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## **A PHENOMENOLOGICAL STUDY ON PEDAGOGICAL EXPERIENCES OF PUBLIC SENIOR HIGH SCHOOL TEACHERS IN NASUGBU DISTRICTS IN MODULAR DISTANCE LEARNING: BASIS FOR ENHANCED INSTRUCTIONS**

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### **ABSTRACT**

The Department of Education has adopted modular distance learning as a type of learning delivery modality that is conceptualized and classified under the distance learning approach. Modular distance learning is a learning modality where students can use self-learning modules. The phenomenological study explored the pedagogical experiences of public senior high school teachers in Nasugbu Districts in modular distance learning as a basis for enhanced instructions. Lived experience is defined as knowledge about the world gained through direct, first-hand involvement in everyday events and the experiences of people on whom a social issue or combination of issues has had a direct impact. In this study, the researcher used a descriptive phenomenological method to explore lived experiences of them. The term phenomenology aligns with a qualitative research method. Purposive sampling was the sampling technique for this qualitative, phenomenological exploration which involved sampling of participants who meet the predefined criterion of importance. The participants were nine teachers from three public senior high schools in Nasugbu East and West Districts: Nasugbu East Senior High School, Pantalan Senior High School, and Tala Senior High School. The findings of the study revealed that participants describe their lived experiences with regard to pedagogical experiences of public senior high school teachers in modular distance learning. Using qualitative data analysis, description of the participants on their lived experiences produced varied themes such as challenges on modality and modules. The themes emerged from the thematic analysis of the transcripts of the interview. As a result, the

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researcher suggested the proposed enhanced instructional plan could be adopted and implemented in other divisions, district, or school. Future researchers may also undertake a similar study focusing on the effects of the rationalization program in a wider population.

**Keywords:** *modular distance learning, lived experience, phenomenology, qualitative data analysis, themes, thematic analysis*



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## Introduction

Over 1 billion pupils are at risk of falling behind because of the closure of schools to block the spread of COVID-19. To keep children in school worldwide, nations have devised remote education initiatives. Many children worldwide, especially those from lower-income families, lack access to the Internet, personal computers, televisions, or even radios at home, exacerbating already-existing learning gaps. If students cannot access the resources required for at-home learning, their options are limited. Because of this, a great deal of people all around the world run the risk of never returning to school and losing years of academic development. In light of the 188 countries that have closed their schools, people are searching for innovative ways to continue their education through media like the Internet, television, and radio. Limited access to these technologies exists in many low- and middle-income nations, particularly for impoverished households. Although more than 90% of the nations had already done so, just 60% had passed legislation governing digital and broadcast remote learning for pre-primary education.

Government programs that guarantee to learn continuity through broadcast or digital media can help 69% of children enrolled in pre-primary through secondary school globally. 31% of children, or 463 million children globally, cannot be reached by broadcast- and Internet-based remote learning policies because their homes lack the necessary technological means or because they were not selected as targets by the chosen policies. Most governments, 83% of nations, used internet channels to deliver education when schools were closed. However, only 25% of pupils worldwide could be reached. Television offers the best opportunity, with a 62% possibility of reaching every student. Radio-based education may be beneficial to only 16% of students worldwide. In remote learning programs worldwide, three out of every four students are either from rural areas or are the children of the poorest families. These results show that many remote learning channels are required for governments to reach all children. To further reduce learning hazards, it would be a long-term objective to increase access to the Internet and other digital tools. Additionally, the data shows that

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Bangladesh, the Philippines, and Panama were among the nations that closed their schools the longest. A total of 131 million students across 11 nations are projected to have missed more than 75 percent of their in-person education. Schools are closed entirely or partially in about 27% of the world's nations (UNICEF, 2021).

The quality of a student's education greatly impacts their life. Teachers are one of the most important resources for delivering high-quality education. Hence, they are key to this process. The introduction of COVID-19 resulted in significant changes to the educational environment in the Philippines. One of them incorporates a cutting-edge teaching strategy and is from the Department of Education (DepEd). Most educational systems have been pressured to create alternatives to face-to-face instruction due to the current COVID-19 crisis. Many educational systems have moved online operations to continue learning even when classrooms are closed (Organization for Economic Cooperation and Development [OECD], 2020). After shifting from traditional classroom instruction to modular remote learning, it became more difficult for school staff to provide a fundamentally sound education. DepEd officials are constantly looking for ways to improve the resources available to teachers and school administrators so they can work more productively in the field of modular remote learning.

While this is happening, the fact that small and medium schools' PMDL quality is significantly lower than that of their big and mega school counterparts emphasizes the need for instructional oversight to maintain high quality and address present issues. However, the teachers assert that the department successfully standardizes the quality and execution of PMDL in their local contexts, such as school category and location, as well as their demographics, such as maximum educational attainment. Similarly, instructors' difficulties with the quality and execution of PMDL show that they require assistance in this area. The greatest way to deal with this is through instructional supervision. They can also obtain appropriate expert assistance to address issues and maintain standardized quality and PMDL implementation (Talimodao & Madrigal, 2021).

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The researcher decided to conduct a study on the pedagogical experiences of public senior high school teachers in Nasugbu District to look into the realities and propose a suggested activity that can be developed to address the issues in the teaching and learning process. She also considered the teachers' current standing and circumstances regarding modular distance learning and the current challenges and situations in the study's location.

## Materials and Methods

This chapter discussed how the research method was used in the study, what types of respondent characteristics were observed, how the research instrument was developed and validated, and how the data was collected. In addition, it featured a section on ethical considerations and concerns.

## Research Design

To be more explicit, the qualitative descriptive approach was used to investigate the subject matter of this study. Phenomenology is a method of research that seeks to comprehend phenomena from the viewpoint of those who have firsthand experience with them. Phenomenology aims to understand the significance of this experience in terms of what and how it occurred. There are various phenomenological approaches, each predicated on a unique comprehension of the what and how of human experience. To put it another way, a particular philosophical school serves as the foundation for each phenomenological method. The researcher must first consider their philosophy before choosing a phenomenological research methodology (Teherani et al., 2016). It was necessary to describe and investigate the causes of a specific phenomenon to gather information about a real-life scenario.

Additionally, a descriptive phenomenology investigation describes people's actual experiences. The researcher discussed the respondents' characteristics while they went through the phenomena. The information provided by those who had the experiences created a composite description of the essence of the same experiences.

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By identifying phenomena based on how people in a situation perceive them, the phenomenological approach seeks to shed light on the particular. This frequently calls for using qualitative inductive techniques like participant observation, dialogues, and interviews to gather "deep" facts and perspectives in the human sciences before communicating them from the viewpoint of the study participants. Beginning from a position free of biases or hypotheses, pure phenomenological research tries to describe rather than explain (Husserl, 1970, as cited by Mayer 2019).

Methods that stress the experiences and viewpoints of individuals are known as "phenomenological" approaches, and they are particularly useful when trying to overturn structural or normative assumptions. When phenomenological research has an interpretive element, which allows it to serve as the basis for practical theory, it can be used to inform, support, or challenge policy and action.

### **Data Generation and Selection of Co-participants or Co-researchers**

Three teachers were selected from each public senior high school in Nasugbu who were assessed as having the appropriate skills to give the necessary knowledge to the topic of this study. The senior high school teachers, nine (9) in all, are deemed significant in completing the result. They were selected using purposive sampling. The participants, sharing similar characteristics, were selected using a well-defined criterion to meet the standards and requirements set by the researcher. Criteria include participants who are permanently employed in any public high school in Nasugbu districts and must be teaching in a senior high school in particular.

This study's primary objective was to investigate the pedagogical experiences senior high school teachers had with modular distance education. The primary respondents to this paper, considered the primary sources of information needed to complete the paper, were nine senior high school teachers.

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As part of this work, interview questions were developed and were utilized to capture or gather the necessary information regarding the experiences of the chosen respondents. Online interviews were done through Google Meetings.

Several months were spent examining and reviewing current research articles and literature, as well as an enormous number of questions for the interview, to come up with the best feasible design. In the wake of a conversation with the mentor, the researcher put together the first draft of the interview questions that were delivered to the study participants.

The researcher contacted respondents through SMS or email and invited them to participate in the study. In addition, a letter of consent from the appropriate authorities will be requested. The researcher communicated with each participant on an individual basis. Those selected were notified through any available medium to gather the information from them and, at the same time, not violate the health protocol set by the IATF. The researcher carried out the interview process when he obtained an agreement from the subjects. Furthermore, a request from the respondents to record the interview was obtained to have the means to go over the answers provided or given by respondents.

## Qualitative Research Methods

Understanding and defining a phenomenon's universal characteristics is the goal of the qualitative research technique known as phenomenological investigation. The methodology ignores the researchers' preconceived notions about the phenomenon and instead examines routine occurrences. To better understand how people interpret such encounters, phenomenology research explores lived experiences.

According to phenomenologists, people use a universal structure or essence to interpret their experiences. The participants' feelings, perceptions, and beliefs are examined to determine the topic's essence under investigation. Any preconceived ideas the researcher may have about the experience or phenomenon must be set aside to conduct phenomenological research.

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The researchers compile information from sources with firsthand experience of the phenomenon to develop a comprehensive summary of its essential features. To put it another way, phenomenological research methodologies look into the perspectives of people who have encountered an event to understand its pervasiveness.

## Data Analysis

Numerous techniques exist to analyze qualitative data to conclude; nevertheless, some analysis plans are exclusive to specific qualitative research methodologies. Colaizzi's method, would be the principal data analysis plan for phenomenology.

Colaizzi's unique seven-step method of in-depth examination describes the event under research briefly, and with support from the persons who experienced it. Rich first-person reports of experience are essential to this methodology. Colaizzi's method for analyzing phenomenological data can be summarized as follows (derived from Colaizzi, 1978; quoted in Mayers, 2019): 1. Transcribing and familiarizing: 1. To get a basic comprehension of the data, each transcript should be read multiple times; 2. Extract significant statements: Label and identify significant statements that are relevant to the topic being studied; 3. Formulate meanings: From the relevant statements that have been discovered, meanings should be formed; 4. Identify recurring themes and group together meanings that can be discovered across the material; 5. Create a detailed description: The study's findings should be included in a detailed account of the phenomena being investigated; 6. Identify the core structure of the phenomena by producing a statement that does so; and 7. Present the underlying framework to the participants and use their experiences to validate the findings.

