

Phenomenological Inquiry on Science Educators in Administering Self-Directed Learning Modules under New Normal Education

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ABSTRACT

The COVID-19 pandemic caused a number of obstacles and issues in the country's school system. The pandemic led schools to close briefly in order to stop the virus's spread. As a result, the School Year 2021-2022 remained the "new normal" of education in which conventional in-person learning was still not practiced. Switched to distant learning, endangering not just parents and students, but also the Department of Education. The pandemic posed problems to the Department of Education in terms of what they could do to guarantee that, even if the delivery of learning changed, the quality of education remained constant. The study is qualitative, employing a phenomenology research design. It was carried out to describe the lived experiences of teachers in implementing Modular Distance Learning. Specifically, this intends to share the instructors' experience Colaizzi's 1978 method of data analysis was utilized to analyse and interpret the results of this study. Findings from the study showed themes based on the experience of teachers utilizing self-directed modules and obstacles in adopting as part of the "New Normal." Science teachers had a variety of experiences has concerns and obstacles, such as the difficulty of reproducing due to unavailability of learning materials. Distributing the self-directed learning modules because some recipients of the learning kit don't have the resources. Monitoring the growth of students and validating the performance of the learners.

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CHAPTER ONE INTRODUCTION

The worldwide landscape has statistically changed as a result of the Covid - 19 pandemic. The education sector has been one of our society's most damaged and disturbed sections. Instruction is included to continue the education of children from kindergarten to higher education institutions, shifting from traditional face-to-face classrooms to other modalities of learning.

Today there is a movement towards a modular approach to curriculum implementation. The approach has received particular attention in the education system of most nations, particularly in technical and vocational education, as well as in higher education Malik (2012). The method of instruction According to the Philippine Department of Education, the integration of SLMs with alternate learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) will help DepEd ensures that all students have access to high-quality basic education, despite the fact that face-to-face sessions are still forbidden owing to public health concerns. The SLMs and other alternative learning delivery modalities are in place to meet each student's requirements, circumstances, and resources and will cover all bases in guaranteeing that basic education is available despite the current COVID-19 issue. SLMs are produced and sent to schools in coastal locations, remote provinces, and villages without access to the internet or power. The Department has stated that SLMs can be accessible online or offline for families with gadgets and devices. Modules Allow the student to work at their own pace Kain (2003); Nadeem (2013). According to Khalil et al. (2010) in their work, The Use of Self-Learning Modules to Facilitate Learning of Basic Science Concepts in An Integrated Medical Curriculum, Anatomical Sciences Education, the results indicate that modular education can significantly reduce school drop-outs. by 2.5 percentage points, with the greatest impact on foreign students. As a result, modular education is expected to be a successful approach for combating early school dropouts and closing the ethnic achievement ga. Instruction materials like Self- Directed Modules will help the teacher and the learner to learn the new lesson.

According to Effiong (2015), the findings of his study "Impact of instructional materials on teaching and learning of biology in senior secondary schools in Yakurr LG A" revealed that there is positive performance among students who are taught by the highly qualified teachers Biology teacher. and those exposed to classroom materials during class. SLM is a teaching method that can impart new knowledge and technical skills to large numbers of caregivers cost-effectively and consistently. It enables the student to actively participate in the learning process. In the modularization of courses, the course content, whether theoretical or practical, is packed into shorter, logically independent units that together cover the content that would be covered by a longer conventional course. For its proponents, this represents the idea of being able to judge learning. and performance before moving on to a new topic or unit for which the entry module is a knowledge prerequisite. If modular courses are failed, those who fail do not need to waste time working on the units they have already passed, as is the case with the more traditional ones. Instead, they might focus on the courses in which they were unable to demonstrate proficiency, as Finch and Crunkilton (1984).

SLM's or defined as Self Learning Modules have been utilized by the Philippines in addressing the need of continuing the programs of the education sector to provide quality education despite the pandemic. The SLMs are a self-faced learning instruction that contains the objectives, activity, and assessment that will ensure to obtain the needed learning competency set by the Department of Education. Since it is self-paced learning, the SLMs also have an embedded answer key; to check by themselves- the learners and the teachers if they were able to meet the needed learning competency as the main purpose why answer keys are rooted with it.

In Davao City, particularly in Tibungco, F. Bustamante National High School is adapting to the current and new mode of teaching-learning environment. Through the use of Self-Directed Modules (SLM's) students have a choice when they will start doing the task in their modules in the given period since most of the modules are just given one week to be completed and needed to be returned in school a week after for another set. As they adjusted to the new regular method of teaching, teacher encountered several obstacles. Academic performance will emerge as a result of these new typical ways of teaching, indicating whether it will be good or bad, making self-directed learning modules a means of learning or becoming a barrier to the teaching and learning process. As a result of the new typical techniques of presenting the lesson to the pupils, this study is being done. Therefore, this study aims to explore the lived experiences of science educators in F. Bustamante National High School in Administering Self -Directed learning modules. Specifically, it will answer the following questions: 1. What are their lived experiences during administering self-directed learning modules to the students under modular learning instruction? 2. What are your challenges in administering SLMs in modular learning instruction under new normal education? 3. What have you learned or insights in this modular learning instruction being utilized under new normal education?

A. Definition of terms

Phenomenological Inquiry -It produces views determined by experience and environment, and the result of this study is a deeper and/or more comprehensive knowledge of these perspectives. Phenomenology avoids abstract notions in order to guarantee that views are disclosed rather than dictated.

Science Educators- teachers who teaches science education subjects.

Self- Directed Learning Module- "any learning material a learner can utilize without a teacher's personal presence.

