their coursework. They appreciate the importance of online research in broadening their understanding and meeting deadlines for their assignment.

***Do some Practice Exercises.*** This theme emphasized on participating in practice exercises and studying module examples, students actively enhance their creative writing abilities. They are dedicated to honing their writing skills through consistent practice, understanding the value of continuous improvement.

***Try to be Firm.*** When faced with challenging lessons, students demonstrate determination and seek guidance from their teachers and through prayer. They exhibit a strong determination and proactive approach in tackling academic obstacles, recognizing the significance of both spiritual and educational support.

### **3.4 How do student participants employ strategies to navigate and surmount the challenges encountered during the process of acquiring creative writing skills through Modular Distance Learning?**

Three specific research questions were utilized to gather data that would answer the question.

#### **Specific Strategies Utilized to Overcome Challenges**

The following were the themes drawn from the responses; Do Best Effort to Read, Ask from Classmates and Teachers, Ask Help from Other People, Do Research, Rely on Examples from Modules, and Translate Stories or Poem to Vernacular.



**Do Best Effort to Read.** Students put in a great deal of effort to understand the intricacies of creative writing by reading course materials. Despite having a packed schedule, they always make studying modules and completing tasks a top priority, even when they have doubts about the accuracy of their work. They utilize various strategies, such as reviewing lessons and conducting online research, to improve understanding and overcome obstacles.

**Ask from Classmates and Teachers.** Appreciating the importance of working together, students proactively seek guidance from their peers and instructors to gain a clearer understanding of challenging instructions.

**Ask Help from Other People.** Students demonstrate a proactive approach and eagerly seek guidance from others to enhance their writing skills. They are dedicated to honing their skills through regular practice and value the input of their classmates and teachers.

**Do Research.** Students strive to conduct extensive research in order to effectively address the complex ideas and concepts encountered in their coursework. They excel at utilizing online resources and seeking advice from colleagues to expand their knowledge and enhance their skills.

**Rely on Examples from Modules.** Students find the examples provided in modules to be helpful in tackling difficult writing tasks, especially when it comes to creative assignments. They effectively understand and execute creative writing exercises by relying on module content, even without direct .

**Translate Stories or Poem to Vernacular.** When faced with creative writing challenges, students often choose to first write their stories or poems in their mother tongue before translating them into English. This approach promotes effortless communication and understanding, enabling seamless transitions between languages and amplifying their creative output.

#### **Practical Methods Adopted to Overcome Challenges**

The following were the themes: Find Time to Read, Communicate with the Teacher, Self-motivation, Do Internet Research, Learn to Write, Do Tasks on Time, and Not Giving Up.

**Find Time to Read.** Students prioritize reading materials related to creative writing, often revisiting content multiple times to enhance comprehension. They allocate specific time for reading to ensure thorough understanding, allowing them to generate well-informed outputs.

**Communicate with the Teacher.** Recognizing the importance of clear communication, students engage with their teachers through various channels, including online chats or messaging platforms. They seek clarification and guidance when faced with uncertainties, demonstrating a proactive approach to learning.

**Self-motivation.** Students emphasize the significance of self-motivation in their learning journey. They rely on personal drive to seek out relevant materials, gather ideas, and practice writing skills independently, highlighting the importance of intrinsic motivation in achieving academic success.

**Do Internet Research.** To expand their knowledge and gather creative ideas, students turn to the internet for research purposes. They utilize online resources to explore diverse perspectives, enhance their understanding of creative writing concepts, and inspire their own writing endeavors.

**Learn to Write.** Students emphasize the importance of continuous learning and practice in honing their writing skills. They remain committed to improvement, regularly practicing writing and seeking assistance from others to enhance their proficiency in creative expression.

**Do Tasks on Time.** Maintaining discipline and a sense of responsibility, students ensure timely completion of assigned tasks. They prioritize meeting deadlines, demonstrating their commitment to academic excellence and effective time management.

**Not Giving Up.** In the face of challenges, students exhibit resilience and perseverance. They refuse to give up when encountering difficulties, actively seeking solutions and strategies to overcome obstacles in their creative writing journey.

### Strategies Implemented to Address Challenges

The following were the themes drawn from the responses: Comply Tasks at Hand, Apply Learning from Module, Do some Reading on Free Time, Comprehend the Lessons, Staying Positive, Follow Suggestions from Advisers, and Inquire from Classmates.

**Comply Tasks at Hand.** Students prioritize completing tasks promptly, often starting early to allow for thorough review and revisions before submission. They recognize the importance of time management in meeting academic requirements and dedicate specific time slots for studying amidst their busy schedules.

**Apply Learning from Module.** Students actively apply lessons learned from their modules to their writing tasks. They seek clarification from classmates, teachers, or online resources when faced with uncertainties, demonstrating a proactive approach to integrating newfound knowledge into their creative endeavors.

