

Realization of Adult Learners' Endeavors in Bachelor of Elementary Education: A Descriptive Phenomenology

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Abstract

The number of adult learners enrolled in the Don Honorio Ventura State University increased because of the free access in the tertiary education and some of them were enrolled in the Bachelor of Elementary Education. This paper is qualitative in nature which applied descriptive phenomenology to understand the lived experiences of the adult learners in pursuing Bachelor of Elementary Education (BEED) and how their experiences may contribute in enhancing the Bachelor of Elementary Education program in catering adult education. Thirteen (13) participants were involved in the study. These participants were adult learners whose age ranges from 21 and above, and are currently enrolled in the BEED program. A semi-structured questionnaire was utilized in gathering the data. Data were analyzed using the Braun and Clarke thematic analysis. Four (4) relevant findings emerged in the course of the study and these were views of the participants in choosing Bachelor of Elementary Education (BEED), perceptions of the adult learners on the BEED program, propositions of the adult learners in enhancing the BEED program and the phases of realization of the adult learners for the improvement of the BEED program in offering adult education.

Keyword/s: Descriptive Phenomenology, Adult Learners, BEED Program, Adult Education, Qualitative

1. INTRODUCTION

The government continues to provide policies in the educational system that will help the students to achieve quality education. One of these policies is the equal opportunities of the students to avail the free education provided by state universities and colleges. As stated by De Vera (2019), the government implemented the Universal Access to Quality Tertiary Education law which has profited around 1.3 million

students in public universities and more than 100,000 students in private universities. The number of students enrolled increase gradually. This provided opportunities to individuals to go back to school and finish their courses or enroll in their choice of course even though they are already out of the age range of traditional students. These students are known to be the adult learners. De Vera also further stated that, the demographic trends in education shows that

there is an increased number of adult learners, and suggested that the schools must also give priority to adult education.

Adult learners, as defined by Hunter-Johnson & Smith (2015), are non-traditional learners, whose age is twenty-one (21) years and older. The National Center for Education Statistics, as cited in the study of Rabourn, Shoup and BrckaLorenz (2015), described non-traditional students as those students who did not enroll after graduating high school, part-time enrollment in education, full-time employment, independent financially from parents, caring for dependents, or did not complete high school. Hunter-Johnson & Smith further added that adult learners are independent and knew what they want to pursue. They have the knowledge which includes work-related activities and family responsibilities. They are also aware about the purpose of learning in their area of interest. Moreover, Karmelita (2018) also said that adult learners pursue college education because of life transitions, job advancement, relocation, and changes in family role. In addition to this, Hiemstra as cited in Graves & Bledsoe (2015) explains that learners continue to study because change is rapid and constant in lifestyles.

Owusu-Agyeman, Fourie-Malherb and Frick (2018), stated that through interaction with others, adult learners can make meaning of what they learn. Since these students are well-experienced about life, they are well-oriented about economic necessities such as unemployment and work-related problems. These are considered as motives or reasons why these individuals enrolled in college despite of their age difference. Though they are enrolled, adult learners also experienced hardships in the schools. These challenges are culture shock, wide age-gap with their classmates or narrow-age gap with their teachers. This is supported by the claims of Hunter-Johnson & Smith, where they said that adult learners may encounter struggles in emotional, academic and financial aspects while they are pursuing education. Furthermore, most of the adult learners experience their difficulties in their studies

because they are underprepared for college-level work, lack of self-confidence (as cited in Hardin, 2008: Karmelita,2018)

Kara, Erdoğan, Kokoç and Cagiltay (2019), stated that adult learners are students who balance their time and effort in their family and education. This may lead to different challenges. It might be the case that adult learners do not have available support through the related resources and orientation programs as college students do. As a consequence, these point out the need to plan educational environments and processes in accordance with these learners' characteristics. According to Graves & Bledsoe (2015), those institutions with increased number of adult-student enrollments must have a deep understanding on adult's learning needs. The learning instruction provided to the adults must be based on their level of understanding.

Adult learners usually engage to courses where they can easily relate their experiences. In the university, there is a gradual increase of adult learners in the Education courses specifically the Bachelor in Elementary Education. According to Brown, Morehead and Smith (2008), students usually took this course because of their particular characteristic of "liking children". It is also claimed that students who like children possess interpersonal skills such as caring and loving. Adult learners have their own families and had experience being a family person. In the Adult Learning Theory of Malcolm Knowles (1997), it was stated that the adult learners usually has an established family. They have the compassion towards their children of their own or a family member. In the study of Acar and Ucus (2017), entitled "The Characteristics of Elementary School Teachers' Lifelong Learning Competencies", it was stated elementary teachers should have competencies of eagerness to learn both in daily life and while teaching in school. They are promoters of change as they learned from their experiences, networks and colleagues. The adult learners also possess these characteristics. Kuhne (2015) mentioned that adult learners are more diverse, they benefitted

from various experiences. They can interact more with adults to allow them to gain more perspectives and experiences. In the study of Goodspeed (2016), she mentioned that adult learners are speculative, since they need to know what they are going to learn and how it will be conducted. In promoting adult education, implications may occur if the teaching practices, internal and external factors such as classrooms are suited to the needs of the adult learners. The lack of explicit pedagogy in this area make it particularly important to conduct a research.