New Normal Education- is the technical order—passive technology—and its growth is undisputed and even boosted by the pandemic.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The pandemic alters the conventional way of living of people. COVID-19 was designated a worldwide pandemic by the World Health Organization (WHO) on March 11, 2020 (Cucinotta & Vanelli, 2020; Yi et al., 2020). Of course, this had a significant impact on day-to-day life (Ordorika, 2020). It affects the member of the society from peoples work, means of transportation and even the way of education. No one is in advantage with the situation, we are equal in dealing with the pandemic. The education department of the Philippines even disturb and challenged the global health issue from the opening of the class scheduled for august and later on moved to October of 2021. Next is the concern on the mode of instruction that will be utilized in the learning process. Distance Learning, Blended Learning, and Home-schooling were among the adopted learning delivery modalities (LDMs). The Department of Education (DepEd) conducted a Learning Enrolment and Survey Form (LESF) on school opening (Department of Education, 2020), and it was discovered that modular learning, a type of distance learning that uses Self-Learning Modules (SLM), is one of the most convenient for the majority of typical Filipino students. It was also the most chosen learning system for children by the majority of parents/guardians. The SLM is based on the Department of Education's most essential learning skills (MELCS). Even with the presence of pandemic education must continue to operate because education plays an important role to improve quality Human Resources (HR) in ensuring the continuity of national development (Mallaherang, Arsyad, & M, 2018).

We are now in the 21st century and one of the skills highly observed is technological skills. With the presence of different technology and battling with technological; wars one of the main options with continuing learning instruction is through utilization technology and online platforms. Throughout the pandemic, as a result of the suspension of face-to-face classes and the dependence on remote work, digitalization glitches (Almazán, 2020) The issues include how to effectively support families in distant learning or studying from home, as well as how to guarantee that virtual settings are successful in favoring learning (Failache et al., 2020). All of this is made more difficult by the fact that teachers are pedagogically and emotionally unprepared (Ramos Huenteo et al., 2020). Because as for Mean-Chin (2020) technical elements is the most significant issue in long-distance learning, which entails providing both students as well as teachers with equipment such as mobile telephones, computers, laptops, printers, and the internet. These gadgets are required in Chen & Huang, 2018; and Hussin (2018) for distance learning and for the 4.0 trend in education that encourages the use of the E-learning system, allows students to fulfill their tasks and performance on a specified learning objective.

Due to unavailability of resources, most school is framed to undergo modular instruction during the time of the pandemic. Modularization of courses entails breaking down course content, whether theoretical or practical, into smaller, logically self-contained sections that cover the same material as a traditional, lengthier course. This provides the concept of being able to assess learning and performance before going on to a new topic or university, according to its proponents. Where the first module serves as required knowledge When failures occur in modular courses, people who failed will not be compelled to waste time reviewing units that they have already passed, as is the case in more traditional courses. Instead, students might focus on the courses in which they have not demonstrated proficiency (Finch & Crunkilton, 1984). Teachers ensure that objectives of learning will be attained every after the lesson, hence the flexibility of time is fashioned with modularization. The module is understood to be a printed learning unit (Erlinda, 2017). Abdurrahman (2018) reached certain conclusions regarding the significance of the module, which he described as a type of print media that included a unit of learning and was supplied with numerous components to allow students to utilize them independently to achieve their goals. There are numerous benefits of employing modules as separate media, including the following: (1) students may study whenever and wherever they choose; (2) learning is done step by step (Kusuma, 2017); and (3) students can learn at their speed. Aside from the benefits of utilizing modules, there are several drawbacks, including: (1) the module can only be utilized by students who can

already read well; and (2) learning can be successful if students are already aware of learning as a process of behavior modification as a result of experience (Kristanto, 2017). In a modular approach, teaching allows the student to take greater responsibility for learning and to regulate their education according to Sejpal (2013).

Also, the success of modularization according to Collado et al., (2021) stated that children with parents who take the time to be active in their studies and who live in households with ample food are more likely to participate positively in their modular lessons, regardless of whether the household has internet connection. Sejpal (2013) emphasizes that the modular method requires higher maturity on the side of the learner and is more appropriate for more advanced pupils. All of the capabilities necessary to execute are tightly connected in the modular method. Sets of tasks are placed together for them. For example, financial management talents are necessary for managing an institution that involves generations of funds, allocation, accounting, and monitoring. Gonzales, (2015) said that the approach is distinct from the traditional one in which pupils simply listen to acquire the information provided by the professors. He also indicated that the modular method may be a suitable option because it is student-centered, self-paced, and does not need note-taking. according to Cheng and Bakar (2017), the usage of a module provides a more adaptable learning environment for both instructors and learners. Thus, the research wants to determine the lived experiences of science teachers in utilizing self-directed modules in new normal education.

A. Purpose of the study

To determine the lived experiences of science teachers in administering self-directed learning modules as learning instruction in the new normal.

CHAPTER THREE RESEARCH METHODS

A. Study Design

The researcher employed phenomenological approach of qualitative research design. The use of a phenomenological method aided in the exploration and comprehension of science teachers' lived experiences in giving self-directed learning modules as learning instruction in the new normal. Based on preliminary interactions with study participants, this method was also useful in selecting major topic topics and developing an interview guide for data collecting. Themes and common patterns from their replies were drawn at the end of this study Jamon & Cabanes, (2019). Colaizzi's phenomenological analysis method will be used to analyses the transcript. Familiarization, selecting significant statements, creating meanings, grouping themes, generating an extensive description, establishing the basic structure, and obtaining verification of the fundamental structure were all phases in the study. Two researchers were involved in examining the data separately and creating the themes after summarizing and isolating the meaningful elements while bracketing the researchers' presuppositions.

B. Research Subject

The respondents of this study will be the science teachers of F. Bustamante National High School, in Brgy. Tibungco, Davao City, Philippines.

| Respondents | Sample size |
|--|-------------|
| Science Teachers of F. Bustamante National High School | 7 |

C. Research Environment

The locale of this study is in F. Bustamante National High School, in Brgy. Tibungco, Davao City, Philippines. Due to current situation, school administration changes the mode of learning. Hence, the researcher will communicate the respondents through Facebook, E-mail, Messenger and Google Forms.