## Ethical Considerations

The ethical issues surrounding the research are crucial, in addition to the need to choose an appropriate research methodology and procedures. However, the fundamentals of ethical research involving human subjects must be further examined. Because most qualitative research involves human participants, it is critical that informed consent is obtained. It is

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critical to obtain consent before beginning data collection from human participants. The emphasis on ethical behavior has increased and broadened as a result of society's demand for greater accountability in areas such as personal, professional, and scientific activities (Zegwaard, Campbell, & Pretti, 2017). Participants must be fully aware of the requirements, how the data will be used, and potential consequences. Participants must give explicit, active, written consent before participating in the study. This consent must acknowledge the participants' right to access their information and withdraw consent at any time. The informed consent procedure may be viewed as a contract between the subject and the researcher. The study was conducted with complete respect for the participants' rights to privacy and dignity, and all research data were kept secret.

## RESULTS AND DISCUSSIONS

This chapter analyzes and interprets the narrative data collected in the study for an organized presentation and consistent discussion. The first presentation is the narratives from the interview conducted with the co-researchers.

This study's specific goal is to describe the public senior high school teachers' experiences with modular distance learning in Nasugbu districts as a foundation for improved instruction. Using a semi-structured interview guide, this study collected qualitative data from participants and applied Colaizzi's method of qualitative data analysis on the data. The study's ultimate goal is to serve as a foundation for improved instructional materials that consider senior high school teachers' perspectives regarding the current learning modality both during and after the pandemic.

### Profile of the Co-researchers:

Profile of the Co-researchers:

A participatory research method that positions participants as joint contributors and investigators to the findings of a research project is known as "participants as co-

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researchers." Nine teachers from Nasugbu East Senior High School, Pantalan Senior High School, and Tala Senior High School participated in this study as co-researchers. Samples were refined by eliminating participants who did not meet the research requirements and failed to match the characteristics. The teacher participants were public teachers in senior high schools. They have used modular distance learning as the teaching modality for the past two years. They were in service for at least 3 years or more. The participants participated voluntarily, and they gave informed consent. Also, the participants did not receive any compensation or benefit for their participation.

### **Statement of problem 1: How do teachers explain their lived experiences in the modular distance learning in Nasugbu Public Senior High Schools?**

In the Nasugbu public senior high school modular distance learning, the statement investigates how teachers describe their personal experiences. This article specifically intends to illustrate how teachers perceive the adjustments made to the deployment of the modular remote learning mode and the Department of Education's response through the imposition of educational policies during the epidemic. The term "lived experience" refers to knowledge about a phenomenon that a person has acquired directly via involvement in regular events, as opposed to through representations created by others. It can also refer to the experiences of those who have been directly impacted by a societal issue or set of issues. The study's main goal was to investigate the successes and failures that the teachers had in using the modular distant learning modality as part of their learning continuity strategy. The researcher used the qualitative data analysis developed by Colaizzi to examine the phenomenon's relevant experiences among teachers.

Each significant statement relating to the description of the experiences of the teacher-participants as they managed the shift to a new modality in learning was read and reread carefully to get a sense of meaning. Formulated meanings were developed from each significant statement separately. Matrix 1 presents the significant statements of the nine participants about the determinant factors.

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Matrix 1

*Significant statements and formulated meanings on teachers' explanation and emergent theme from clusters of themes on teachers' explanation on their lived experiences in the modular distance learning*

Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
Teachers were discontent and unhappy with the shift in the modality from in-person to modular distance learning modality. Teachers experienced changes in teaching and learning process, assessment, distribution and retrieval of modular print. Teachers need to transport the printed modules from the school to respective barangay. The crisis forced	Challenges on printed modules Issues on modular approach Teaching difficulties encountered Personal observations	Challenges on modality and modules	Each transcript was read numerous times in order to get a feel of the overall content. This aided in the examination of the phenomenon as perceived by the participants. From each transcript, significant statements and expressions relating to teachers explaining their lived experiences with the learning modality were extracted. The significant statements were

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Significant Statements	Tell you honestly, I am not fulfilled (Samonte Transcript Summary 2022, Pos. 7) I am not happy, (Samonte Transcript Summary 2022, Pos. 7) I didn't feel for 2 years the profession that I oath being a teacher, (Samonte Transcript Summary 2022, Pos. 7) because I know that I am not satisfied, I am not happy. I felt that I was incomplete as a teacher. (Samonte Transcript Summary 2022, Pos. 7) So, those are my experiences and
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Clustered themes	Challenges on printed modules Issues on modular approach Teaching difficulties encountered Personal observation
Emergent theme	Challenges on modality and modules
Composite description of the	Following agreement on all formulated meanings, the process of categorizing all formulated meanings into categories that reflect a unique structure of clusters of themes was initiated. Each theme cluster was coded to incorporate all stated meanings associated with that collection of meanings. Following that, groups of

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Formulated Meanings	Significant Statements
Teachers were challenged because they were printing too many excessive printed materials such as LAS and SLM. Teachers were faced with the difficulties in teaching and learning. Printing many LAS and collating them were part of teachers' arduous task during MDL. Teachers described their experience as	I have a lot of experiences, one of it is the difficulty especially in maintaining and keeping connected with my students due to distance (Samonte Transcript Summary 2022, Pos. 7) Then, overall, my experiences that, it is not easy to maintain communication with students (Samonte Transcript Summary 2022, Pos. 7) Students doesn't have cellphones and internet, in a scale of 1-10, how hard it is? I'll give 9

Emergent theme	Composite description of the
Challenges on modules and modality	The researchers compared their clusters of themes and checked the accuracy of the overall thematic map along with having assistance from the expert researcher in qualitative research. The cluster of themes include challenges on self-learning printed modules issues on modular learning approach, teaching difficulties encountered by

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Significant Statements	Formulated Meanings	Clustered themes
my experiences during implementation of this MDL are that it is not easy and became challenge both for learners and teachers., teachers as well as our parents, (Samonte Transcript Summary 2022, Pos. 7) Okay, I know, all of us are having a hard time since new normal, experiences, a lot, (Samonte Transcript Summary 2022, Pos. 7) it took a long time to reproduce the learning materials (Samonte Transcript Summary	Teachers were challenged because they were printing too many excessive printed materials such as LAS and	Challenges on printed modules Issues on modular approach Teaching difficulties encountered Personal observations

Theme 1: Challenges on printed modules and learning modality.

As the qualitative data analysis reveals how teachers explain their lived experiences in the modular distance learning in Nasugbu public senior high school, Matrix 1 demonstrates the significant statements and created meanings through the distinctive experiences shared by the co-researchers. The main focus of this theme is the explanation of the participants' actual experiences as they relate to the use of the modular distance learning modality. The theme, modality problems, and self-learning modules were revealed by thematic analysis of the interview transcripts in the qualitative data analysis. The theme contains 60 pieces of coded texts relating to this theme with 23 codes and 4 categories or clustered themes.

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**Exhaustive description and fundamental structure.** All grouped themes (or emergent topics, if the thematic map were to be concluded) were defined in a thorough description. After combining all of the clustered themes, the participants in the novel learning modality had retrieved the entire phenomenon's structure from their lived experiences. The issues with the modular approach, the difficulties with teaching, and the participants' own observations made up the clustered themes. The researcher then enlisted the help of a seasoned researcher (research council) to assess the findings for completeness and richness. This was done to ensure that the extensive description adequately captured the participants' experiences and to ensure that the extensive description accurately represented those experiences. The issues with printed modules and learning methods became the overarching subject. As participants described in the interview, teachers lived through the change in learning modality while participating in modular distant learning. Colaizzi's descriptive phenomenology method was primarily used, according to Gumarang et al. (2021), to produce a thorough description of the phenomena pertaining to how teachers explain their lived experiences in the modular distance learning.

Participants shared their perceived challenges with printed modules in the production, distribution, and retrieval. They revealed issues with the modular approach, such as the difficulties in the learning processes and the shift in teaching modality, hence the teaching difficulties encountered by the participants.

Matrix 1 shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are challenges on printed modules, issues on a modular approach, and teaching difficulties encountered.

**Challenges on printed modules.** According to Dangle and Sumaoang's (2020) study, the key problems included difficulties with the printing and mass manufacturing modules, a lack of school funding for their creation and distribution, and a lack of resources for teachers to replicate and disseminate modules. The instructors believe that the answers

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that the students in their modules have given are invalid and that it is extremely improbable that they will be able to comprehend the lectures in their entirety. Different professors have varying levels of mobile signal strength. Teachers also have a ton of documentation to check and keep track of. The study pinpointed the participants' primary resources, preparation, and communication issues in the end.

**Issues on a modular approach.** Due to the current health issue, most educational institutions are now using alternatives to traditional classroom instruction and learning. The implementation of modular remote learning in schools has made it more difficult for school employees to provide students with a fundamentally sound education. This is especially true for elementary and middle school students. According to Bagood (2020), this is why the DepEd's leaders are constantly looking for novel ways to get around the challenges and are equipping their teachers and school administrators with the skills they need to succeed in the field of modular distance learning.

**Teaching difficulties encountered.** Itorralba (2022) mentioned that administrators assign teachers many additional responsibilities. These responsibilities include preparing periodic reports, coaching and monitoring pupils, and special duties such as learning area coordinator and paper advisor. The preparation of modules requires substantial time. In addition to home responsibilities, doing other jobs outside of teaching demands a great deal of energy and effort.

**PROBLEM NUMBER 2: How do teachers manage the challenges encountered in modular distance learning in terms of instructional materials, teaching styles; and assessment of learning outcomes?**

In terms of instructional resources, teaching approaches, and evaluation of learning outcomes, the study investigates how teachers deal with the problems presented by modular distance learning. The sub-themes are insufficiency and crafting of teacher-made materials, difficulties with modality and teaching adaptations, and problems and solutions on the modular assessment that emerged from the thematic analysis of the transcripts of the interview.