Therefore, the researchers of this study aim to explore on the experiences of the adult learners enrolled in the Bachelor of Elementary Education.

A few overarching questions serve as the guide in the pursuance of the study. These are:

1. What are the views of the adult learners in pursuing Bachelor of Elementary Education?
2. How do adult learners perceive the Bachelor of Elementary Education program?
3. What are the propositions of the adult learners in enhancing the Bachelor of Elementary Education program for adult learners?
4. What are the phases of realization perceive by the adult learners for the improvement of the program in offering adult education?

The findings of the study will benefit the university. The findings may serve as basis in improving the adult learning in the education courses. It may also provide the guide in refining the adult learning competencies offered in the different institutions.

2. METHOD

2.1 Research Design

In this research study, the researchers employed qualitative method specifically descriptive phenomenology. Christensen, Welch & Barr (2017), define descriptive phenomenology as a method used to explore and describe the lived experiences of the participants.

2.2 Sampling Technique and Participants of the Study

The study used purposive sampling. The participants are adult learners, whose age must range from 21 years old and above. The student must be enrolled in Bachelor of Elementary Education Program (BEEEd). There are twenty-seven (27) adult learners enrolled in Bachelor of Elementary Education. Out of the twenty-seven (27), thirteen adult learners participated in the conduct of the study. They were limited to thirteen participants, because saturation of answers was also considered.

2.3 Setting of the Study

The study was conducted at the College of Education, Don Honorio Ventura State University (DHVSU) Main Campus. The researchers decided to conduct the study to further investigate the perceptions and needs of adult learners in the Bachelor of Elementary Education (BEEEd)

2.4 Interview Instrument and Protocol

The researchers of the study used a semi-structured questionnaire and expert validated questionnaire. These are set of questions which enabled the participants to answer or give opinion with their personal perspectives without the influence of the researchers (Reja, Lozar, Hiebec & Vehovarm, 2003). This method also provided wider and enough information (Farrell, 2016). Moreover, this was used to ensure higher possibility in gaining quality and in-depth answers from the participants.

2.5 Data Gathering and Procedure

In the collection of data of the study, the researchers do these processes namely: identify the adult learners who are enrolled in the Bachelor of Elementary Education. Before the actual interview the participants were informed

regarding to purpose of the study. In the process of conducting the study, the researchers followed and observed the ethical principles of research and these are consent and confidentiality. Bantulo & Guhao (2016) stated that in-depth interview is designed to illustrate the participants' responses. In-depth interviews were conducted in the course of focus group discussion. Data were audio-recorded.

2.6 Data Analysis

Data were analyzed using the phases of thematic analysis in Braun and Clarke (2006). All information or data were transcribed with similar formats in an organized, readable and presentable pattern. Researchers thoroughly examined and read the content of each transcript until familiarization on the theme and the details were achieved. The data were categorized based on theme which displays similarity on the collected responses. Codes were used in articulating the transcripts of the participants. Rereading, reorganizing and re-categorizing will be done in the process of analysis in order to properly connect the answers to the produce themes.

3. FINDINGS AND DISCUSSION

3.1 Participants of the Study

All thirteen (13) participants were coded with letter P which stands for "participant" for the sake of confidentiality. All participants are currently taking Bachelor of Elementary Education. P1 is a third-year college student, and he is 24 years old. He is working as a zumba dance instructor in their barangay. He also considers himself as an entrepreneur because he is working as part-time baker and sells cakes with his girlfriend. He stopped attending school because of financial problem. He said that it was his girlfriend who motivated him to pursue his studies. P2, on the other hand, is a second-year college student. She is 26 years old and is also working as an online entrepreneur. It was her