D. Study Population and Sampling Technique

As per the COVID-19 Inter-Agency Task Force for the Management of Emerging Infectious Diseases Resolutions' regulation to prohibit large gatherings of people at a place as a preventive measure for the COVID-19 outbreak, each focus group discussion (FGD) consisting of eight people who will be placed at a 1-metre distance from one another in open space. Additionally, face masks will be provided to the participants, and alcohol-based hand sanitizers will be made available to each of the focus groups to further reduce the risk of exposure. The participants that represent diverse backgrounds in terms of gender, geography and social status were selected using a maximum variation sampling method. I will write a letter to the school head that I will be conducting a study and my respondents are the science teacher and an invited potential participant aged 18–60 years old to participate in the FGD. For the in-depth interview (IDI), individuals who were at the forefront of continuing the service of continuing the education process through modular instruction the Science teachers of F. Bustamante National High School will be selected for the participation. These people have the first-hand experience in administering self-directed learning modules to sustain and continue the education despite of the pandemic. Data will be collected; further collection of data was ceased after the saturation of data. Data were considered to have reached saturation when the response from participants had started repeating or no new themes emerged.

E. Data Collection Methods and Technique

FGDs will be conducted using a topic guide, involving a moderator responsible for guiding the discussion and a note-taker responsible for taking notes, noting down non-verbal responses and ensuring the tape-recording. One FGD was conducted. FGD lasted for 60–90 min on average. The IDI will be conducted by a single researcher using the interview schedule comprising of open questions on personal experiences administering SLMs under modular instruction in the pandemic. After obtaining informed consent, the interview will be conducted at a location convenient for the respondent. A total of 7 IDIs will be conducted. The data will be collected for a duration of 2 weeks. After completion of the data collection, the tape-recorded discussions and interviews will be transcribed directly into the English language by an expert language translator. The validation of the tool will be ensured by consultation with the experts. The trustworthiness of the data will be met through triangulation of different aspects of data collection: (1) among different respondents and (2) using different methods of data collection such as IDIs and FGDs.

CHAPTER FOUR RESULTS AND DISCUSSION

The qualitative method of inquiry was used to investigate science instructors' experiences in adopting Self-Directed Learning Modules in Modular Distance Learning. Through a pen and paper in-depth interview as anchors of the focus group discussion so that the experiences of science teachers will be identified. The perspective of science teachers regarding some questions such as A.) What is/are the experiences of science teachers in administering self-directed learning modules in new normal education? B.) What are the challenges encountered by science teachers in utilizing self-directed learning modules in new normal education? C.) What are the learning of science teachers in administering self-directed modules in new normal education?

Teachers are taking on new responsibilities in their schools and professions, as well as reconsidering their core job as directors of student learning. They work with colleagues, families, politicians, academics, community members, employers, and others to establish clear and attainable knowledge, skills, and values. They are actively involved in school decision-making, cooperating to determine priorities, and dealing with organizational challenges. Influence their students' learning.

Theme 1: Teachers' Obstacles in Reproducing, Distributing and Utilizing Self-Directed Learning Modules

The Department of Education (DepEd) will provide Self-Learning Modules (SLMs) with alternate learning delivery modalities to be given for various types of learners across the Philippines as part of its preparations for School Year 2020-2021. Integration of SLMs with different modes of learning delivery (modular, television-based, radio-based) Face-to-face lessons are still forbidden owing to the public health emergency, thus online teaching, blended instruction, and online) will assist DepEd in ensuring that all learners have access to excellent basic education for SY 2020-2021. "The SLMs and other alternate modes of learning delivery are in place will meet the requirements, conditions, and resources of each and every student, and will cover all bases in guaranteeing that basic education is accessible despite the current COVID-19 crisis," DepEd Secretary Leonor Briones stated. SLMs are produced and sent to schools in coastal locations, remote provinces, and villages without access to the internet or power. The Department contains gadgets and devices for families with gadgets and devices.

➤ *Announced that SLMs may be viewed both online and offline. (From the Department of Education's Press)*

In other case, SLMs are manually printed by teachers in their school or for some cases in one reproduction hub. Teachers are task to print and reproduce self-learning module kit as reference for the learners. Thus, it adds on the work labor of teacher in this new normal education. For some, this new normal education becomes tiring to teaching force of different schools.

➤ *Teacher A shares her experiences in utilizing self-directed learning modules.*

"In making self-learning modules, not only it is tiring in terms of reproduction but during developing also. As we all know self-learning kit modules are developed by teachers. If you will become writers of course it will be tiresome. You will exert effort and all your mental resources to create that self-learning modules. Then after creating that self-learning modules during reproduction all the more it is more laborious to the teacher it's because in some schools teacher are assigned to reproduce these modules and before that they will wait for the LRMS for the final link so that we can have the final copy of that module and after that one will be the reproduction and after the reproduction we have the sorting and the mag stapler pa after that is distribution. So with that alone all the time of the teachers that is for me lang ha are focused on the reproduction only of the modules and less time allotted for the actual evaluation and assessment of the students kay mahurot naman ang oras ana tanan pagsorting palang, pag stapler and pag distribute sa mga modules sa mga estidyante. Lalo na pag if for example ang LRMS will give the link to late, then you only have one-week para mag reproduce. It's okay if your school is a small school which has only one section in its curriculum population

but like us for example in grade 10 we have 1300 population in one curriculum so you can possibly reproduce that in one wee then sorting and stapling follows”

➤ *Teacher B also cited her common experiences in utilizing self-directed learning modules.*

“Ahmm self-learning directed modules is tiring in the sense, I am referring to the distribution of the modules, in which I am personally experienced the said distribution. So, it is tiring because ahm kailangan you have a system in distributing the modules alstime consuming especially in parents that is “no how” meaning dli kabalo mo basa, dli kabalo musulat. So ano gyud sya, kailangan syag guide, so sap ag distribute palang daan it takes time. So mao na maingun nako sya na tiring and time consuming. The technique I used the parents provide plastic envelop in which, all modules to be released in that particular day will put inside in the plastic enveloped. So, I am always giving time, ahead if time in sorting, e bundle sya and e butang sya sa plastic enveloped so that the parents will pic nalang.”