**Do some Reading on Free Time.** Utilizing their free time effectively, students engage in reading modules and working on tasks even outside of designated study periods. They acknowledge occasional delays in submissions but remain committed to completing assignments despite time constraints.

**Comprehend the Lessons.** Students ensure thorough understanding of lessons by actively engaging with the material and practicing writing literary pieces. They prioritize comprehension to effectively apply learned concepts in their creative writing endeavors.

**Staying Positive.** Maintaining a positive mindset, students seek assistance from peers and consistently practice their writing skills to overcome challenges associated with learning. Their optimistic attitude fosters resilience and perseverance in the face of difficulties.

**Follow Suggestions from Advisers.** Students value guidance from their advisers and willingly implement suggested strategies to improve their writing. They view advisers' input as valuable opportunities for growth and strive to incorporate feedback into their work.

**Inquire from Classmates.** Students leverage the knowledge and experiences of their classmates by asking questions and seeking clarification through group chats or online platforms. They value collaborative learning and actively engage with peers to enhance their understanding of challenging topics.

### 4. What perspectives do student participants hold regarding the utilization of Modular Distance Learning within the context of the emerging normalcy?

Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the challenges and coping mechanisms in creative writing of SHS- ALS students.

#### Perception on the Role of Modular Distance Learning

The responses generated the following themes: Modality Different from other Modes, Important in the New Normal, Chance of Engaging in Paid Work, and Good Modality for Students.

**Important in the New Normal.** Participants perceive modular learning as distinct from traditional modes due to its self-directed nature. It is appreciated the autonomy it offers, enabling independent research to understand complex topics.

**Important in the New Normal.** Modular Distance Learning is recognized as vital in the new normal by participants. The students emphasize its flexibility in adapting to changing educational needs.

**Chance of Engaging in Paid Work.** Modular learning presents opportunities for participants to engage in paid work while pursuing education. Some students acknowledge the substantial support it provides in balancing work and family responsibilities.

**Good Modality for Students.** The students regard the modular learning as a beneficial option for students with numerous priorities, appreciating its flexibility in managing various responsibilities effectively.

### Insights Regarding Modular Distance Learning

The responses generated the following themes: Making Education Possible, and Face to Face Classes a Better Modality.

**Making Education Possible.** Participants highlight the crucial role of modular distance learning in facilitating education, particularly for those facing health issues or balancing work commitments. Despite challenges such as limited understanding of certain subjects and the absence of direct explanation from teachers, modular learning ensures continuity in education and offers an alternative for individuals unable to attend face-to-face classes.

**Face-to-Face Classes as a Better Modality.** While recognizing the benefits of modular distance learning, some participants express a preference for face-to-face classes. They believe that in-person interaction with teachers facilitates better understanding of lessons and quicker clarification of doubts, suggesting that traditional classroom settings offer a more conducive learning environment in certain situations.

### Viewpoints on the Use of Modular Distance Learning

The responses generated the following themes: Giving People Options for Education, Convenient for Married Couples, and A Big Help for Students.

**Giving People Options for Education.** This theme centers on participants' perspectives regarding modular distance learning (MDL) as a means of providing educational opportunities, particularly for individuals facing various obstacles. Some participants see MDL as a chance for redemption, allowing them to pursue education despite past setbacks and limitations in understanding certain subjects.

**Convenient for Married Couples.** Participants in this theme highlight the convenience of MDL for married couples, enabling them to balance education with family responsibilities. However, they also note challenges in understanding certain concepts despite having references, suggesting a need for clearer explanations or additional support to enhance learning experiences.

**A Big Help for Students.** This theme underscores the significant impact of MDL on students facing various challenges, such as health issues or feelings of hopelessness about their prospects. Participants express gratitude for the second chance MDL provides, not only for themselves but also for their families, emphasizing the potential for a brighter future through education and perseverance.

## 4. CONCLUSIONS

With creative writing skills of SHS-ALS as main focus of the investigation, this study highlights important practical implications for schools seeking to enhance the creative writing skills of SHS-ALS students. Schools should focus on fostering a supportive atmosphere that encourages students' love for creative writing, while also providing assistance with time management and organizing ideas. Nurturing a sense of internal drive, originality, and determination within different literary programs is crucial for creating a valuable learning experience for these students. Tackling specific challenges like module comprehension and effective time management requires extensive support and the creation of efficient communication channels between educators and students.

In addition, by understanding the complexities of creative writing and advocating for different methods, like fostering a love for reading, students can gain the skills they need to overcome challenges and succeed in their writing endeavors. By fostering a nurturing environment that promotes exploration and growth, schools can empower SHS-ALS students to unlock their creative potential and excel in their creative writing capabilities.

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