mother who convinced her to study again. While, P3 is a third-year college student and he is 27 years old and currently unemployed. It was his younger sibling who helps him with his finances. He said that he used to work to pay the tuition fee of his younger brother. P4 is third year college student; she is a mother of two. She owns a food cart business together with her husband. She is 28 years old. She said she had to stop schooling because she was pregnant with her first child. She was motivated to study again because she wants a stable job. P5 is a third-year college student. He is currently unemployed. He is supported by his parents. He said he has his personal reasons why he stopped attending school. P6 is a third-year college student. She is 23 years old. She stopped attending school because of financial constraints. At present she is unemployed but it was her aunt who is helping her with her finances. P7 is mother of two. At present, she is not working. P7 is 25 years old. She is supported by her husband. P8 is a third-year college student. She is working as a call center agent. She was motivated to study because of free tuition fee and wants to have a regular work. She is 30 years old. P9 is also a third-year student. He is single. He sometimes works on part-time basis but at the moment he is currently unemployed because of his school schedule. P10 is a second-year college student. She is a married with one child. She is 26 years old. While P11, is 24 years old. He is a second-year college student. He also works on part time basis. P12 is also on her second year. She is a single mother and has an online business and she is 28 years old. P13 is 30 years old. He is a third-year college student. He used to work in theaters as an actor. At present he is unemployed but sometimes he works on a part time basis. He stopped attending school because he has to support his family.

This phenomenological study presented the insights of the adult learners in the Bachelor of Elementary Education Using phenomenological approach, the researchers of the study were able to identify and understand the experiences of the participants. Quotations

allowed the participants to speak providing different perspectives in their lived experiences. The research framework was based on four (4) primary objectives: Views of the Adult Learners in Choosing Bachelor of Elementary Education, Perceptions of the Adult Learners on Bachelor of Elementary Education, Propositions of Adult Learners in Enhancing the BEEEd Program and Phases of Realization of the Adult Learners for the Improvement of the BEEEd program in offering Adult Education.

3.2 Views of the Adult Learners in Pursuing the Bachelor of Elementary Education (BEEEd) Program

The researchers have identified two (2) impending views of the adult learners in pursuing Bachelor of Elementary Education (BEEEd). These two (2) themes are their preference of the course and the challenges they encountered.

3.2.1 Choice of the Course

Majority of the participants said that Bachelor of Elementary Education was not their first choice. The courses they prefer were not offered during the time they entered the university. There were only limited courses offered in the school year 2017-2018 because of the transition period of K-12 program.

Hindi naman po talaga ito yung gusto ko major, though gusto ko po sana mag major ng Math or Science kaso sarado po ang BSEd noon. (I prefer another major like Bachelor in Secondary Education major in Math or Science, unfortunately it was not offered during that time)-P1

First choice ko teaching talaga pero gusto ko BSEd (My first choice is really Education but I prefer Bachelor in Secondary Education)-P2

Gusto ko sana talaga BSEd major in English. Kaso wala close daw yung program. (I really like to pursue BSEd major in English, but the program was not offered)-P4

Kahit hindi po ito yung gusto kong course ok na rin kasi gusto ko magkadiploma. (Even though this is not the course I really want to pursue, at least I will have my diploma)-P5

Though hindi ko po first choice yung BEEEd pero ok na rin kasi alam ko at least kung matatapos ko yung course malaki yung possibility na makakapagturo ako (Though, BEEEd is not my first choice, it is still ok, because there is still a possibility that I will be employed as a teacher.)-P7

Gusto ko sana engineering kaso hindi po pwede nun. (I wish to enroll engineering course but it was not possible)-P8

Ing tutu napu eke pu first choice pero dahil pu yang makaoffer kanita at bisa ku pu mayari pamagalaranya a ng kinwa ku. (The truth is this is not my first choice but it was the only course offered and I really want to finish my studies)-P13

On the other hand, the participants said that they began to like their course. Some said that they can easily relate because they have their own children. They also found the course to be enjoyable.

Nakakaexcite din na in the future magtuturo kami ng mga bata (I am excited to teach children in the future)-P2

Madali makarelata kasi may anak na ako nag-aaral sa elementary (I can easily relate because I already have a child)-P4

Mahilig naman ako sa mga bata (I love children)-P5

May mga anak na po ako so nakakarelata po ako dun sa mga ibang topics naming (I can easily relate with some topics because I already have children).-P7

Nagustuhan ko na rin kasi may benefit naman lalo na kapag tinuturuan ko anak ko at mga pamangkin ko (eventually, I leaned to like it because I can teach my child and nephews)-P10

Buri ku la rin pu deng anak agyang lalaki ku pu at ala pa pamilya yaku pu menyese kareng pangunakan ku. Dakal ku pu abalu kung makananu la dapat ituru reng anak. (Though I am a man and still single, I love children. I learned a lot on how to teach young children).-P13

3.2.2Challenges Encountered in the Course

The participants found the course quite challenging because of the academic requirements they had to comply with.