Since it is not possible to have a have a face to face classes now, the Schools Division of Davao City adopts to the need of the education system and that is going to modular distance learning Education. With the implementation of utilization of Self-directed learning modules, it adds to the works of science teachers and all teachers in general. Thus, SLMs is now considered tiring and time consuming in terms of reproduction and utilization as mode of instruction.

Table 1: Lived Experiences of Science Teachers in Reproduction, Distribution and Utilization of Self-Directed Learning Modules.

| Significant responses | Formulated meanings | Clustered themes | Emergent themes |
|--|---|---|---|
| <p>A. In making self-learning modules, not only it is tiring in terms of reproduction but during developing also. As we all know self-learning kit modules are developed by teachers. If you will become writers of course it will be tiresome. You will exert effort and all your mental resources to create that self-learning modules. Then after creating that self-learning modules during reproduction all the more it is more laborious to the teacher it’s because in some schools teacher are assigned to reproduce these modules and before that they will wait for the LRMS for the final link so that we can have the final copy of that module and after that one will be the reproduction and after the reproduction we have the sorting and the mag stapler pa after that is distribution. So with that alone all the time of the teachers that is for me lang ha are focused on the reproduction only of the modules and less time allotted for the actual evaluation and assessment of the students kay mahurot naman ang oras ana tanan pagsorting palang , pag stapler and pag distribute sa mga modules sa mga estidyante. Lalo na pag if for example ang LRMS will give the link to late, then you only have one-week para mag reproduce. It’s okay if your school is a small school which has only one section in its curriculum population but like us for example in</p> | <p>Science teachers are getting tired in reproduction due to number of factors considered- population, printing resources and work labor, and also in distribution of self-directed learning modules.</p> | <p>Teachers' Obstacles in Reproducing Distributing and Utilizing Self-Directed Learning Modules</p> | <p>Reproduction and Distribution of modules</p> |

| | | | |
|--|--|--|--|
| <p>grade 10 we have 1300 population in one curriculum so you can possibly reproduce that in one wee then sorting and stapling follows.</p> <p>B. Ahmm self-learning directed modules is tiring in the sense, I am reffering to the distribution of the modules, in which I am personally experienced the said distribution. So, it is tiring because ahm kailangan you have a system in distributing the modules also time consuming especially in parents that is “no how” meaning dli kabalo mo basa, dli kabalo musulat. So ano gyud sya, kailangan syag guide, so sap ag distribute palang daan it takes time. So mao na maingun nako sya na tiring and time consuming. The technique I used the parents provide plastic envelop in which, all modules to be released in that particular day will put inside in the plastic enveloped. So, I am always give time, ahead if time in sorting, e bundle sya and e butang sya sa plastic enveloped so that the parents nwill pic nalang.</p> | | | |
|--|--|--|--|

Theme 2: Persistent Communicating Learning Towards Parents and Learners

Communication to parents and students becomes one of the problems in using SLMs. The absence of the student due to the pandemic also put burdens in the teacher. Due to many unique reasons’ teachers cannot communicate well with the learners and parents. According to Chin (2021), as reported by Park (2021), free communication between them is also common for teachers to interact with students and/or parents/guardians. Communication provides an avenue for learners and teachers for holistic development. Thus, communication plays a vital role in the progress of the students. With the pandemic we are in now, and with the unavailability of resources teacher able to experience communication gap towards their learners.

➤ *Teacher C shared her experience in communicating with the parents and learners.*

“Okay so, for this schoolyear I have 6 gcs (group chats) 5 sections for my subject and then 1 for my parents or guardians. Aside from that naa pud koy contact numbers sa akong parents. So, every week ginachat nako sila for the releasing and retrieval of modules and aside sa groupchats gina text sad nako sila. There are some students man gud sa akoa na dli sila apil sa groupchat, because wala silay facebook account, messenger, wala silay cellphone nga android. So, that is why gina consider nako na sila that is why naa pud koy contact number/cellphone number na e text nalang sila.so, ahm, in communicating them, every week naga communicate ko. After a week ana, there are some parents na dli maka claim so autiomatic tawagan nako na sila and then as much as possible ginalimit nako sila for twoo weeks. If dli sila maka kuha, ako sila gina isturya, why is it nga dli makakuha og regular claiming sa modules, what is the reason behind.”

➤ *Also, as added by teacher D states her experiences in communicating students and parents.*

“For me for the two years with this pandemic, I used to create group chats pero ang number na ako ginahimo, by during the first day of class I sued to gather or collect,gina make sure nako na e collect ilang personal number because not all are present in the gcs. Useless lang gihapon of giving instruction to my students na wala sila sa gcs. Whereas, if you have numbers with the parents you can easily text them kung unsa na modules ang ipanghatag ug unsa ilang lucking na modules for them to be updated of the status sa bata.”