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The second theme, adapting to the challenges of modular learning, contains a 126 total pieces of coded texts (due primarily to the concise response of the participants) relating to this theme with 47 codes, 11 subcategories, and 6 categories.

Each significant statement relating to how teachers manage the challenges encountered in modular distance learning in terms of instructional materials; teaching styles; and assessment of learning outcomes was read and reread carefully to get a sense of meaning. Formulated meanings were developed from each significant statement separately. Matrix 2 presents the significant statements of the nine participants about the determinant factors.

## **2.1 How do teachers manage the challenges encountered in modular distance learning in terms of instructional materials?**

According to the research findings, the educators use a wide variety of coping mechanisms and methods for the management of the numerous obstacles that they face in their professional lives.

Matrix 2

*Significant statements and formulated meanings and emergent theme from clusters of themes on the major challenges encountered in terms of instructional materials during modular distance learning and how did the participants react or face these challenges*

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Significant Statements	Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
<p>I asked my friends and other teachers, I also researched at LRMDS, I have seen some modules but not applicable because it crafted from Mindanao, (Samonte Transcript Summary 2022, Pos. 9) This is the most difficult, there are released modules, but when you open it, my subject is not on the list, what am I going to do to deliver my subject lesson? (Samonte Transcript Summary 2022, Pos. 9) in terms of challenges, one of the</p>	<p>Teachers were having problems securing modules because some of the modules are inappropriate materials for a certain location and therefore not applicable to use. Lack of modules and instructional materials were the primary challenge that teachers were facing in this modality. Teachers were faced with the difficulty in</p>	<p>Issues on instructional materials Issues on modality</p>	<p>Insufficiency and crafting of teacher-made materials</p>	<p>The researcher read each transcript numerous times to get a feel of the overall content. This aided in the examination of the phenomenon as perceived by the participants. Significant statements and expressions relating to teachers explaining their lived experiences with the learning modality were extracted from each transcript. The significant</p>

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Significant Statements	Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
<p>It is not east to maintain especially, you were not able to talk with the students (Samonte Transcript Summary 2022, Pos. 9)</p> <p>Because of the trending "online kopyahan" and most of the time, the students' (stutter) output that I have received are just the same. (Samonte Transcript Summary 2022, Pos. 9)I am still groping due to sudden modulal,- Modular (Stutter) distance learning. Because we are used to Face to face</p>	<p>Communication was one of the challenges encountered during this crisis because there was a problem in explaining and communicating with the students.</p> <p>There were reports of online kopyahan regarding students obtaining answers over the internet.</p> <p>Teachers were forced to adjust in the current modality.</p> <p>Producing printed modules and LAS was time-</p>	<p>Issues on instructional materials</p> <p>Issues on modality</p>	<p>Insufficiency and crafting of teacher-made materials</p>	<p>The researcher initiated the process of categorizing all formulated meanings into categories that reflect a unique structure of clusters of themes following agreement on all formulated meanings. The researcher coded Each theme cluster to incorporate all stated meanings associated with that collection of meanings. Afterward, clusters</p>

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Significant Statements	Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
And then the applied and specialized subjects, as in there really aren't any, especially in the first year so the teachers develop their own learning activity sheets or LAS (Samonte Transcript Summary 2022, Pos. 9) in terms of on instructional materials, so, in providing activity sheets we are experiencing cramming. (Samonte Transcript Summary 2022, Pos. 9) especially in the first year so the teachers develop their	Teachers provided materials in the implementation of learning continuity. Teachers created and developed learning activity sheets and other IMs. It was difficult for teachers in producing SLMs. Teachers were caught unprepared because they lacked training in MDL. Teachers collaborated with	Issues on instructional materials Issues on modality	Insufficiency and crafting of teacher-made materials	The researchers compared clusters of themes and checked the accuracy of the overall thematic map with assistance from an expert researcher in qualitative research. The cluster of themes includes challenges with printed modules, issues with the modular approach, teaching difficulties encountered, and personal

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## Theme 2: Insufficiency of resources and crafting of teacher-made materials

Matrix 2 shows the significant statements and formulated meanings through the unique experiences shared by the co-researchers. The qualitative data analysis shows major challenges encountered regarding instructional materials during modular distance learning and how the participants reacted or faced these challenges. This theme centers on the lived experiences of the major challenges encountered regarding instructional materials during modular distance learning and how the participants reacted or faced these challenges. The sub-theme contains 37 total pieces of coded texts (due primarily to the concise response of the participants) relating to this theme with 23 codes, 4 subcategories, and 2 categories.

Melorin (n.d.) mentioned in an article that different challenges were encountered in distributing and retrieving the modules. First was the lack of printed modules. Teachers had to use the soft copy of modules and send the same to the learners.

According to Ragasa (2021), the study's findings demonstrated that teachers create self-learning modules according to children's learning preferences, DepEd structure, and Level of dedication. The lack of resources, internet connection, and inadequate writing abilities are obstacles teachers must overcome when creating self-learning modules. Teachers overcome the difficulties in creating self-learning modules by exploring for resources and consulting experts. Self-learning modules can satisfy learners' aspirations for better education in the face of a pandemic.

**Issues on instructional materials.** Teachers face difficult issues whether they are instructing students online or in socially isolated, mask-off classrooms. Guetta and Janer (2021) found that many were struggling with switching to distant learning, especially when using self-learning modules and organizing them. Pe Dangle and Sumaoang's investigation from 2021 also brought up similar difficulties. They discovered that the lecturers lacked the resources required for reproducing and presenting modules. The printer periodically experiences issues. Sometimes there is no electricity, which is the worst-case scenario. As a result, they struggle to print and produce many modules at once.

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**Issues on modality.** Teachers must be flexible to the present kind of teaching strategy at all costs and in every way. Set guidelines for establishing proper communication between students and teachers; learning materials must be affordable and contain content that is simple to comprehend; teachers must develop their media literacy skills; and teachers should be encouraged to be available to their students at the allotted time and to answer all of their questions with patience at all times.

Alvarez (2021) claims that the problems with the modular distance learning approach included communication breakdowns, such as unclear instructions or perplexed students, a lack of teacher support, students' disrespectful behavior toward teachers, complaints about not understanding the module, and all of these things led to misbehavior on the part of students and late worksheet submissions. Additional issues raised by the MSU-Sulu teacher with the modular approach to distance learning included hidden costs for modules, a teacher's lack of media literacy, a bad internet connection that hinders communication with students, a lack of time for teachers due to a mountain of paperwork, equipment problems, the complexity of the discussion and the measurement of student's performance, and managing students' responsibilities.

According to Toquero (2020), the education sector encountered difficulties when developing, implementing, and evaluating the new learning modalities required to continue education in the face of the pandemic.

## 2.2 How do teachers manage the challenges encountered in modular distance learning regarding teaching styles?

Matrix 3

*Significant statements and formulated meanings and emergent theme from clusters of themes on how do teachers manage the challenges encountered in modular distance learning in terms of teaching styles*

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Significant Statements	Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
<p>teaching styles, so , direct instruction teaching styles . The only problem is that other learners were not able to cope on that specific learning style because, not all can easily get and understand the lesson while only reading on the book or module. (Samonte Transcript Summary 2022, Pos. 11)In teaching styles, so , direct instruction teaching styles . The only problem is that other learners were not able to cope on that</p>	<p>Learners were having troubles in coping. inability to cope Teachers used appropriate teaching styles under MDL but they experienced difficulty in direct instructions. Inevitable during MDL was use of technology because of teachers often use the internet. Teachers utilized software and hardware usage.</p>	<p>On learners' difficulties Use of technology Shift in modality Challenges in teaching</p>	<p>Difficulties on modality and teaching adaptations</p>	<p>In the study of the lived experience of teacher-participants, the researcher personally conducted the interviews, which helped to gain a holistic sense of the entire experiences of the participants. The transcripts were read three to four times and attempted to comprehend the participants' thought processes and feelings. The</p>

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Significant Statements	Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
<p>mistakes of the learners, you have to put corrections, so they understand (Samonte Transcript Summary 2022, Pos. 11)so we also need ahmm..., we're available anytime for the learner's questions. (Samonte Transcript Summary 2022, Pos. 11) I had to be available anytime and I guess even though it's difficult all the ahmm... (Samonte Transcript Summary 2022, Pos. 11) Because it's modular, it's difficult because there's a lot of things we're going to</p>		<p>On learners' difficulties Use of technology Shift in modality Challenges in teaching</p>	<p>Difficulties on modality and teaching adaptations</p>	<p>The researcher attempts to formulate more general restatements or meanings for each significant statement from the text. Meanings were formulated from the significant statements and discussed with the same peer group member. After obtaining formulated meanings from significant statements, the</p>

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### Theme 3: Difficulties on modality and teaching adaptations

In Matrix 3, the co-researchers unique experiences are used to analyze qualitative data to highlight the key statements and created meanings on how teachers deal with the difficulties of modular distance learning from the perspective of their teaching methods. This issue focuses on how teachers handle the difficulties of teaching in modular remote learning. The sub-theme, challenges with modality, and teaching modifications came from the qualitative data analysis's thematic analysis of the interview transcripts. A total of 40 bits of coded text are included in the sub-theme, divided into 10 codes, 4 subcategories, and 2 categories.

Matrix 3 shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are on learners' difficulties, use of technology, shift in modality, and challenges in teaching.

#### **Exhaustive description and fundamental structure.**

The researcher incorporates all of the conclusions into an entire account of the phenomenon because Praveena and Sasikumar (2021) suggested it. This was accomplished by creating an overall structure by merging all theme clusters and emergent themes and formulating meanings into a description. Then, it is presented to experts for confirmation that it is comprehensive and that it accurately reflects teachers' experiences dealing with the difficulties of modular distance learning in terms of teaching methods. The findings were condensed when describing its basic structure to avoid repetition and create a clear and succinct description of the phenomenon. This was portrayed in the study as a conceptual framework that included all the dimensions of teachers' lived experiences managing the difficulties associated with modular distance learning in terms of teaching methods.