Hindi naman po ako nahihirapan though nakakapressure po kasi kailangan mo magperform sa harap sa mga activities and requirements. Pero malaki naitulong sa akin kasi lalo ko nadevelop yung skills ko. (I am pressured to perform some activities and on the submission of requirement. But it helped me a lot because I was able to developed my skills)-P1

Nakakakaba lalo na pag kailangan mo magreport at magperform. Pero masaya kasi nakakachallenge. (It is fun but somehow it will make you nervous especially if you were tasked to do reporting or perform activities).-P2

Ok naman po hindi naman po ganon kahirap siguro nahirapan lang po talaga ako sa PE kasi

kailangan mo sumali dun sa mga games. Syempre hindi na rin po ako bata, may anak na ako, madali po ako mapagod. Atsaka pag nagsasabay po yung submission ng mga pinapagawa (Its ok, I just had a hard time in P.E. because I am not young, I already have a child and I am required to join the games. It is also quite hard during the submission of requirements.) -P4

Sa mga subjects naming ok naman, nung una nahirapan ako kasi matagal din bago ako nakapag-aral ulit pero nakapag adjust din naman ako kasi tinulungan ako ng mga teachers ko .(On our subjects, everything is ok but at first I had to do some adjustments because it took me a while to go back to school. My teachers helped me to adjust.)-P5

Una nahihirapan ako pero later on nasanay na rin ako sa mga activities, test at marami ako natutunan. (At first, I was having a hard time but later on I got used to the activities and I learned a lot)-P3

Nakakapressure nga lang pero ok lang (Pressured, but its ok)-P7

Maraming performance tasks, pero nakakayanan naman. Naeexpose talaga kami at nadedevelop yung self-confidence naming (Many performance tasks, but I was able to do it. I was expose and I really developed my self-confidence).-P8

Anyang mumuna dahil ali ke first choice, eku mag enjoy pero later on aburyanan ke. Siguru nyang mumuna makachallenge itang physical activities Karin kami megkasakit kasi mikaedad na kami, (It was not my first choice, at first I was not enjoying but later on, I came to like it. Maybe at first, I was challenge on the physical activities. It was hard on our part because we are not young anymore.)-P13

Adult learners experienced different barriers in learning, these may be in terms of situational, academic, dispositional and institutional (Cross, 1981; Baharudin, Murad & Mat, 2013). Situational barriers were described as the responsibilities of the learners in their families which often overlap with their schooling such as taking care of their own children. This may also be connected with dispositional barriers, which refers to the attitude of the adult learners such as their inner feelings in completing a task. While academic barriers are referred to the requirements or activities, teachers and other pedagogical instruments they encounter at schools. The institutional barriers refer to the finances of documents they need to comply in the schools. Based on the findings, the participants of this study experienced academic, situational and dispositional barriers. Majority of the participants found it challenging because of the pressure on the activities or performance task given by their teachers while others coped in balancing their time. Some of them also encountered health problems related to some physical activities. Despite of the challenges they had encountered, they participants still found it beneficial because they were able to develop more of their self-confidence and skills.

3.3 Perceptions of the Adult Learners towards the Bachelor in Elementary Education (BEED) Program

The researchers have identified four (4) perceptions of the participants on the BEED program. These are relevant instruction, equal treatment from their teachers, experiential or self-paced learning and improvement on school facilities. These standpoints are considered to be the perspectives of the participants on their experiences as BEED students.

3.3.1 Adult learners need Relevant Instruction

Majority of the participants mentioned that gaining additional knowledge is very important. They need to learn new things which is applicable in their future endeavors. They attended school because they want to learn and experience new things. As some shared:

Syempre importante sa amin na madagdagan pa yung kaalaman naming (Of course, it is important to learn additional information).-P1

Kaya nag-aral kami kahit na meron na kami trabaho para maimprove pa naming yung sarili namin sa mga natutunan naming. Syempre importante sa amin yung meron kaming matutunan na bago (We went back to school, though we already our work because we want to improve ourselves based from what we learned. Of course, it is very important to learn something new)-P3

Gusto namin maupdate sa bago syempre, in fairness marami (We want to be updated, in fairness there was a lot)-P4

Achieve and learn for our future endeavors-P6

Matutunan naming yung bago na pwede naming gamitin in our future profession (We want to learn something new which we can use in our future profession)-P7

Malaman ko kung ano yung akma para sa kinabuhay ko at sa future ko (So I will learn what is best suited for my life and for my future)-P8

Ena kami man pu magaral pasibayu kung ekami bisa mabyasa, syempre aku buri ku itang agamit ku king course ayini (We are not going to pursue our studies, if we do not intend to learn, on my part I want learn something that is useful in this course.)- P13

In the study of Kara, Erdoğan, Kokoç and Cagiltay (2019), it was stated that adult learners know why and what to learn (Knowles, 1996). They have definite goals in learning. Though they have prior experience on some scenarios, the participants believed that they still need more information especially on the new trends that is happening in the society. Phillips, Baltzer, Filoon and Whitley (2017) also mentioned that adult learners prefer instructors with knowledge, respect and who have applied what they are teaching. As some of the participants mentioned