Table 2: Lived experiences of Science teachers in communicating learning to parents and learners.

| Significant responses | Formulated meanings | Clustered themes | Emergent themes |
|---|---|---|---|
| <p>a. Okay so, for this schoolyear I have 6 gcs (group chats) 5 sections for my subject and then 1 for my parents or guardians. Aside from that naa pud koy contact numbers sa akong parents. So every week ginachat nako sila for the releasing and retrieval of modules and aside sa groupchats gina text sad nako sila. There are some students man gud sa akona na dli sila apil sa groupchat, because wala silay facebook account, messenger , wala silay cellphone nga android. So, that is why gina consider nako na sila that is why naa pud koy contact number/cellphone number na e text nalang sila.so, ahm, in communicating them, every week naga communicate ko. After a week ana, there are some parents na dli maka claim so automatic tawagan nako na sila and then as much as possible ginalimit nako sila for twoo weeks. If dli sila maka kuha, ako sila gina isturya, why is it nga dli makakuha og regular claiming sa modules, what is the reason behind.</p> <p>b. For me for the two years with this pandemic, I used to create group chats pero ang number na ako ginahimo, by during the first day of class I sued to gather or collect,gina make sure nako na e collect ilang personal number because not all are present in the gcs. Useless lang gihapon of giving instruction to my students na wala sila sa gcs. Whereas, if you have numbers with the parents you can easily text them kung unsa na modules ang ipanghatag ug unsa ilang lacking na modules for them to be updated of the status sa bata.</p> | <p>Considered as the greatest challenge in utilizing self-directed modules.</p> <p>Communicating learning becomes difficult due to unavailability of communicating tools. The absence of face to face classes, teachers have difficulty in tracking learners in holistic forms. Thus, teachers find ways like providing instructions ahead of time and communicating ahead of time.</p> | <p>Monitoring the learners and parents during the utilization of self -directed learning modules.</p> | <p>Persistent Communication of learning towards parents and learners.</p> |

Theme 3: Contextualized Learning Materials as Interventions

The utilization of self-directed modules provides an agony to teachers in validating students performance. Self-Directed learning modules is a set of learning reference; a self-faced instruction. Thus, it has a answer key on the end part of each modules.

➤ *As stated by Teacher G with her unique experiences in validating students' performance.*

“Validating student performance is very difficult since again most of the students merely copy the answer sheet found in the back portion of the self-directed modules. Some student will just also copy information from the internet word by word, without paraphrasing the content. So, it becomes teachers additional work to provide intervention materials and some contextualized activity sheet just to have a quality of work from the student. “

➤ *Supported by teacher F with her experiences in validating students’ performance.*

“Validating students’ performance in using self -directed learning modules is difficult since you cannot able to see them on how they work. As a science teacher, just to have a basis for validation I provide teachers made activity sheets and performance task that still aligned with the learning competency as basis for grading of students.”

The pandemic allows science teachers to recalibrate especially in validating student’s performance. Despite of the challenges being encountered teachers adopted and created ways to improve the performance of the students in this new normal education.

Table 3: Experiences of Science Teachers In Validating Students Learning.

| Significant responses | Formulated meanings | Clustered meanings | Emergent themes |
|--|--|---|---|
| <p>Validating student performance is very difficult since again most of the students merely copy the answer sheet found in the back portion of the self-directed modules. Some student will just also copy information from the internet word by word, without paraphrasing the content. So, it becomes teachers additional work to provide intervention materials and some contextualized activity sheet just to have a quality of work from the student.</p> <p>Validating students’ performance in using self -directed learning modules is difficult since you cannot able to see them on how they work. As a science teacher, just to have a basis for validation I provide teachers made activity sheets and performance task that still aligned with the learning competency as basis for grading of students.”</p> | <p>Teachers have to provide intervention materials and some contextualized activity sheet just to have a quality of work from students. Some student will just also copy information from the internet word by word, without paraphrasing the content. It becomes teachers additional work to provide interventions and activity sheets.</p> | <p>Creating interventions materials to support learning and validation of learning of students.</p> | <p>Contextualized Learning Materials as Interventions</p> |

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

Modular Distance Learning (MDL) is being implemented at Schools Division of Davao City. Teachers witnessed transition and change in the teaching and learning process as a result of Distance learning has replaced conventional in-person learning. As a result, instructors had a variety of experiences has concerns and obstacles, such as the difficulty of reproducing due to unavailability of learning materials. Distributing the self-directed learning modules because some recipients of the learning kit don't have the resources as mode of communication. Utilization because some students merely copy the answer sheet in the learning kit. Monitoring the growth of students and validating the performance of the learners. Thus, teachers create a contextualized activity sheets to support and validate learning of the students. As well, as communicating to parents and learners in their academic performance. The perceived threat of the teacher in the new normal is the issue of reaching out to students and parents, according to Jamon et al (2021). In the current circumstances, they find it difficult to interact with parents and pupils. This means that more students are at danger of dropping out or failing since teachers are having trouble interacting with and providing feedback to them. Despite the country's education system's abrupt upheaval, instructors adapt and invent new ways to educate every child. As being represented by science teachers of F. Bustamante National High School in their experiences of utilizing self-directed learning modules in new normal, teachers are persistent in continuous providing a free and quality education that is accessible for every learner's despite of the Covid-19 pandemic. As, it is the common right of every Filipino child upholds.

The researcher devised the following recommendations: (1) Provide enough funding for the reproduction of self-learning modules. (2) Re-visit the curriculum being implemented, reduce the unessential activity and topics that no longer part of the most essential learning competency. (3) Administrators should create plans and steps together with different linkages to strengthen in upholding quality education in this new normal set up. (5) Monitoring and validating students performance should be given more time since it will be the basis of grades and shows the academic performance of the learners. (6) Lessen the work loads of teacher to focus in curriculum implementation. Remove the unnecessary auxiliaries to teachers and (6) improved orienting and debriefing for instructors in the context of modular distance learning.

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APPINDECES

APPENDIX A LETTER TO CONDUCT STUDY

October 19, 2021

Joan B. Galarion
School Principal II
F. Bustamante National High School
Tibungco, Davao City

Maam:

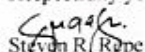
Greetings!

This is to inform you of undersigned's intention of conducting his research entitled, "Phenological Inquiry on Science Educators in Administering Self-Directed Learning Modules under New Normal Education", in your school. Further, the undersigned would like to ask permission from your good office to have the science teachers to be the respondents or participants of the study.


The main aim of this project is to identify the views, problems and adaptations made by science instructors in using autonomous modules according to the new standard. In order to participate in the database literature, the study should provide meaningful lessons. In addition, it may potentially be used to develop ways for implementing modular learning in F. Bustamante National High School.

