

A Phenomenological Study on the Experiences of Public Elementary School Teachers in Crafting Self-Learning Modules (SLM) in the New Normal

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Abstract

This study aimed to explore and understand the lived experiences of SLM writers in crafting Self-Learning Modules (SLM) in the New Normal in Tagum City Division. It used qualitative research design employing phenomenological approach. It comprised of fourteen beginning public elementary teachers: seven teachers for online in-depth interview (IDI) and seven teachers for online focus group discussion (FGD). This study was limited to describing and understanding the lived experiences of the participants and the data were taken from the results of IDI and FGD. For data analysis, this study employed coding and thematic analysis. For experiences, findings revealed that they lack training and knowledge on the assigned subjects; experienced time constraints; had hesitations, stress, and anxiety; and encountered dilemma on copyright issues and social contents. Participants coped with their challenges by being resourceful in doing research; asking supports from experts and colleagues; using appropriate and relatable contents; avoiding sensitive topics; and paraphrasing and citing sources to avoid plagiarism. They also cited insights which revolved around the following themes: becoming a writer as an opportunity for professional growth; provision of support for teacher-writers; DepEd to select expert teachers; give enough time for writing modules; teacher-writers to consider learner's capacity; and grant of rewards and promotion. The results implied that writers should have enough trainings and seminar- workshops about SLM crafting. Also, the study would give awareness and suggestions that could be helpful for teachers, students, and DepEd authorities as well.

Keywords: elementary education, self-learning modules, new normal, beginning elementary teachers, phenomenology, thematic analysis, Tagum City Division

INTRODUCTION

The closure of educational activities in schools and even colleges caused by the on-going Covid19 pandemic resulted to the unexpected shift of learning deliveries to students. Face-to-face classroom set-up is now replaced with home-based learning. These closures affected most of the students around the globe. According to the survey of the Department of Education (DepEd) for the opening of classes SY 2020-2021, most parents and guardians prefer modular learning for their children this school year. However, public elementary school teachers expressed disappointment that they have immediately given the task to make the activity sheets that would be reflected on the Self Learning Modules (SLMs) of students.

In United States, some teachers were guilty of merely "putting" their traditional learning materials as learning modules without designing the content for maximum learning engagement of students since teachers lack confidence and training in crafting activities incorporated in the module (Goode, 2003). Another related study in Indonesia by Turi et al. (2016) found out that teachers' understanding towards making of learning devices is relatively low; teachers' ability to plan learning activities still needs improvement; and a lot of teachers are not able to prepare adequate learning devices such as learning modules. Similarly, a study conducted in Malaysia by Li (2016) exposed that teachers have difficulties in transforming traditional approach into learner-centered approach learning materials because of the lack of guidelines and confidence especially in multimedia technology that is essential also in the designing modules.

According to Basilio (2020), as quoted by Magsambol (2020), teachers have no choice but to use what is provided since otherwise, children will have no materials to use. ACT Secretary General Raymond Basilio noted in the Manila Bulletin (2020) article that the promised papers from the central office were still missing. As a result, teachers were unable to print modules created by schools and divisions. He further stated that neither of these materials had been thoroughly studied and assessed. The inability to obtain these promised materials is one of the primary reasons why some divisions pressure teachers to create SLMs without regard for their status or qualifications. These newly appointed SLM writers are still new to DepEd and are having difficulty creating courses.

Many beginning public elementary school teachers in the Tagum City Division were tapped to craft Self-Learning Modules in different subjects for students while the release of modules from the National is still not confirmed. Some teachers who were assigned are neophytes and/ or teachers who are employed in the DepEd for only one to three years. These teachers were given seminar write shops for a minimum of one to two days only to learn the things regarding the crafting of SLMs. They faced difficulties in making learning activities because they are not master teachers or experts in designing activities incorporated in the self-learning modules to be used by the students in the whole division of Tagum City for the second quarter.