Syempre gusto naming yung teacher na marami kami matutunan, yung alam talaga ang subject matter nila (Of course, we prefer teachers who really knew their subject matter)=P1

Teachers cannot give what they do not have diba, lalo na kami magiging teacher din dapat nagiging examples sila sa amin (We are going to become teachers, so they should set as good examples to us)-P2

Yung tinuturo nila sa amin yung kailangan kung paano namin tuturuan ang mga bata at paano sila didisiplinahan.(They teach us how should we teach and discipline our future pupils.)-P4

Mas mabyasa ku kung ing mestra mag-set yang sarili ng example, kalupa nanu dapat gawan para apabyasa miya ing anak or makananu mila turu deng anak (I am learning more if the the teacher will set herself as the example in teaching students)-P13

The researchers believed that the participants recognized the relevance of learning especially in pursuing this course. They are oriented on what knowledge they need especially in teaching their future pupils. They are matured

in founding new experiences and accept new ideas.

3.3.2 Adult learners prefer Equal Treatment from their teachers

Most of the participants said that their teachers treat them the way they treat their classmates who are way beyond younger than them. Their teachers are respectful and fair. Though there were some participants who said that there are teachers who are really considerate especially to the adult learners who had some unforeseen incidents in their work or family.

Mabait yung teachers naming sa amin. Pantay pantay naman ang treatment sa amin pati sa mga hindi adult learners. (Our teachers are kind to us. They treat everyone equally)-P1

Minsan chinachallenge kami ng mga ibang teachers sa recitation siguro dahil alam nila na meron na kami experience sa ganun bagay. Strict pa rin and fair naman (Sometimes they challenged us in recitation, probably because they knew we had experiences on those matters. They are strict and fair)- P2

Kahit na matanda na kami at may karanasan na sa buhay marami pa rin kami natutunan sa kanila lalo na sa larangan ng pagtuturo. (Eventhough, we are adults and have experiences in life, we are really learning from them especially on the filed of teaching)-P4

Fair yung treatment pero minsan hindi maiiwasan na talagang binibigyan kami ng konsiderasyon lalo na pag alam nila ang dahilan bakit kami absent. Pero still nagbibigay pa rin sila ng advice sa amin (Fair treatment, but sometimes they also give us considerations especially when they knew the reason why we are absent. They also give us advice)-P5

Hindi dahil matanda na kami favorite na nila kami. Minsan meron pa rin napagsasabihan pero in a nice way. (Not because we are adults, they give priority to us. Sometimes they also tell us what is right and what is wrong)-P6

Kung ano treatment nila sa ibang mga kaklase naming ganun din ang treatment sa amin. Equal treatment to all, even with our classmates)-P7

Ok naman sila walang special treatment (They do not give special treatment)- P10

Ala ku pu ikit na mipapaboran kami adult learners pante pante mu pu. Akakit ku kasi kung nanu deserve miyang ibie da naman, though emo alaganas. Mahigpit la rin (They treat us equally. They give us what we deserve. They are also strict)-P13

In the study of Phillips, et.al (2017), it was also found out that adult learners like instructors who gives fair treatment and not arrogant towards their students. They want to be treated equally with their fellow students to avoid conflicts and condescending problems. Johnson (2017) also mentioned that teachers have ways in engaging connections with adult learners. First is to draw connections or find their key interest and previous work environments. This is needed to help the instructor on how to treat his/her student. By knowing their key interest, it will be easy to engage the adult learners during discussion or sharing of experiences, where other learners may learn from those experiences. Second provide personalized feedbacks, providing the students' feedbacks regarding their performances may help them. Adult learners may feel unsure about their abilities, but providing individual feedbacks may acknowledge their strength and provides acceptance. Third, teachers must also provide

consultation or time availability, especially if the learner is a parent.

3.3.3 Adult Learners typically prefer a more experiential and self-paced learning strategies

Nine (9) participants shared that they can easily relate to their classroom discussion if the teacher will use experiential learning strategies. Experiential learning is where meaningful knowledge is created through concrete experiences. Joplin (1981:2014), defined experiential education as an explanation of phenomena by describing the depth and qualities of the subject. Sisselman-Borgia & Torino (2017) said that it is a process of significant life experiences where learners are committed to the process of learning for the purpose of self-discovery. The experiential learning strategies, involves internship, learning by doing activities, laboratory activities and problem simulation or case simulation.