Code 1003 mentions that "teaching styles... is a bit difficult to identify what teaching skills need to be practiced in modular distance learning because what I saw there is that you

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just give the module to them and then wait for an answer from the students (Samonte Transcript Summary 2022, Pos. 11).

Agayon et al.'s thematic findings from 2021 indicate that teachers encounter significant challenges regarding instruction, learning quality transfer, module distribution, retrieval, students' difficulties following instructions, power outages, internet connectivity, and health risks of the pandemic. However, some instructors overcome these obstacles by utilizing their personal coping strategies. Teaching may be challenging and frustrating. Teachers must adjust if they want to continue using the current approach.

**On the obstacles that students face.** Students with bad time management would surely find it difficult to comprehend their coursework. One of the difficulties with SLM is time management. One of the issues that remote learning faces are poor time management. Guetta and Janer (2021) claim that the learner underestimated the amount of time needed to accomplish a particular job since they woke up late, which had a domino effect throughout the day. Learners found it challenging to understand complex ideas when using the SLMs, particularly since they were expected to work through the SLMs independently (Bayod & Bayod, 2020).

**Use of technology.** Lack of technology is the main obstacle when it comes to transitioning to distant learning. Technology has a favorable influence on the delivery methods used in distance education. As a result of the health issue, several institutions are using online education as a means of extending the classroom. Other universities are researching novel delivery systems that support a redesigned educational viewpoint. These later schools are modifying their student interaction procedures and adopting a more learner-centered approach to education delivery. Universities have several alternatives when selecting how to deploy technology to facilitate the delivery of remote education. Technology can improve and assist in distance education. In fact, technology can be used to transform the delivery of remote education.

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According to de Oliveira (2021), appropriating technology for teaching and learning objectives is a crucial aspect of the current educational setting, particularly during and after the COVID-19 epidemic.

**Shift in modality.** Given that the circumstances that have emerged call for different techniques than those utilized when the curriculum was originally designed, the introduction of new platforms has been necessary. The Philippines' lack of facilities, equipment, and capacity building prevented some teachers from converting to distant learning (Alea et al., 2020). As a result, in remote locations, teachers continue to instruct kids via modular distance learning. They must plan for every eventuality to ensure that basic education will be available despite the current exigency brought on by COVID-19 (Department of Education [DepEd], 2020).

**Challenges in teaching.** The lack of experience among teachers with the current scenario was noticed by Tosun et al. in 2021. Pentang (2021) noted that teachers must employ available and appropriate methodologies to effectively deliver their teachings in all situations.

Cardullo et al. (2021) emphasized that teachers were unprepared for emergency remote training due to a lack of computer literacy and experience with distance education.

### 2.3 How do teachers manage the challenges encountered in modular distance learning in terms of assessment of learning outcomes?

Matrix 4

*Significant statements and formulated meanings and on teachers manage the challenges encountered in modular distance learning in terms of assessment of learning outcomes*

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Significant Statements	Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
<p>It was not effective, why? Because I've tried having assessment on paper and pen, not all the learners gave back and answered their tests. (Samonte Transcript Summary 2022, Pos. 13)I used my modified rubric tool to assess effectively the outputs of learners when it comes to modular distance learning. (Samonte Transcript Summary 2022, Pos. 13)On assessment of learning outcomes, most of the time the learners are</p>	<p>Teachers perceive that they were using ineffective assessment during MDL.Rubrics were modified to assess learners' output.Students were not complying to teachers.Paper and pencil test was used to assess students' output.Teachers used google forms as online assessment tool.The current modality restricts assessment.Different assessment</p>	<p>Obstacles in assessment Assessment solutions</p>	<p>Problems and solutions on modular assessment</p>	<p>This researcher read, watched, and listened to data collected until confident that a thorough understanding of the experiences had been achieved. Thoughts, feelings, and notions that may have arisen because of this researchers' previous experience. Significant statements related to the group process and feelings</p>

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Significant Statements	Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
<p>Some learners just search on the internet and some, when we check, we see that their answers are almost the same, we don't know whose answer was the original. (Samonte Transcript Summary 2022, Pos. 13) Ahmm major challenge. The validity and reliability of learning outcomes is like what I said earlier. (Samonte Transcript Summary 2022, Pos. 13) This is the most... the most critical part, in assessment. Because I always ask myself, how am I going to know if they are the one who truly answered</p>		<p>Obstacles in assessment Assessment solutions</p>	<p>Problems and solutions on modular assessment</p>	<p>Formulated meanings were extensively reviewed and grouped by relevance into four cluster themes and coded with a descriptive thematic label. Cluster themes were examined further and grouped into emergent themes that best described the overall meaning of the participants' lived experience. The peer de-briefer and outside auditor</p>

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Theme 4: Problems and solutions on modular assessment

Matrix 4 shows the significant statements and formulated meanings through the unique experiences shared by the co-researchers as the qualitative data analysis of how the teachers manage the challenges encountered in modular distance learning regarding the assessment of learning outcomes. This theme centers on the problems and solutions of modular assessment. The theme contains 49 total pieces of coded texts relating to this theme with 14 codes, 2 subcategories, and 2 categories.

Matrix 4 shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are obstacles in assessment and assessment solutions.

**Exhaustive description and fundamental structure.** According to Meyers (2019), all emergent themes were included in a thorough description at this point in the research. The peer de-briefers used in this study helped build this description by offering input on the analyses. The complete structure of the phenomenon of teachers managing the difficulties faced in modular distance learning in terms of assessing learning outcomes has been extracted through the process of analysis and theme fusion. During this phase, a reduction of findings was carried out, and any descriptions that were judged to be inappropriate or overly general were dropped from the overall structure. At this moment, an introductory statement of the structure was developed to include the entire phenomenon. During this phase, a reduction of findings was carried out, and any descriptions that were judged to be inappropriate or overly general were dropped from the overall structure. At this moment, an introductory statement of the structure was developed to include the entire phenomenon.

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In a piece, Gray (2020) recommended using Google Forms to construct both formative and summative evaluations. You may create a lock screen to activate once an assessment starts so that students cannot access or connect to any other windows, and the quiz feature lets teachers choose how the questions are presented.

According to DepEd Order No. 031 s., a collection of sample summative assessment instruments that count as performance tasks for each learning area in modular remote learning. 2020. The list is not all-inclusive, and educators may employ other suitable tools depending on the assessment assignment (DepEd Click, 2020).

Karal and ebi (2012), as cited in Vincent and Naparan (2022), concluded that the assessment and evaluation process included online exams and modules like forums, assignments, wikis, and dictionaries that demonstrate students' process performance. Teachers should examine both the qualitative and quantitative aspects of students' responses during the modular assessment and evaluation process.

**Obstacles in assessment.** Specific learning objectives are delivered through programs in educational institutions using modules. The information in these findings sheds light on the precise learning abilities that children will require to accomplish particular academic goals. The accomplishment of learning outcomes is, therefore, closely related to the aims of assessment in terms of both supporting the learning process and determining the amount of learning. In 2020, Guangul et al. emphasized the significance of analyzing issues generally and academic dishonesty specifically. The main problems with the exam were identified as academic dishonesty, infrastructure, learning goal coverage, and student desire to submit assessments. The best strategy for lowering academic dishonesty was found to be tailoring questions for each student.

**Assessment solutions.** The Department of Education uses various learning modes for this reason. Alongside this is a shift in the tests used to gauge the learners' knowledge and comprehension.

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Anzaldo (2021) claims that when the modular approach to education is used in the elementary grades, two types of evaluation—performance assessment, also known as performance outputs, and summative assessment in the form of a quiz or written work—are used to decide grades.

### **PROBLEM NUMBER 3: Why must teachers be aware and ready for the modular distance learning?**

#### **3.1 Level of teachers' awareness and readiness to modular distance learning education: I have attended different seminars and training online about modular distance learning; these are...**

Matrix 5

*Significant statements and formulated meanings and emergent theme from clusters of themes on level of teachers' awareness and readiness to modular distance learning education: Teacher-participants had attended different seminars and trainings online about modular distance learning*

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Significant Statements	Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
I even attended research...Research discussing problems encountered by teachers and administrators during the pandemic. (Samonte Transcript Summary 2022, Pos. 16)	Teachers had attended research. Pedagogical approaches were part of teachers' Teachers attended video editing and created video lessons.	Pedagogical trainings ICT, apps trainings Learning modality trainings	Pedagogical and applications trainings	From here, the researcher develop a composite description of the meanings and essences of the experience, representing the group as a whole. The three composite textural themes that emerged from the data were Pedagogical trainings ICT, apps trainings Learning modality trainings.
Pedagogical Approaches (Samonte Transcript Summary 2022, Pos. 16)	Teachers attended seminar about coping mechanism. Learning in action cell sessions helped teachers' awareness and readiness in MDL.			
I attended on how to make video lesson that was intended for Senior High School, (Samonte Transcript Summary				

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Significant Statements	Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
<p>the different seminars that I attended includes the seminars regarding the... our psychological first aid (Samonte Transcript Summary 2022, Pos. 16)</p> <p>We also attended...Kutobee (Samonte Transcript Summary 2022, Pos. 16)</p> <p>We also attended the DepEd ICTS training seminars like the one in the ebook. (Samonte Transcript Summary 2022, Pos. 16)</p> <p>We also attended Division Training in Numeracy, e-games and video lessons in Math (Samonte Transcript</p>	<p>Teachers attended orientation on learning delivery modality. Capacity-building trainings were also attended.</p>	<p>Pedagogical trainings</p> <p>ICT, apps trainings</p> <p>Learning modality trainings</p>	<p>Pedagogical and applications trainings</p>	<p>The composite structural description portrays how level of teachers' awareness and readiness to modular distance learning education experienced what they experienced</p>

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## Theme 5: Pedagogical and applications trainings

Matrix 5 shows the significant statements and formulated meanings through the unique experiences shared by the co-researchers as the qualitative data analysis how the Level of teachers' awareness and readiness for modular distance learning education. Teacher participants had attended different seminars and training online about modular distance learning. This sub-theme centers on the Level of teachers' awareness and readiness for modular distance learning education. Teacher participants had attended different seminars and training online about modular distance learning. The theme contains 23 total pieces of coded texts relating to this theme with 15 codes, 3 subcategories, and 2 categories.