Various studies have been made regarding to identifying problems in designing learning devices such as lesson plans, teaching materials, and modules like the study of Turi et al. (2017) entitled "Identifying the Problems of Indonesian Primary School Teachers in Developing Learning Devices". This study dealt with elementary teachers, IDI and participatory observation were used, and learning devices in many forms as its subject of study. Contrarily, my study solely focused on neophyte teachers who craft modules during the new normal, IDI and FGD were utilized as data collection technique and only focused on SLMs that would be handed down to students during the new normal as their source of learning. Hence, the findings of this study are important to all neophyte public elementary school SLM writers who were only given a two-day seminar write shops about module making. The outcomes of this study would bring awareness to teachers, parents, and students to realize the experiences and sentiments of these teachers, especially the Department of Education to give more attention to standards and assistance in choosing SLM writers.

Given these reasons, the researcher urged to conduct this study with the focus of exploring the experiences and challenges faced by the neophyte public elementary school teachers in crafting Self-Learning Modules in the new normal. Considering the circumstance that this has been an arising situation because of the current pandemic, related studies regarding the challenges of

neophyte teachers in crafting SLMs with regards to their potentiality, allotted time of training and producing an output are significantly few. With this, the researcher wanted to take actions in hearing out and considering the participants' sentiments, insights on how they acknowledge and respond to these challenges, and how the outcome of this study would help future studies.

Purpose of the Study

The purpose of this phenomenological study was to explore and understand teachers' experiences particularly in the issues and challenges in the crafting of Self-Learning Modules (SLMs) in the New Normal. This study also sought to lead various institutions to be attentive of the situation of the Neophyte Public Elementary School Teachers who are assigned to craft SLMs to be used by students in the different schools of Tagum City Division.

At this stage of research, SLM would be generally defined as learning resources crafted by teachers as prescribed by the Department of Education Tagum City Division to be used by learners during New Normal.

Research Questions

1. What are the experiences of public elementary school teachers in crafting Self- Learning Modules in the new normal?
2. How do public elementary school teachers cope with the challenges on the crafting of Self-Learning Modules in the new normal?
3. What are the insights of public elementary school teachers with regards to the crafting of Self-Learning Modules in the new normal?

Theoretical Lens

This phenomenological study was gleaned on the Theory of Medley (1997) about Teacher Competence which refers competence as the repertoire of any skills, knowledge, and value of profession a teacher possessed. In this theory, he pointed out five (5) components and two of those are: *pre-instruction* which stated that teacher expectation and instructional planning provided direction for teaching, learning, and achieving desired outcomes was regarded as one of the most necessary competences; *presentation*, which means that implementing effective teaching and learning plan provides all students opportunity to optimized learning.

The researcher affixed this theory because teachers' competence is one of the most needed factors in crafting SLMs to be able to come up with a desired output. Teachers' competence in crafting or designing any form of teaching and learning devices can be considered as one of the most important things to provide an effective and quality output. Teachers who are competent regarding knowledge, skills and professional value would be a great help in crafting learning resources particularly Self-Learning Modules (SLMs).

Aside from Theory of Medley (1997) about Teacher Competence, this phenomenological study was also seen through from the Theory of Work Adjustment (TWA) of Dawis & Lofquist (1960). This theory describes the relationship between the working individual and his working environment. Work Adjustment (WA) can be considered as a process of system performance. According to this theory, the mediator of an effective performance is affected through the individual's way of adjusting to work, new working environment and co-workers most especially for new worker in an organization as mentioned by Na-Nan, et al., (2018).

Further, Theory of Work Adjustment or also recognized as Person Environment Correspondence Theory by René V. Dawis and Lloyd H. Lofquist (1960), stated that a person will perform a job effectively if his abilities, skills, knowledge, attitude towards work and co-workers, and experiences correspond to the requirement of the organization. Therefore, work is perceived as an interaction between a person and his work environment. Thus, environment entails that a particular task must be performed, and the individual must possess a certain skill to be able to perform the task.

With this view of Work Adjustment Theory (WAT), this study demonstrated a strong stand in showing how public elementary school teachers adjust in the new normal. Neophyte teachers, especially those who are in DepEd for less than a month were assigned to craft Self-Learning Modules (SLMs). These teachers are still adjusting in their work environment and at the same time learning how to craft SLMs.