Mas madali para sa katulad ko adult learner pag meron ka ng alam or experienced (It is much easier, if we can relate it on our experiences)-P1

Basta may lecture tapos visual aid mas madali maintindihan yung dinidiscuss ng teacher naming (As long there is a lecture and visual aids, it is easy for us to understand the discussion).-P2

Ako mas gusto ko yung nasasabi ko at nashishare ko yung nalalaman ko,hindi naman sa nagmamayabang minsan syempre dahil me edad ka na tapos naexperience mo pa lalo na pag may anak ka (I prefer to share my own experiences, it does not mean I already know everything but because I had experienced it especially if you already have a child.)- P4

Pag minsan opionated yung tanong, then may alam ka dahil may experience ka na don mas madali maiintindihan tapos makakapagshare ka pa sa mga kaklase mo (When it is a question based from experinces, you can easily share your experience to your classmates)-P5

Mas maganda pag kinukuha yung opinion lalo na pag recitation at discussion (It is much better if they will get your opinions during recitation and discussion)-P8

Based on experiences, examples yung concrete mas madali kang matuto (Based from concrete experiences, it is easy for us to learn)-P9

Situations or cases madali para sa amin (Situations or cases are easier for us)-P10

Hindi ako nahihirapan lalo na pag narerelate ko sa sarili ko (It is easy for me to learn if I can relate it to my experiences)-P11

Kung aku pu kutnan yu ok nalaman pu deng strategy da reng maestra mi, mamie la lectures, group activities atsaka pag mangutang la minsan arelate mu king experiences.(If I will be asked, their teaching strategies are ok, they give lectures and if they asked us we can relate it to our experiences)-P13

Creating opportunities to the adult learners to express themselves gives them the freedom to learn from their own. Other may also learn from since they have individual unique experiences. Direct experiences provide substance from which learners develop personal meaning. The ability of the adult learners to justify and argue his position on facts stressed his perception and acquisition of knowledge. The ability of the learners to share his/her experiences also helps the teacher to organize the

sequence around the students' experiences (Joplin, 1981:2014).

3.3.4 Adult learners' view the need for improvement on the school facilities

The participants of the study were also asked regarding to the facilities of the school offering BEEd program. As the participants conveyed

Ok naman po facilities, sa classroom siguro mainit pero ok na rin kaysa wala.(The facilities are ok the classroom are ok but it is quite hot)-P1

Sa facilities na nagamit naming ok naman po, maganda yung gym pero sana sa room madagdagan ng electric fan lalo na sa 3rd floor atsaka sana may maayos na comfort room (The facilities are ok, the gym is very nice but I hope they will put extra fans in the third floor and I hope they will fix the comfort room)-P2

Kung classroom ok naman pero mainit, pero di masyado big deal yon. Ang big deal talaga sa amin lalo na sa katulad ko nanay yung mga cr. Pag nagkasabaysabay na ang dismissal ang haba ng pila. Nagpupunta muna kami sa CAS o kaya CEA para mag CR.(The classroom is ok but it is hot but it is not that big deal. The big deal for me especially me I am a mother are the comfort rooms. I have to go to the College of Arts and Sciences (CAS) or College of Engineering and Architecture (CEA)-P3

Ayos lang naman pero sana may aircon, pero at least meron classroom, cr po ang problema sa college natin. Minsan yung iba may anak di maiiwasan kasama yung mga anak nila nahihirapan kami (I hope there is an aircon but it is still ok at least there is a classroom. The only problem in our college is the comfort

room. It is quite difficult if you bring your child with you in the school) -P5

Ok naman at namemaintain naman pero kung ok lang dagdagan yung ceiling fans kasi mainit dahil siksikan yung buildings (Its ok at least they maintain the facilities but I hope they will put more ceiling fans because it is hot, and there are so many buildings)-P6

Mainit lalo na pag summer pero at least maayos na, problema po yung mga cr minsan nagsicr po kami sa ibang department kasi mahaba po ang pila dahil madalas barado po (It is really hot especially during summer. The problem is the comfort room because you have to go to another department)-P8

Mayroon po kami classroom, pero meron room na mainit at maingay kasi may ginagawa pa ibang building (We have classrooms, but it is really hot and it is very noisy because there is an on going building construction)-P9

Maswerte ku pu kasi mekalub ku keni ok ne man pu ing building na ning Educ oita mu pin pu minsan syempre pu eta naman pu aiwasan pag mikaedad manandaman pali lalo na pag summer. Atin mghyperventilate kasi masyadu kami pu marakal king klc (I am lucky, because I was enrolled in this school. The building of College of Education is ok but it is really hot during summer. There are some who had experienced hyperventilation)- P13

Majority of the participants said that they are fortunate enough to have classrooms, but most of the women adult learners are concerned about the comfort rooms. Hillier (2009), learners value their learning environment. They need rooms which are well ventilated and conducive to learning. Burton (2013), conducted a study on school toilets, where she revealed that coping in

the school environment with the symptoms of physical problems linked to poor toilet hygiene and management has been shown to have an impact on learners, adult or not.