Your favorable answer to this topic will make an important contribution to the researcher's achievement.

Respectfully yours,


Steven R. Repe
Researcher

Approved by:


Joan B. Galarion
School Principal II

Appendix B

RESEARCH INSTRUMENT

Phenomenological Inquiry of Science Educators in Administering Self-Directed Learning Modules under New Normal Education

Objectives:

1. To describe the experiences of science teachers in utilizing self-directed modules under modular instruction in new normal education.
2. To explore the challenges faced by science teachers in utilizing self-directed modules under modular instruction in new normal education.
3. To discover the learning of science teachers in different aspects of instruction in modular learning instruction.

Questions:

INTERVIEW TOOL

1. What are the experiences of Science teachers in administering self-directed modules in new normal education?

-What unique experiences have you encountered during the administration?

-As a science teacher, how did you administer self-directed modules to students?

2. What are the challenges encountered by Science teachers in utilizing self-directed modules in new normal education?

-What problems did you encounter in administering self-directed modules?

a. Reproduction of Self Learning Modules

b. Conduction of parallel assessment and evaluation

c. Distribution and retrieval of SLMs

d. Utilization of SLMs as tool in new normal set-up

3. What are the learnings of Science Teachers in administering self-directed modules in new normal education?

-Does the teacher need assistance in administering self-directed modules form stakeholders? How?

-How did you address the challenges you faced in the utilization of SLMs?

APPINDEX C VALIDATION FORM

VALIDATION SHEET FOR QUALITATIVE RESEARCH INSTRUMENT


Name of Evaluator : NICOMEL ANTHONY M. ESTORQUE
 Degree : DOCTOR OF PHILOSOPHY
 Number of Years in Teaching: 11 YRS
 To the Evaluator: Kindly check the appropriate box for your rating
 Point Equivalent: 5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Poor

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1) Clarity of Items The vocabulary level, language structure and conceptual level of the questions suit the level of the participants. The items are written in clear understandable manner. | / | | | | |
| 2) Presentation/Organization of Items The items are organized in logical manner. | | / | | | |
| 3) Suitability of Items The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, skills, and attitudes that are supposed to be gathered. | / | | | | |
| 4) Adequateness of Items The items adequately represent the coverage of the research. The number of questions is represented enough to all the questions needed for the research. | / | | | | |
| 5) Attainment of Purpose The instrument as a whole fulfills the objectives for which it was constructed. | / | | | | |
| 6) Objectivity Each item questions specific answer or measures behavior and no aspect of the questionnaire suggests bias on the part of the researcher. | / | | | | |

Other Suggestions:

Arrange the questions to form a logical flow of discussion.

Validated by:


NICOMEL ANTHONY M. ESTORQUE, PhD
 Signature over Printed name

VALIDATION SHEET FOR QUALITATIVE RESEARCH INSTRUMENT

Name of Evaluator : Lesley Mae S. Lavador
 Degree : MEd Graduate
 Number of Years in Teaching: 14 yrs.

To the Evaluator: Kindly check the appropriate box for your rating
 Point Equivalent: 5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Poor

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1) Clarity of Items The vocabulary level, language structure and conceptual level of the questions suit the level of the participants. The items are written in clear understandable manner. | / | | | | |
| 2) Presentation/Organization of Items The items are organized in logical manner. | / | | | | |
| 3) Suitability of Items The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, skills, and attitudes that are supposed to be gathered. | / | | | | |
| 4) Adequateness of Items The items adequately represent the coverage of the research. The number of questions is represented enough to all the questions needed for the research. | / | | | | |
| 5) Attainment of Purpose The instrument as a whole fulfills the objectives for which it was constructed. | / | | | | |
| 6) Objectivity Each item questions specific answer or measures behavior and no aspect of the questionnaire suggests bias on the part of the researcher. | / | | | | |

Other Suggestions:

Validated by:

LESLEY MAE S. LAVADOR
 Signature over Printed name

APPINDECES D

Letter to the Respondents

Dear Respondents:
Greetings!

I am a graduate student at Davao del Norte State College who is enrolled in a Master of Science Teaching in Biology program. Presently, I am conducting a study entitled "

Phenomenological Inquiry of Science Educators in Administering Self-Directed Learning Modules Under New Normal Education".

In this regard, we are asking for your precious time and effort to answer all the questions in the questionnaire that are important and helpful for the completion of the study.

Rest assured that all the data gathered from you will be kept at the highest level of confidentiality. Your positive response to this request will be a valuable contribution to the success of the study, and you will be highly appreciated.

Thank you very much for your cooperation.