Matrix 5 shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are pedagogical training, ICT and apps training, and learning modality training.

**Exhaustive description and fundamental structure.** All emergent themes were combined into a comprehensive description throughout this study stage. Peer advisers used in this study contributed to the creation of this description by offering analysis input. Through the process of analysis and theme fusion, the entire structure of the phenomenon of teachers' lived experiences managing the issues encountered in modular distance learning in terms of assessing learning outcomes was retrieved. The results were condensed in this step, and any descriptions that were found to be misused or overly vague were eliminated from the overall framework. To fully characterize the situation at hand, a fundamental structural statement was constructed at this point.

**Pedagogical training.** The pedagogical practices that are successful in a residential classroom are quite comparable to those that are successful in a remote learning environment, whether that environment is online or modular. Students can interact with the subject in a dynamic manner that caters to a variety of learning styles, thanks to them. These concepts may be used not just for synchronous instruction, but also, and this is very essential, to the provision of asynchronous material and to a modular approach.

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According to Verbo (2020), learning action cell (LAC) sessions, which are led by a person who has been appointed as the LAC leader, be beneficial in engaging a group of educators in working together to address common concerns. The LAC sessions foster critical thinking among the teachers, strengthening their comprehension of the curriculum and their awareness of best practices for the classroom.

**ICT and applications training.** In distance learning, students are not directly participating in the classroom teaching and learning process, and learning is assisted through the use of different media. It signifies temporal and geographical separation between student and teacher. Technology innovation has made real-time interactions between instructor and student simple and efficient, allowing the student to offer immediate feedback to the teacher, ask questions, and get real-time responses to his inquiries.

According to Hassan and Mirza (2020), ICT can assist teachers in developing their curricular materials with the aid of programs like PowerPoint, Excel, and video editors. Teachers can improve the quality of their instruction by utilizing a variety of media, such as hypermedia, graphics, audio, and videos, which can improve students' learning experiences. Teachers can access the internet for up-to-date subject information and collaborate with other teachers in their community to share and reproduce their content.

In an article, Kundariya (2020) remarked that applications have made information more accessible than before. You can still access the module, videos, and course materials from any location at any time, even if you are traveling or unable to attend class, by logging in to your dashboard through the mobile application. A dependable Internet connection and a comfortable environment are the only requirements for studying. Mobile applications' flexible accessibility helps students learn in a more enjoyable and comfortable environment.

### 3.2 Level of Teachers' Awareness and Readiness to Modular Distance Learning Education: I have a wide knowledge of technology that can help me teach in

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**modular distance learning. The applications or software that I know how to use our...**

Matrix 6

*readiness to modular distance learning education. Teacher-participants have a wide knowledge about technology that can help me in teaching in modular distance learning. The applications or software that they know how to use are...*

<p>Clustered themes</p> <p>Office applications</p> <p>Video conferencing apps</p> <p>Social media platforms</p> <p>Survey app</p> <p>Video editing apps</p>	<p>Emergent themes</p> <p>Educational soft wares, online platforms and special applications</p>	<p>Composite description of the</p> <p>Formulated meanings underwent a thorough analysis before being grouped into four cluster themes based on relevance and given a descriptive thematic designation. Office applications, video conferencing apps, social media platforms, survey apps, and video editing apps were the clusters of themes.</p> <p>After further analysis of cluster topics, the</p>
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Significant Statements	Formulated Meanings
I even know how to use Microsoft Excel (Samonte Transcript Summary 2022, Pos. 18)	Teachers have skills in using Excel.
Telegram. (Samonte Transcript Summary 2022, Pos. 18)	Telegram
Messenger (Samonte Transcript Summary 2022, Pos. 18)	Teachers used Messenger to communicate with students.
Facebook (Samonte Transcript Summary 2022, Pos. 18)	Facebook
those are, google classroom, (Samonte Transcript Summary 2022, Pos. 18)	Teachers use Google classroom for online classes.
Streamyard, (Samonte Transcript Summary 2022, Pos. 18)	Streamyard
and also the moodle for	Moodle
	Google forms
	MS Word
	Powerpoint

Theme 6: Educational software, online platforms, and special applications

Matrix 6 shows the significant statements and formulated meanings through the unique experiences shared by the co-researchers as the qualitative data analysis how the Level of teachers' awareness and readiness for modular distance learning education. Teacher-participants have a wide knowledge of technology that can help me teach in modular distance learning. The applications or software that they know how to use are listed in the table above. This sub-theme centers on the Level of teachers' awareness and readiness for modular distance learning education. It involves the participants' knowledge of technology that can help them teach in modular distance learning. The applications or software that the participants know how to use are presented in the table.

The sub-theme of online learning platforms emerged from the thematic analysis of the interview transcripts in the qualitative data analysis. The sub-theme has 17 codes, 3

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subcategories, and 2 categories totaling 31 pieces of coded texts that are related to this theme.

Matrix 6 shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are office applications, conferencing apps, social media platforms, survey apps, and video editing applications.

**Video conference applications.** With the help of this well-liked tool, instructors may set up online communities where students can post assignments, receive feedback, or discuss news or lectures. Gray (2020) claims that Google Classroom essentially transformed into an online course management solution where students could readily access course material in a structured and interesting way. Teachers can link Google Meet live lesson recordings for students to view if necessary. Teachers can film the meeting while also sharing their screens with everyone else. When asked by the students, they can post all of their daily lessons—showing the screen only and talking through them—on Google Classroom.

According to Yacob et al. (2020), the use of LMS for distance learning has been significantly impacted by barriers related to technology, the internet, devices, and skills, with students favoring mobile learning strategies like WhatsApp and Google Classroom over conventional LMS. Understanding these factors is crucial for distance learning because LMS is the primary platform used to facilitate teaching and learning.s

### **3.3 Level of teachers' awareness and readiness to modular distance learning education: there are enough learning resources provided to us for the needs of the learners, and these include...**

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Matrix 7

*Significant statements and formulated meanings and clustered themes and emergent theme on level of teachers' awareness and readiness to modular distance learning education. There are enough learning resources provided to us for the needs of the learners and these include...*

Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
Teachers are provided with videos. Division offices provided SLMs to teachers. Teachers were given electronic gadgets. Teacher received LAS but sometimes the activity sheets are incomplete. LEAPs were also distributed and teachers received them. Teachers create	Electronic learning materials Printed materials	Electronic and printed SLM, LAS and LEAP resources	To gain a sense of the overall substance, every transcript was read several times. This made it easier to examine the occurrence from the participants' points of view. Significant statements and phrases linked to teachers describing their firsthand experiences with the learning modality were taken from each transcript. The key phrases were employed to convey

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Significant Statements	then videos but they are not complete (Samonte Transcript Summary 2022, Pos. 20) Modules for learners (Samonte Transcript Summary 2022, Pos. 20) alternative delivery modules from other regions. (Samonte Transcript Summary 2022, Pos. 20) The modules that I have made, and from division. (Samonte Transcript Summary 2022, Pos. 20) First is modules (Samonte Transcript Summary 2022, Pos. 20) There is resources from
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Clustered themes	Electronic learning materials Printed materials	Composite description of the experience
Emergent theme	Electronic and printed SLM, LAS and LEAP resources	

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Formulated Meanings	Significant Statements
Teachers are provided with videos. Division offices provided SLMs to teachers. Teachers were given electronic gadgets. Teacher received LAS but sometimes the activity sheets are incomplete. LEAPs were also distributed and teachers received them. Teachers create	So, here we are provided learning activity sheets, but they are incomplete. So, we had time to... provide more learning activity sheets, as long as teachers can provide through collaboration but still, they are incomplete (Samonte Transcript Summary 2022, Pos. 20) we also have learning activity sheets for the book that, or for the subjects that doesn't have modules, so, the information sheet that we provided is for the additional

Emergent theme	Composite description of the
Electronic and printed SLM, LAS and LEAP resources	

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Clustered themes	Formulated Meanings
Electronic learning materials Printed materials	
Significant Statements However, for my other colleagues in senior high school, it is really necessary that they develop materials that they will use and quality assure them so that they can be used by the learners (Samonte Transcript Summary 2022, Pos. 20) that is why we craft and simplify activity sheets based on the references that DepEd itself gives us (Samonte Transcript Summary 2022, Pos. 20) I'm lucky because the subjects I teach such as	

### Theme 7: Electronic and printed SLM, LAS and LEAP resources

The table shows the significant statements and formulated meanings through the unique experiences shared by the co-researchers as the qualitative data analysis how the Level of teachers' awareness and readiness for modular distance learning education. There are enough learning resources provided to us for the learners' needs, including SLMs, LAS, LEAPs, videos, electronic gadgets, and soft/hard copies of learning materials. This sub-theme centers on the Level of teachers' awareness and readiness for modular distance learning

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education. It involves learning resources provided to teachers for the needs of the learners.  
The applications or software that the participants know how to use are presented in the table.

The sub-theme of printed SLM, LAS, and LEAP resources was discovered through thematic analysis of the interview transcripts in the qualitative data analysis. With 7 codes, 3 subcategories, and 2 categories, the sub-theme contains 23 pieces of coded texts related to this theme.

Matrix 7 shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are SLMs, LAS, LEAPs, electronic gadgets, and videos.

Clustered themes were described in detail. The entire structure of the phenomenon, the participants' lived experiences in the new learning modality, had been extracted after merging all clustered themes. The clustered themes were electronic and printed learning materials (SLMs, LAS and LEAP). Teachers, as interviewees, described their lived experiences in modular distance learning during the shift in learning modality.

**Electronic learning materials.** According to Ragasa (2021), the study's findings demonstrated that teachers create self-learning modules according to children's learning preferences, DepEd structure, and Level of dedication. The lack of resources, internet connection, and inadequate writing abilities are obstacles teachers must overcome when creating self-learning modules. Teachers overcome the difficulties in creating self-learning modules by exploring for resources and consulting experts. Self-learning modules can satisfy learners' aspirations for better education in the face of a pandemic.