3.4 Propositions of the Adult Learners in further improving the BEEEd Program

The participants of the study were also asked to what extent the BEEEd program can be improved especially on part of the future adult learners who might enroll in course. Majority of them said that there is no problem in the program, but to further enhance and help the future adult learners, they suggested two (2) propositions and these are categorized as :add flexibility on the course schedule and make it an online course.

3.4.1 Add flexibility on course schedule for Adult Learners

Almost all participants shared the same sentiments and that is their class schedules. Adult learners have other responsibilities. Most of them work, and have their own families. Time management is the key in balancing their usual routines, as a worker, as a student or a family person. As their narratives stated

Sa schedule minsan dun po kami nahihirapan, sana sa susunod pwede ma adjust (I hope they will do some adjustments in our schedules because it is really very difficult in our situation)-P1

Meron ako work minsan masyado hectic yung sched naming kaya nalelate sa klase. Kung pwede yung nakapost yung sched tapos yung pwede kami pumili (I have work and our schedule is so hectic that is why sometimes I am late. If it is possible they will just post the schedule and allow us to choose our own schedule)-P3

Minsan po hindi naiiwasan ne mag-absent kasi meron activity yung anak ko sa school tapos yung asawa ko hindi makapagabsent sa work. Mahirap sa schedule pero kailangan kasi requirement yun ng school. If possible na pwede kami pumili ng oras na sa schedule mas madali sa amin (Sometimes I had to be absent because I have to attend the school activity of my child..my husband is working. If possible, they will allow us to choose the time of our schedule so it will be easy for us.)-P4

Nahihirapan ako sa schedule kasi call center agent ako, minsan pumapasok ako wala ako tulog (I work as a call center agent, sometimes I haven't sleep yet because I have to go to school)-P8

Syempre kailangan naming magtrabaho, ako minsan nagpapartime ako. Nahihirapan ako maghanap ng work, kasi hindi na kami pwede umasa sa mga magulang naming.(We have to work, I have a part time job. It is very hard for me to look for work, I just cannot depend on the support provided by my parents)-P9

Hirap ako sa schedule, ako agree ako dun sana magkaroon ng survey kung pwede kami panghapon o pang umaga I am having difficulty with mu schedule. I agree to the propose survey, if it is possible they will schedule us in the afternoon or morning)-P10

Medyo challenge kasi kailangan ibalanse yung pamilya, work at school. Yung oras at panahon minsan conflict sa schedule. Siguru possible me adjustment din sa schedule. Kasi kami andami naming inadjust.(It is quite challenging because you have to balance your time with your family, work and school) There are times there is a conflict on the schedule. If it is possible there will be adjustments on our schedule)-P11

Atin time na atin parent's activity king school at kelangan munta. Syempre priority ke ing anak ku lala na single mother ku. Mag-absent ku pu king klasi. Kung meron din po na chance na makapili ng schedule. Maganaka nala man deng teacher mi at makapagexcuse pero minsan makarine din (There are times that I have to attend the parent;s activity . My child will always be my first priority as a mother. If there is a chance to choose my schedule. Our teachers are nice and sometimes they will excuse us but of course we cannot do that most of the time).-P12

According to Arthur & Tait (2004), adult learners usually blame the reason why they struggle or delay in enrolling is because of time restriction. In terms of prioritization, they will always put their family and work first, which makes it difficult for them to make room for learning. Among the participants are women, and some of them are working mothers. As cited in Shields (1994), female students are more pressured and strained than the male. It is because they have to consider the needs of their spouses, children and household chores and some are even working mothers. Taking care of their families, working and trying to achieve a diploma can be very demanding. If time will permit, a flexible and efficient schedule can be provided to the adult learners in the BEED program.

3.4.2 Make it an online course

Majority of the participants also mentioned to provide easy access for the adult learners to educate themselves is through the use of technology. The researchers believed that the participants are looking forward to online education.