Respectfully Yours,

Steven R. Repe
Researcher

APPINDECES E IN-DEPTH INTERVIEW

| INTERVIEW QUESTION | PROBING QUESTIONS | Participant 1 | Participant 2 | Participant 3 | 4 | 5 | 6 | 7 |
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| What are the experiences of Science teachers in administering self-directed modules in new normal education? | | <p>1.As a science teacher, preparation upon the allocation of self-directed modules are constantly experience.</p> <p>2.Communication sometimes become a struggle especially if the contact information with the parents and students take changes. As a result, there are instances that the students experienced mistakes up and instruction.</p> | <p>1.In the new normal education wherein, students have to learn on their own everything is a whole new experience</p> <p>2.It is tiring since most of our time is consumed with the preparation of the SLM, from printing, sorting and distribution .</p> | <p>1.Self-directed learning is a process in which individuals take the initiative with or without the help of others</p> | <p>1.learn how to reproduce on modules</p> <p>2.Multitasking</p> <p>3.Learning how to manage time with various task example sorting reproduction and distribution</p> | <p>1.It is hard to deliver instruction to the students some students will just rely on the modules.</p> <p>2. Teacher learn how to manage time and multitask.</p> | <p>1.Time-consuming</p> <p>2.Lack of printing materials</p> <p>3.Insufficient time and assistance in printing leading to teacher's additional work load.</p> | <p>1.The totality of reproduction of modules is time consuming and tiring.</p> <p>2.Communication to parents and students is challenging. regarding the schedule of retrieval and releasing of modules through messenger</p> <p>3.Remind them about the safety protocols implementation of the school monitoring of retrieval modules evaluation of retrieved module.</p> |
| | What unique experiences have you encountered during the administration ? | <p>1.Teachers develop a sense of composure because there are parents have misplaced the subject / module and the students who have incomplete answers in the activities in the self-learning modules despite the answers are found on the previous page.</p> | <p>1. Preparation sorting and distribution of modules to parent's</p> <p>2.Technology has also become our great ally in the education process as it becomes a very essential tool in communication and lesson delivery</p> | <p>1. The flow of module distribution to parents.</p> <p>2. Having difficulty in validating students' performance</p> <p>3.Parent's failure to follow the schedule set</p> <p>4. Modules with no answers or incomplete answers</p> | <p>1.Parental support is very evident in the use of self-learning module in distance learning</p> | <p>1.Students formulate their own creative output from the activity given</p> <p>2.Test of patience since there parents that does not come to school with the scheduled set for releasing of modules.</p> | <p>1.By engage in more in technology</p> <p>2.Difficulty in validating students performance.</p> <p>3.Use of muscle strength is required</p> | <p>1.Sorting of modules distribution and retrieval of modules are very difficult</p> <p>2.Difficulty in validating students performance.</p> <p>3.Use of muscle strength is required</p> |

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| | | 2. But in some point, there are students who completely answer the activities and provide references about their answers when it needed to conduct some researchers. | | | | | | |
| As a science teacher, how did you administer self-directed modules to students? | | <p>1. I made prior announcements on what to prepare for incoming releasing of modules</p> <p>2. I also provide performance tasks in every quarter</p> <p>3. The integration of ICT as a tool for instruction and medium for learners output constructive feedback that positively expressed in every student output</p> | <p>1. Modules need to be claimed by parents for students reference in learning.</p> <p>2. The module is self designed with a complete set of instruction.</p> <p>3. Giving instruction to emphasize the different task to be done is a must.</p> <p>4. Additional learning resources may be given like video lesson if students have access to internet in order to ensure learning</p> | <p>1. Plan</p> <p>2. Monitor</p> <p>3. Adjust</p> <p>4. Reflect</p> <p>5. Evaluate</p> | <p>1. Modules were distributed to the students</p> <p>2. Learning is supported with online discussion and video lessons</p> | <p>1. By giving instructions especially on the activity process in the module</p> <p>2. By making an alternative way in distributing the modules like their online messenger Gmail and so on</p> <p>3. By contacting thoroughly with the students output especially those students who lack or didn't submit their modules</p> | <p>1. Communication</p> <p>2. Plan</p> <p>3. Monitor</p> <p>4. Evaluate</p> | <p>1. By giving clear instruction on what they need to do for a specific module</p> <p>2. I distribute the module to the parents every Thursday or once a week or on designated schedule.</p> |
| What are the challenges encountered by Science teachers in utilizing self-directed modules in new normal education? | | <p>1. Some of the students are not participative in online instruction</p> <p>2. incomplete attendance</p> | <p>1. Modules need to be claimed by parents for students reference in learning.</p> <p>2. The module</p> | <p>1. Distribution of modules lacks of time and manpower preparation of modules retrieval of modules checking and</p> | <p>1. Learning is hampered if there is no commitment from the parent or guardian in</p> | <p>1. Some of the students didn't read the self-learning modules there just copy the answer from</p> | <p>1. Communicating those inactive learners'</p> <p>2. Preparation of modules distributio</p> | <p>1. There are lot of challenges encountered by science teachers and utilizing self-directed modules one of it is when I</p> |

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| | | <p>3.Incomplete answers to learning activities</p> <p>4.misplace answer sheets or loss of answer sheets</p> | <p>itself is designed with a complete set of instruction but giving a further instruction to emphasize the different test to be done is a must.</p> <p>3.Additional learning resources may be given like video lesson if students have access to internet in order to ensure learning</p> | <p>evaluation of students answer</p> | <p>claiming of modules</p> | <p>the answer key.</p> <p>2. Some parents are not always present in the schedule of releasing of modules.</p> | <p>n and retrieval of modules</p> | <p>inculcate lessons to my students during this time of pandemic some students are not answering the activities completely in the modules</p> |
| | <p>-What problems did you encounter in administering self-directed modules?</p> | <p>1.Parents that did not follow up on the releasing date of modules.</p> <p>2.Some parent do not provide your contact information .</p> <p>3. Incomplete attendance and</p> <p>4.Students forget to write their names on the answer sheet</p> | <p>1.Some students cannot really follow the instructions given in the modules</p> <p>2.Most of them selective in answering the activities</p> | <p>1. Parent teacher interaction unable to contact learners</p> | <p>1.Less teacher participation in a discussion of modules</p> | <p>1. Insufficient time of sorting the modules preparation of modules it consumes time especially when some of your colleagues doesn't want to help</p> | <p>1.Unable to contact learners and for parent conference</p> | <p>1. There are students who did not follow the instructions given by the teacher</p> <p>2. Some parents are not present during the distribution</p> |
| | <p>a) reproduction of Self Learning Modules</p> | <p>1.The number of modules that cannot attain the population in some sections</p> | <p>1.Delayed printing of modules due to lack of bond paper or resources</p> <p>2.Sorting of modules is</p> | <p>1.Time-consuming</p> <p>2.Insufficient assistance in sorting modules</p> | <p>1.Very tasking to and time-consuming force teachers adds to numerous obligation</p> | <p>1. Lack of printing resources</p> | <p>1.Additional obligations for teachers and time-consuming</p> | <p>1.Some teachers are not present during sorting of modules</p> |