### **3.4 Level of teachers' awareness and readiness for modular distance learning education: There is support from the administration on different matters about modular distance learning. Specifically, these supports are...**

Matrix 8

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*Significant statements and formulated meanings on level of teachers' awareness and readiness to modular distance learning education. There are support from the administration on different matters about modular distance learning, specifically these supports are...*

F23ormulated Meanings	Clustered themes	Emergent theme	Composite description of the
Administration provided laptops to teachers.	Electronic, material resources	Technical support, electronic and material resources	The researcher creates a composite description of the experience's meanings and essences, representing the group as a whole.
Teachers were provided with technical support.	Technical support		The data revealed three composite textural themes:
Deped provided electronic instruments.			Electronic, material resources, and technical support.
Administration provides school supplies.			Textural components are the phenomenon's "what" and are represented by the words expressed.
Teachers were given support through LAC sessions.			
School administration provided trainings,			

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Significant Statements	<p>they provided laptop from selected like uhm... teachers given (Samonte Transcript Summary 2022, Pos. 22)</p> <p>Modules for learners (Samonte Transcript Summary 2022, Pos. 20)</p> <p>First is technical support, there is provisions for the bond paper, the printers and inks and other materials that teachers can use in producing IMs or modules. (Samonte Transcript Summary 2022, Pos. 22)</p> <p>DepEd has also provided tablets and tablet PCs, but that's not enough (Samonte Transcript Summary 2022,</p>
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Theme 8: Technical support, electronic and material resources

Matrix 8 shows the significant statements and formulated meanings through the unique experiences shared by the co-researchers as the qualitative data analysis how the Level of teachers' awareness and readiness for modular distance learning education. There is support from the administration on different matters about modular distance learning. Specifically, these supports are laptops, other electronic gadgets, soft and hard copies of SLMs, and school supplies. Non-tangible support includes training, seminars, webinars, and LAC sessions. This sub-theme centers on the Level of teachers' awareness and readiness for modular distance learning education. It involves support from the administration on different matters about modular distance learning. The applications or software that the participants know how to use are presented in the table. The sub-theme contains 20 total pieces of coded texts relating to this theme with 7 codes, 3 subcategories, and 2 categories.

The table shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are electronic gadgets and material resources, and technical support.

**Electronic gadgets and material resources.** Students in public schools received tablets with learning modules from the Department of Education (DepEd) and Manila city

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government officials Teachers were given computers with pocket WiFi during the coronavirus outbreak to utilize for blended distance learning. According to Cayabyab, at least 136,950 tablets and 11,000 PCs were given to kids and teachers (2020). The project is designed to provide tools to 296,000 pupils and 11,000 teachers in more than 100 public schools in Manila.

**Technical support.** Samortin et al. (2022) suggested adopting emergency remote learning modalities, especially in rural places, should be handled effectively via a cooperative and collaborative approach, including school stakeholders. In this approach, the requirements of the students will be appropriately handled, and school administrators will be able to consider the possibility of offering pupils flexible learning alternatives. The public and commercial sectors should collaborate on strategies for digital infrastructures and investments to promote digital inclusion for everyone.

**3.5 Level of teachers' awareness and readiness for modular distance learning education: I do personal research on other strategies on how to teach in the modular distance learning. I particularly browse for help about how to get engage in different strategies through the following websites:**

Matrix 9

*Significant statements and formulated meanings on level of teachers' awareness and readiness to modular distance learning education. Teacher-participants do personal research on other strategies on how to teach in the modular distance learning. I particularly browse for help about how to get engage in different strategies through the following websites:*

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Formulated Meanings	Clustered themes	Emergent theme	Composite description of the experience
<p>Google is a useful search engine.</p> <p>Teachers use Facebook for groups.</p> <p>Slideshare</p> <p>Coursehero is an educational software.</p> <p>Students watch programs on DepEd TV.</p> <p>LinkedIn</p> <p>Scribd</p> <p>Teachers use Youtube for video sharing.</p> <p>Teachers use LRMDS portal to access</p>	<p>Search engine</p> <p>Social media and video sharing</p> <p>Educational apps</p> <p>DepEd digital resources</p>	<p>Educational and video sharing websites</p>	<p>Every transcript was read several times to gain a sense of the overall substance. This made it easier to examine the occurrence from the participants' points of view. Significant statements and phrases linked to the level of teachers' awareness and readiness to modular distance learning education and teachers describing their firsthand experiences with the learning modality</p>

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Significant Statements	So, me, I always use, if not google, (Samonte Transcript Summary 2022, Pos. 24)	Facebook this is the time when I really need to be member of Educational Groups in Facebook. (Samonte Transcript Summary 2022, Pos. 24)	And also, slideshare (Samonte Transcript Summary 2022, Pos. 24)	the other software strategies that I used is course hero (Samonte Transcript Summary 2022, Pos. 24)
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### Theme 9: Educational and video-sharing websites

The qualitative data analysis reveals the degree to which teachers are aware of and prepared for modular distance learning education, as shown by the table, which highlights significant statements and formulated meanings through the particular experiences that the co-researchers have in common. The participants research other strategies to teach in modular distance learning. They particularly browse for help about how to get engaged in different strategies through different websites. This sub-theme centers on the Level of teachers' awareness and readiness for modular distance learning education. The participants research other strategies to teach in the modular distance learning. They particularly browse for help about how to get engage in different strategies through different websites. These include search engines, video-sharing applications, and social media platforms. Others also include educational applications and DepEd-sponsored TV channels and portals. In the qualitative data analysis, the sub-theme, video sharing, and educational applications emerged from the thematic analysis of the interview transcripts. The sub-theme contains 20 pieces of coded texts relating to this theme with 7 codes, 3 subcategories, and 2 categories.

It can be gleaned from the table that the theme clusters are derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are search engines, social media and video sharing, educational applications, and DepEd digital resources.

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**3.6 Level of teachers' awareness and readiness for modular distance learning education: Our school has continuous technical assistance from the administration and other support staff. It is done...**

Matrix 10

*Significant statements and formulated meanings on level of teachers' awareness and readiness to modular distance learning education. There is a continuous technical assistance from the administration and other support staff in our school*

Composite description of the interview	The transcripts were read many times to be able to grasp the overall content of the responses. The examination of the phenomenon as perceived by the participants was carefully examined by the researcher. From each transcript, significant statements and expressions relating to teachers explaining their lived experiences with the learning modality
Emergent theme	Technical support through training and mentoring
Clustered themes	Meetings Trainings and webinars Mentoring and coaching

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Significant Statements	Formulated Meanings
we also have this Special Goofle Meeting, because Face to Face is prohibited so, we are using Virtual Meeting (Samonte Transcript Summary 2022, Pos. 26)	Teachers use Google meet for meetings. Division office provided webinars and trainings. Teachers attended Inset.
And also other webinars and trainings that are provided by the school and by the division themselves (Samonte Transcript Summary 2022, Pos. 26)	Mentoring and coaching is a form of support. Teachers practice collaboration.
INSET here in school. (Samonte Transcript Summary 2022, Pos. 26)	Technical assistance is insufficient. LR and LND provided support to teachers.
and thru mentoring or	

### Theme 10: Technical support thru training and mentoring

The table displays the key phrases and their formulated meanings, as well as the Level of teachers' awareness and readiness for modular distance learning education as determined by the co-researchers shared experiences. Our school has continuous technical assistance from the administration and other support staff. It is done mostly during LAC sessions and during mentoring and coaching. This sub-theme centers on the Level of teachers' awareness and readiness for modular distance learning education. Our school has continuous technical assistance from the administration and other support staff. Technical assistance is done through various means, including training and webinars, Inset The applications or software that the participants know how to use are presented in the table. In the qualitative data analysis, the sub-theme, LAC sessions, and mentoring emerged from the thematic analysis of the interview transcripts. The sub-theme contains 18 total pieces of coded texts relating to this theme with 8 codes, 3 subcategories, and 2 categories.

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It also shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are training, webinars, mentoring, and coaching.

### 3.7 Level of teachers' awareness and readiness for modular distance learning education: I had acquired knowledge and skills on how to prepare teaching aid in the modular distance learning modality. I use different applications or software in preparing materials such as...

Matrix 11

*Significant statements and formulated meanings on level of teachers' awareness and readiness to modular distance learning education. Participants had acquired knowledge and skills on how to prepare teaching aid in the modular distance learning modality. Participants use different application or software in preparing materials such as...*

Composite description of the	The researcher must supply textural language (or the what of the experience) based on what is observed and experienced from multiple perspectives. It requires that every statement be initially viewed as having equal value, and statements that are irrelevant to the issue, redundant, or overlapping are eliminated. The researcher employs significant
Emergent theme	Productivity, video presentation and editing soft wares

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Significant Statements	Formulated Meanings	Clustered themes
Excel. (Samonte Summary Transcript 2022, Pos. 28)Kine Master (Samonte Summary Transcript 2022, Pos. 28)Viva Editors (Samonte Summary Transcript 2022, Pos. 28)I have incorporated buy using Filmora for the videos that is being given to the learners (Samonte Transcript Summary 2022, Pos. 28)Microsoft word (Samonte Transcript Summary 2022, Pos. 28)So, the various application that I use is again our	Excel Kinemaster Viva editors Filmora MS Word Powerpoint Vegas Pro Adobe Photoshop Kutobee Google forms Adobe Acrobat Canva PDF to Word PDF Acrobat	Office soft wares Video editing apps Reader applications Survey app

### Theme 11: Productivity, video presentation, and editing software

Based on the table, the significant statements and formulated meanings through the unique experiences shared by the co-researchers as the qualitative data analysis how the Level of teachers' awareness and readiness for modular distance learning education. Teacher participants had acquired knowledge and skills on how to prepare teaching aid in the modular distance learning modality. Participants use different applications or software in preparing materials, such as MS Office, kinemaster, and Google forms. This sub-theme centers on the Level of teachers' awareness and readiness for modular distance learning education. I had

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acquired knowledge and skills in preparing teaching aid in the modular distance learning modality. I use different applications or software in preparing materials, such as Powerpoint from MS office and Canva. The sub-theme contains 28 total pieces of coded texts relating to this theme with 8 codes, 4 subcategories, and 2 categories.