Siguro madali ung equip na rin yung school. Icoconsider nila ang yung pwede mag-aral through online para madali sa amin adult learners.-P9

Usong na rin naman ngayon yung online learning kung pwede pati yung syllabus nakapost. At sana pwede rin yung online learning sa amin para hindi kami mahirapan sa schedule- P8

Meron teachers na nakakausap naman naming sa social media, meron nagsisend sa email. Pero mas maganda kung pwede mag aral through online total dapat nagaupgrade na.-P11

Online posting sana sa ibang activities- P1

Masanting pu kung atin online learning or kung ena pa agyu ning school ok na rin itang gagawan da reng teacher gagamit la social media para ekami magkasakit- (It is much better if there is an online learning but if the school cannot do that at least our teachers are using social media to help us) P12

Sana online lahat ng teachers pwede kasi talaga mayron time na hindi pwede pumunta sa school (I wish it will be an online class because there are times that we really cannot go to school)- P13

Malaki tulong sa amin yung online (It is a big help if it is online)-P5

Online education is not new to the educational setting especially on the case of the adult learners. In the Philippines, as written by Soliven and Reyes (2008), distance learning is an alternative delivery mode that reaches out to the learners. To facilitate this, alternative delivery modes of schooling like the In-School and Out-School Adults or ISOSA program, mobile teaching, multigrade teaching and distance

teaching shall also be institutionalized. At present, there are some private and state universities in the country which offer online education but not all offers the Bachelor of Elementary Education.

3.5 Phases of Realization of Adult Learners for the Improvement of the Bachelor of Elementary Education (BEEEd) program in Offering Adult Education.

To further understand the study, the findings were synthesized in this framework (see Figure 1). This framework reveals the participants' views, perceptions and propositions in improving the adult education in the Bachelor of Elementary Education led to the emergence of the five (5) phases of realization. These phases are:

Phase 1- Setting the Adult Learners Perception

Adult learners usually choose learning situations to sustain their needs or sense of urgency. They decided to enroll and educate themselves to secure permanent work in order to provide the means of their personal or family needs. Bachelor of Elementary Education (BEEEd) is not the first preference of the adult learners, but they decided to enroll in the course to achieve the diploma they are dreaming of. As they pursued the course, they found that they were enjoying and learning at the same time. Most of them were able to relate their experiences, since some have their own children. Their outlook in the BEEEd program, eventually change, probably because of the dedication of their teachers who treated them equally with younger students. Their teachers provided them the knowledge that can help them to realize their goals in becoming elementary teachers.

Phase 2- Suggesting Plans for the Adult Education

The participants also provided information on how to improve or upgrade the program for the privilege of the future adult learners who would like to enroll in the program.

Phase 3- Make it work with the Administration

The College of Education, which offers the Bachelor of Elementary Education, may look into account that the propositions or suggestions of the adult learners will be integrated on enhancement of the course

Phase 4- Execution and Action of the Plan

If such suggestions will be accepted, adult learners who wish to enroll in the program may benefit from the output of the study.

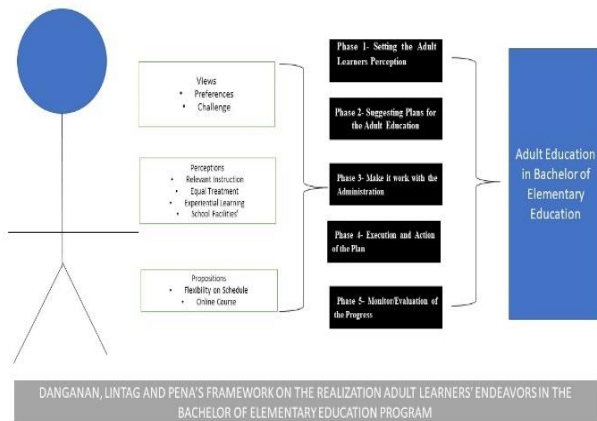
Phase 5- Monitor/Evaluation of the Progress

Suggested propositions shall also be monitored to determine what works well for the adult learners in the Bachelor of Elementary Education.

Three themes emerged and these are views of the participants on the course, the standpoints of the adult learners on the BEEd program and their propositions on how to improve the program. The views of the participants involve the barriers they had encounter and the effects of these barriers on their life as adult learners. While the standpoints of the adult learners are relevant instruction, equal treatment from their teachers, experiential or self-paced learning and improvement on school facilities. The propositions of the participants on improving the BEEd program are adding flexibility on the course schedule and make it an online course.

Based on the findings of the paper, it is recommended that the administration and the College of Education should take into considerations the needs of the adult learners. Their views and propositions may serve as a guide in the enhancement of the Bachelor of Elementary Education (BEEd). Now days, there is an increasing number of adult learners who aim to achieve their dreams, despite of several factors that may stop them from going to school. It is further concluded, that adult learners are focused learners who have skeptical minds in achieving their dreams. Though majority of the participants in the study did not consider BEEd course as their first choice, they saw the importance and relevance of the program. Their insights matter in leveling the needs of the adult learners in the Bachelor of Elementary Education.

. Figure 1. Emerging Framework of the Study



Source: Danganan, Lintag and Peña (2020)

4.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The findings of the paper provided a glimpse on experiences of the adult learners in the Bachelor of Elementary Education (BEEd).

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