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| | | | exhausting consumes most of your time when working on site | | s of the teachers | | | |
| | b) Conduction of parallel assessment and evaluation | 1.Honesty in answering the self-learning modules 2.In complete answer to learning activities | 1.Online cheating is highly rampant therefore academic honesty is really questionable and can't be insured | 1. Providing a clearly define and identify the learning outcomes 2.Select appropriate content 3.Create rubrics | 1.Development of performance tasks that is relevant and responsive to students needs and resources 2.Uses rubric for evaluation | 1. create activities inline MELCs 2.Create rubrics 3. Clearly define and identify the learning outcomes | 1.Some students pass an unfinished answer sheet. 2. Create activity with rubric. | 1.Provide an activity the sets clear outcomes. 2. Use rubric for evaluation. |
| | c) distribution and retrieval of SLMs | 1.Incomplete attendance parents who do not follow the releasing and distribution and retrieval of self-learning modules. 2.Some of the students submit late and incomplete answer of modules. | 1.Parents and consistency in claiming their modules. 2.Needs follow-up from time to time. 3. Some modules returned were crumpled and dirty and so you need to remind them again that module should be properly taken care of | 1.Parent's failure to follow the schedule set 2.Submission of incomplete answers 3. Not 100% attendance | 1. Exert more effort and convincing less involved guardians and parents to claim and retrieval of modules. 2.Poses great risk for teachers being exposed to many people during retrieval or distribution of modules | 1.Some parents are inconsistent in retrieval of modules | 1.Submission of incomplete answers 2.More effort in convincing less involve parents to claim modules | 1.During distribution there are parents who are not able to get their modules due to some reasons like they also have their work that day so they might get the slm on the next scheduled day |
| | d) d. utilization of SLMs as tool in new normal set-up | 1.Incomplete student project some of the students did not meet the deadline order the responses of provided learning tool low internet connection there are students who have not accomplish | 1. Some students had been lazy in utilizing the modules. 2.Instead of studying the lesson and answering the activities given their just copy the answer key right away as | 1.Few students find it difficult to comprehend complicated modules | 1.Some students are having difficult to understand difficult modules | 1. Some students has a difficulty in understanding what is written on slm they need to be guided however due to limited resources example educational gadget internet connection | 1.Some of the learners find it difficult to understand module | 1.Not all students read SLM carefully |

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| | | ed task due to out of gadgets | their compliance | | | it is not plausible | | |
| What are the learnings of Science Teachers in administering self-directed modules in new normal education? | | <p>1.Integration of ict in relation to lesson</p> <p>2.Every quarter interventions of students learning progress</p> <p>3.Laboratory strategies that are safe play done at home</p> | <p>1. I've learned that modular learning is not for every student a lot of them are incapable of independent learning and need actual guidance from the teacher</p> | <p>1.It is good if modular is paired with online discussion to address confusion of content and answer the question of the students</p> | <p>1. It is better of modular approach is paired with online discussion to address confusion clear recent questions from the students more effort is needed from the teacher to ensure that learning takes place.</p> | <p>1.We can make an alternative way in teaching the students</p> <p>2. Giving intervention activity to students in difficulty of learning certain topic.</p> | <p>modular approach with online approach or discussion to address the difficulty of learners</p> | <p>1.As a teacher in this new normal setup it helps me to develop my critical thinking in</p> <p>2. Creating unique intervention activities for my students.</p> |
| | Does the teacher need assistance in administering self-directed modules form stakeholders? How? | <p>1.Yes, by provision of need resources such as bond paper inks and other resources that are useful in reproduction of self-learning modules</p> | <p>1.Yes, stakeholders can provide the resources needed in module reproduction or they can provide manpower to help teachers in the sorting of modules</p> | <p>1.Yes, to help in distribution of modules at designated barangay if ever there is no option in going to school</p> | <p>1.Yes, particularly with the reproduction and sorting of modules and the nation of necessary supplies</p> | <p>1.Yes, true sorting the modules</p> | <p>1.Yes, particularly with a reproduction and sorting of modules and donations of resources</p> | <p>1.Yes, to assist in preparing the modules sorting and printing</p> |
| | -How did you address the challenges you faced in the utilization of SLMs? | <p>1.Adjustment based on the students profile alternative strategies for learners in online and offline mode learning.</p> <p>2.Interventions among learners who have low scores strengthen the communication through message and social media</p> | <p>1.Versatility is the key in addressing the different challenges I faced.</p> <p>2. I need to adapt to these big changes by equipping myself with the necessary skills.</p> | <p>1. Time management</p> <p>2.Positive outlook</p> <p>3.Creates alternative plan</p> | <p>1. Trial and error try different approach and apply what works with this new normal</p> | <p>1.By giving students additional activities or performance task</p> | <p>1.Trainings</p> <p>2.Time management.</p> | <p>1.Contact the parents every time to improve them to get the models on time schedule and</p> <p>2.By giving additional activities to my learners that they can use their own ideas</p> |

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| | <p>How does the utilization of SLMs affect the improvement of student's learning?</p> | <p>1.The learner can learn independently 2. develop the critical thinking and self-perspectives 3.Discover holistic growth in their own way of learning</p> | <p>1.It can affect students differently to those who are capable of independent learning 2.But for learners who can't even comprehend the lesson in the simplified modules and have no one else in the house to guide them through learning can be compromised</p> | <p>1.It improves the text and graphic ability and interactive features of the students 2.Improves time management skills of students.</p> | <p>1.Modules that are too complicated to understand only confuses and discourages learners to learn 2.Less participation of the teachers may lead to wrong learning and confusion</p> | <p>1. It improves the reading comprehension of the students if they understand it well and it 2.Improves the time management the students 3.Develops critical thinking</p> | <p>1.Each student has different learning profile a self-learning module might work to some students 2.But not to all for those students who find slms boring it will hinder the improvement of student learning.</p> | <p>1.Ability to comprehend if clear instruction is provided</p> |
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