The table shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are Office productivity soft wares, video editing, and presentations applications.

**Exhaustive description and fundamental structure.** Creating a thorough description [i.e., a detailed account of the experience as expressed by participants]. By synthesizing all theme clusters and their related, formed meanings, the researcher creates a detailed description. All of the findings, including clusters of topics related to office software, video editing apps, reader applications, and survey applications, were merged into creating a full description of the phenomenon. Productivity, video presentations, and editing software emerged as a theme. The Level of teachers' awareness and readiness for modular distance learning education also relied on the acquired knowledge and skills on how to prepare teaching aid in the modular distance learning modality and the use of different applications or software in preparing materials such as MS office software, video editing applications, and others. The participants mentioned several applications, Excel, kinemaster, Viva editors, Filmora, and MS Word, to name a few. The detailed description is reformulated into a claim that the fundamental structure of the phenomenon has been identified at the following stage in the qualitative analysis. Determining the phenomenon's basic structure. By carefully examining the detailed description of the phenomenon, the fundamental structure refers to "the essence of the experiential phenomenon as it is revealed by explication."

### **3.8 Level of teachers' awareness and readiness to modular distance learning education: A technical working group was created to support teachers' needs in our school. The following is the support given by the TWG...**

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Matrix 12

*Significant statements and formulated meanings on level of teachers' awareness and readiness to modular distance learning education. There is a technical working group that was created to support teachers' needs in our school the following are the support given by the TWG...*

Clustered themes	Emergent theme	Composite description of the
Material content support LAC teachers' assistance TW Group support	Learning resource technical support	With the help of the qualitative research professional, the researchers compared their theme clusters and double-checked the entire thematic map. The drawbacks with self-learning printed modules, the problems with the modular approach to learning, the challenges faced by instructors using the distant learning mode, and other personal observations make

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Significant Statements	Formulated Meanings
we can't miss the collaboration of teachers when it comes to creating instructional materials (Samonte Transcript Summary 2022, Pos. 30)	Teachers modify LAS.
modifications of doing activities, ah... though, it is not finished (Samonte Transcript Summary 2022, Pos. 30)	Teachers attended Inset.
We also have an In service training program where we really improve or remind or review what we should do as a teacher (Samonte	TWG support teachers during LAC sessions.
	LR committee validate resources.

### Theme 12: Learning resource technical support

The table's data illustrate the key ideas and formulated meanings from the co-researchers distinctive experiences and a qualitative analysis of the Level of teachers' awareness and readiness for modular distance learning. A technical working group was created to support teachers' needs in our school. The following support includes collaboration between TWG and teachers, modification of materials, support during Inset and LAC sessions, and validation from LR. This sub-theme centers on the Level of teachers' awareness and readiness for modular distance learning education. A technical working group was created to support teachers' needs in our school. The following is the support given by the TWG. Thematic analysis of the interview transcripts yielded the sub-theme of learning resource technical support for the qualitative data analysis. The sub-theme contains 18 total pieces of coded texts relating to this theme with 8 codes, 3 subcategories, and 2 categories.

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The table above shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are material content support, and group support.

**3.9 Level of teachers' awareness and readiness to modular distance learning education: We are provided with a copy or oriented about the localized learning continuity plan for our school to adapt to the new learning modality in our school. The LCP was crafted with the collaboration of the...**

Matrix 13

*Significant statements and formulated meanings on level of teachers' awareness and readiness to modular distance learning education. We are provided with a copy or oriented about the localized learning continuity plan for our school to adapt for the new learning modality in our school. The LCP was crafted with the collaboration of the...*

Composite description of the	The material was reviewed, studied, and listened to until the researcher felt a complete knowledge of the events had been attained. The researcher's preconceived assumptions, emotions, and feelings. Each transcript was analyzed for key remarks relating to the group's process and the
Emergent theme	LCP Crafting through collaboration
Clustered themes	Collaborati on with school personnel Collaborati on with stakeholde rs

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Significant Statements	Formulated Meanings
<p>That was done with the collaboration of our PSDS, of course our school head, parents and other stakeholders and the school personnel (Samonte Transcript Summary 2022, Pos. 32) School head, parent's stakeholders and community, and all school personnel. (Samonte Transcript Summary 2022, Pos. 32) They are the ones who help us for the LCP to continue the good or the education that the students need (Samonte Transcript Summary 2022, Pos. 32) Master Teacher, teachers, (Samonte Transcript Summary 2022, Pos. 32) Learning Resource Coordinator, Subject Coordinator, and Advisers (Samonte Transcript Summary 2022, Pos. 32)</p>	<p>. LCP was done with the collaboration of school teachers                      LCP was crafted with the collaboration of stakeholders                      The LCP was done...collaboration with school heads                      That was done with the collaboration with the PSDS</p>

### Theme 13: Crafting LCP through collaboration

It can be gleaned from the table that the significant statements and formulated meanings through the unique experiences shared by the co-researchers as the qualitative data analysis how the Level of teachers' awareness and readiness for modular distance learning education. We are provided with a copy or orientation about the localized learning continuity plan for our school to adapt to the new learning modality in our school. The LCP was crafted with the collaboration of the district supervisor, school personnel, school head, and stakeholders. This theme, crafting LCP through collaboration, centers on the Level of teachers' awareness and readiness for modular distance learning education. The LCP was crafted with the collaboration of teachers, school heads, supervisors, and stakeholders.

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The interview transcripts' thematic analysis produced the sub-themes for the qualitative data analysis. The sub-themes contain 23 total pieces of coded texts relating to this theme with 4 codes, and 2 categories. It can be seen from the table that the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are a collaboration with school personnel and collaboration with the stakeholders.

**Collaboration with school personnel.** As the primary framework for addressing the challenges posed by the COVID-19 pandemic, Abril and Callo (2021) call for collaboration between schools and stakeholders. Principals and teachers may work together to review the school's BE-LCP to assess its content, implementation strategy, and accessibility.

**3.10 Level of teachers' awareness and readiness to modular distance learning education: The school and community collaborate to implement the localized LCP using...**

Matrix 14

*Significant statements and formulated meanings on level of teachers' awareness and readiness to modular distance learning education. The school and community collaborate for the implementation of the localized LCP by means of ...*

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Formulated Meanings	Clustered themes	Emergent theme	Composite description of the experience
LAC sessions Collaborate with community Collaborate with LGUs Meeting, webinars Projects, programs and activities Collaborates with barangay officials Video conferences Sending letters	Meetings, seminars communications on Collaborative efforts Projects	Implementation through meetings and communications	The transcripts were read multiple times to get a feel for the material. This allowed us to better analyze the event from the perspectives of those who were there. Each transcript was analyzed for key phrases and remarks that shed light on teachers' familiarity with and enthusiasm for modular distance learning education, as well as teachers' personal experiences with this approach of instruction. They used

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Significant Statements	<p>In here, through Seminar, and Learning Action Cell Session (Samonte Transcript Summary 2022, Pos. 34)</p> <p>in this aspect the school and the community collaborates thru the involvement of the community on various school based projects (Samonte Transcript Summary 2022, Pos. 34)</p> <p>at the same time sometimes we call the barangays and also local government units to follow up and also to ask them for guidance on how to</p>
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#### Theme 14: Implementation through meetings and communications

The qualitative data analysis of Matrix 14 reveals the significant statements and formulated meanings through the particular experiences that the co-researchers have shared and the Level of teachers' readiness for modular distance learning. The school and community collaborate for the implementation of the localized LCP. This theme, implementation through meetings and communications, centers on the Level of teachers' awareness and readiness for modular distance learning education. The school and community collaborate to implement the localized LCP using meetings, seminars, communication, collaborative efforts, and projects, programs, and activities.

In the qualitative data analysis, the theme and sub-themes emerged from the thematic analysis of the interview transcripts. The theme contains 21 total pieces of coded texts relating to this theme with 8 subcategories, and 4 categories.

Matrix 14 shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters include meetings, seminars, communication, collaborative efforts, projects, programs, and activities.

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**Problem Number 4. What suggested activity can be developed to address the problems in the teaching and learning process?**

Matrix 15

*Significant statements and formulated meanings on plan of activities participants suggest addressing the issue they have faced during MDL to improve its effectivity*

Formulated Meanings	Clustered themes	Emergent theme	Composite description of the
Teachers suggested learners' assessment	Solutions for instructional materials	Proposed teachers' trainings	Researchers can use this information to create a synthesis of the group's interpretations and takeaways from the event. Teacher training and assistance, technology for assessing student learning, and improved textbooks were the three overarching issues that emerged from the data. The phenomena's textural components
Teachers proposed a localized SLMs.			
Teachers planned modification of SLMs.			
LMS for active participation of learners.	Issue on assessment		
Teachers suggested additional funding for LMS	Provide electronic devices		
Teachers proposed assessment of LAS.	Teacher trainings and support		
Continuous validation of LAS was needed.			

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Significant Statements	<p>how we are going to assess the learners. (Samonte Transcript Summary 2022, Pos. 36)</p> <p>and by simply localizing its contents. (Samonte Transcript Summary 2022, Pos. 36)</p> <p>This can be achieved by modifying modules (Samonte Transcript Summary 2022, Pos. 36)</p> <p>I can suggest using instructional strategies wherein students can actively participate in learning despite the distance. (Samonte</p>
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### Theme 15: Proposed teachers' training

Matrix 15 shows the significant statements and formulated meanings through the unique experiences shared by the co-researchers as the qualitative data analysis how the Level of teachers' awareness and readiness for modular distance learning education. Teachers are provided with a copy or oriented about the localized learning continuity plan for our school to adapt to the new learning modality in our school. This theme centers on the plan of activities the participants can suggest addressing the issue they had faced during modular distance learning to improve its effectiveness. In the qualitative data analysis, the theme, of proposed teacher training emerged from the thematic analysis of the interview transcripts. The theme contains 23 pieces of coded texts relating to this theme with 9 codes, 4 subcategories, and 2 categories.

Matrix 15 shows the theme clusters derived from the significant statements of participants concerning the determinant factors of their unique experiences. These theme clusters are solutions to instructional materials, provide electronic devices, and proposed teachers' training.

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The main objective of this Massive Open Online Course is to increase teacher support for distance learning and the use of information and communications technology in education during and after the COVID-19 crisis, according to the United Nations Economic, Social, and Cultural Organization (UNESCO, 2021). To ensure that learning continues, the course will introduce teachers to fundamental digital skills, remote learning strategies, and the pedagogical use of ICT for teaching. It will also give them the knowledge and tools they need to deliver alternative and suitable forms of remote learning using digital tools. The course is based on three fundamental assumptions: teacher capacity development programs contribute to the improvement in quality of instruction, particularly when using and creating Open Education Resources for teaching and learning; and investing in teacher professional development programs in online and distance learning improves the quality of instruction, student learning outcomes, and access to education and training.

**Solutions for instructional materials.** According to Anzaldo (2021), some educators see the pandemic as an opportunity to develop self-learning modules for various subjects each quarter that compile all necessary lessons, objectives, and competencies.

**Provide electronic devices.** In addition to the 36,676 laptops, televisions, lapel mics, and speakers the Department of Education purchased this year, Bernardo and Domingo (2020) report that it also purchased 54,350 computers, 2,350 televisions, and 167,500 tablets last year.

By the end of 2020, the DepEd will have 21.4 million students, 475,650 tablets, 634,877 desktop computers, and 190,574 laptops for public school teachers. Only 22% of teachers at public schools in the Philippines use laptops, even though 94% of students there use tablets and PCs. According to a DepEd research, just 93,221 out of the 847,467 public school teachers in the nation do not have computers at home, proving that enough computers are available.

**Teachers' training.** According to DepEd Undersecretary Diosdado San Antonio (2020), 300,000 teachers have received training and are prepared to begin teaching via online

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learning. DepEd sought to complete teacher preparation prior to the commencement of the 2020–2021 academic year. "In addition to the training, the division offices and regional offices have local initiatives where the teachers are also receiving training activities,"

**Proposed teachers' training.** Teachers' Issues and Concerns On The Use Of Modular Learning Modality, a study by Guiamalon et al. (2021), has the highest weighted mean (3.71), which is regarded as "Highly Evident" demonstrated. It demonstrates that teachers received the necessary training for using the technology required for spreading knowledge. The conclusions indicating instructors need to receive proper training in a modular learning mode are in line with the proposed teacher training theme.

Bagood (2020) asserts that it is a regular procedure for the department to provide instructors with training to help them both advance professionally and prepare for unanticipated scenarios. They have gone through several training programs and seminars to prepare them better to provide better instruction in the face of the COVID-19 pandemic as front-liners in the educational system.

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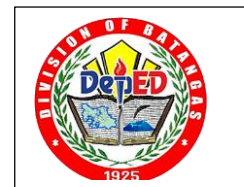
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Table 16

## Enhanced Instructional Plan



Republic of the Philippines  
 Department of Education  
 Region IV-A CALABARZON  
 SCHOOLS DIVISION OF BATANGAS  
 Nasugbu, Batangas 4231



[www.depednasugbu.com.org](http://www.depednasugbu.com.org) (02) 555-5555

Objectives	Tasks	Time-Frame	Resources	Success Indicators
Encourage students to be engaged in doing tasks in Module.	Adjust teaching style for distance learning	Year Round	Module and other learner's materials	Students were able to submit their modules on time,
Shorten lessons and lectures to allow students to easily explore content and utilize it more if necessary.	Divide/Chunk Lessons to Specific Parts	Monthly	Modules	Students were able to finish the performance tasks.

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Adopt and implement a broader range of tech tools.	Use different online applications that will engage students in different tasks.	Every Quarter	Cellphones, tablets, and desktop/laptop computers	Students were able to participate in activities that in a way require cooperation with classmates virtually
Implement regular assessments	conduct Summative Tests and Periodical Tests	Twice a month for summative tests Every Quarter for Periodical Tests	Modules and other learner's materials	Students will have greater self-awareness and an improved ability to assess their academic progress

Note: Adapted <https://myafshelp.afsusa.org/hc/en-us/articles/360001008007-Organizational-Development-Building-Blocks>

## SUMMARY OF THE FINDINGS, EIDETIC INSIGHTS, AND RECOMMENDATIONS

The study's findings are detailed in this chapter, with a conclusion and suggestions. A descriptive phenomenological approach was used in the study, "A Phenomenological Study on Pedagogical Experiences of Public Senior High School Teachers in Nasugbu Districts in Modular Distance Learning: Basis for Enhanced Instructions," to investigate the participants' actual experiences in the fields of accountancy, business, and management, humanities and social

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sciences, science, technology, engineering, and mathematics (STEM), and technical vocational livelihood.

. The participants' responses were presented and summarized in Chapter 4 based on the problem statement identified in Chapter 1. Qualitative data analysis produced a total of 432 'voices' or pieces of coded texts from open-ended question responses.

### Summary of Findings

The summary of the salient findings of the study is discussed hereunder.

1. The description of the participant's actual experiences with implementing the modular distance learning modality is central to the emerging theme, difficulties with modality and modules. The theme for the qualitative data analysis was determined via thematic analysis of the interview transcripts. The researcher was given a representation and comprehension of a participant's human experiences, decisions, and options, as well as how those aspects affect one's perception of knowledge, thanks to the instructor participants' lived experiences. The experiences in this study are the difficulties that the participants had when implementing the switch from face-to-face to modular remote learning. The novel method caught the instructor participants off guard, and both teaching and learning were challenging.

2. Regarding instructional materials, teaching approaches, and evaluation of learning outcomes, the study investigates how teachers deal with the difficulties presented by modular distance learning. Thematic analysis of the interview transcripts revealed three sub-themes: inadequacy and creation of teacher-made materials, challenges with modality and teaching adaptations, and issues with and solutions for modular assessment.

3. This sub-theme centers on the Level of Teachers' Awareness and Readiness for Modular Distance Learning Education: I have attended different seminars and online training about modular distance learning. The sub-theme of pedagogical and ICT capacity training arose from the thematic analysis of the interview transcripts in the qualitative data analysis. Thematic analysis of the interview transcripts revealed the sub-theme of online learning

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platforms. The thematic analysis of the interview transcripts revealed the sub-theme, printed LAS, and SLM resources. The sub-theme, "material and electronic resources," was made clear by thematically analyzing the interview transcripts. The sub-theme of video sharing and educational uses was identified through thematic analysis of the interview transcripts. LAC sessions and mentoring were identified as sub-theme after a thematic analysis of the interview transcripts. The sub-theme from the interview transcripts' thematic analysis was made clear through Powerpoint and video presentations. The sub-theme of technical support for learning resources was discovered through a thematic examination of the interview transcripts.

4. This theme centers on the plan of activities the participants can suggest addressing the issue they had faced during modular distance learning to improve its effectiveness. The proposed teacher training theme was discovered during the qualitative data analysis of the interview transcripts.

### **Eidetic Insights**

Based on the results of this study, the following conclusions are drawn:

1. The main focus of this theme is the description of the participant's actual experiences as they relate to the use of the modular distance learning modality. As a result of theme analysis of the interview transcripts, challenges with modality and modules were revealed.

2. The theme, adjusting to the challenges of modular learning, explores how teachers handle the difficulties associated with modular distance learning regarding instructional materials, teaching methods, and learning outcomes assessment. The sub-themes identified through a thematic analysis of the interview transcripts include the scarcity and creation of teacher-made materials, challenges with modality and teaching adaptations, and issues with and solutions for modular assessment.

3. This sub-theme centers on the Level of teachers' awareness and readiness for modular distance learning education. The sub-theme of pedagogical and ICT capacity training

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emerged from the qualitative data analysis's thematic analysis of the interview transcripts. Other sub-themes include online learning platforms, printed LAS and SLM resources, electronic and material resources, video sharing and educational applications, LAC sessions and mentoring, Powerpoint, and video presentations, and learning resource technical support. The theme, modular learning modality, and pedagogical adaptability emerged from these sub-themes.

4. The theme, proposed teacher training centers on the plan of activities the participants can suggest addressing the issue they had faced during modular distance learning to improve its effectiveness. The theme was discovered through a thematic examination of the interview transcripts.

## Recommendations

The following recommendations are offered based on the findings of the study.

1. The findings of the qualitative study should be presented to the office of the Schools Division and to the office of the public schools' district so that these findings can be used in policy planning regarding the implementation and monitoring of modular distance learning modality. Policymakers must continue to update the shift in modality from the division to district levels. Budget considerations must be on target to meet the needs of providing modules on time and complete. Education officials must address challenges to modality and modules.

2. Managing the changes brought about by the shift in modality, and as a result of the implementation of the learning continuity plan, the teachers must adapt to the challenges of modular learning by upskilling and upgrading teaching styles suited for the modality, benefit from the solutions to the insufficient supply of modules and the assessment problems of the learning modality. Since the theme was identified in the data analysis, district supervisors, school administrators, and local government officials must provide appropriate and substantial support to the teachers mostly affected by the shift in the modality. The

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abovementioned teaching personnel must be provided with various support from the department.

3. DepEd officials, including superintendents, supervisors, and school heads, must provide all the support the teachers need, from instructional materials, supplies, training, and communication brought about by the learning continuity measures.

4. School personnel, and the school head must train teachers, whether online or on a limited in-person option. School heads must provide funding for training, seminars, and webinars to upgrade their skills and help them adapt to the current situations. Varied support is crucial in the learning continuity plan since the changes greatly affect stakeholders and personnel.

5. Future researchers should take notice of the findings in this study for future reference should they embark on similar qualitative research work. The results will advance our understanding of the study's qualitative nature

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