Hence, this study was anchored in two theories such as Teacher Competence Theory by Medley (1997) and Theory of Work Adjustment of Dawis and Lofquist (1960). Crafting competent Self-Learning Modules (SLMs) required competent writers as well. Neophyte public elementary school SLM writers are still novice in designing learning materials considering that they are still learning their field of work and adjusting to their new working environment too. These theories were important as they clarified epistemological disposition and served as guide or framework for this study according to Anfar and Mertz (2015) as cited by Collins and Stockton (2018).

METHODOLOGY

The aim of this chapter is to establish the research methodology for this qualitative study. This chapter includes the research design, role of the researcher, research participants, data collection, data analysis, trustworthiness of the study and ethical consideration.

Research Design

This research is a qualitative in nature particularly phenomenological as it focused on the common lived experiences within a certain group. According to Creswell (2013), the goal of this methodology is to reach at a description of the nature of a specific phenomenon. According to Denzin & Lincoln (2005) as cited by Aspers (2019), qualitative research involves the studied use and collection of a variety of empirical materials –case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts –that define routine and difficult instants and significances in individuals' lives.

This study used a qualitative approach where 14 beginning public elementary school teachers, employed in the Department of Education (DepEd) for only one to three years and were assigned to craft Self Learning Modules (SLMS) to be used by public elementary school students during the new normal in the Division of Tagum City. They participated through interviews and group discussions virtually via Google Meet and Zoom. Since this study discovered and realized the situation of the selected participants, phenomenology was suitable in describing the experiences of the participants since they are knowledgeable in their lived experiences (Creswell 2014).

In addition, Creswell (2014) defined phenomenological research as a qualitative research approach that aims on the commonality of the lived experiences in a specific group. The fundamental aim of the approach is to come up at a depiction of the nature of the certain phenomenon. This nature of research design allowed the researcher to arrive at a description of the shared encounters in the phenomenon.

Moreover, phenomenological design was the most suitable as it gives a deep understanding of a phenomenon as experienced by several individuals (Creswell 2013). The researcher employed phenomenological research since it was appropriate to apply in the gathering and collecting of different experiences shared by the teachers in Tagum City Division regarding their drama behind the crafting of Self-Learning Modules (SLMs) for the second quarter through different online platform like Google Meet and Zoom.

To develop comprehensive and reliable results and scrutiny of the study, the researcher employed In-depth Interview (IDI) focusing on three research questions regarding the experiences of Self-Learning Module (SLM) writers in crafting modules, their coping mechanisms, and insights regarding the problem. Additionally, the researcher also utilized Focused Group Discussion (FGD) for another set of participants to express their experiences with others in a group discussion. Everything was done virtually because of the current pandemic and following all the health protocols.

Research Participants

Creswell (2013) mentioned that a phenomenological study should be conducted with a diverse group and should have a minimum of 3 to a limit of 15 individuals.

In this study, there was a total of 14 participants- teachers who were appointed to be SLM writers, teaching in different public elementary schools of Tagum City Division. Seven (7) teacher participants participated In-depth Interview (IDI) and the other seven (7) teachers participated in Focused Group Discussion (FGD). The seven (7) participants for IDI were asked by the researcher with the three interview guide questions through Zoom, while the other seven (7) participants for FGD have shared their experiences on the crafting of Self Learning Modules (SLMs) virtually also. The researcher explained the aim of the study together with the methodology to serve as a guide to the participants in answering the questions before starting the virtual interview.

Purposive sampling was utilized in identifying the participants of this study. Creswell (2013) stated that purposive sampling means the researcher can select participants that are correlated with the phenomenon and research problem being studied. He also pointed out that the researcher should decide who and what should be the participants included, how many sites needed in the conduct of the study in order to explore the research problem.

Moreover, Helao (2015) cited Rubin and Rubin (in Bachman and Schutt 2011:129) proposed standards for choosing participants for purposive sampling. Accordingly, the participants should be knowledgeable about the subject or phenomenon being studied, has willingness to take part in the study, and should have the commitment to stand as a representative of the variety of viewpoints. Additionally, in the size of the sample, they suggested that researchers should continue to select participants throughout the study until they have achieved completeness. With this, the participants met the standards or experienced the phenomenon being studied.

In here, the participants were selected by the researcher from Tagum City Division grounded on the following inclusion criteria: (1) the public elementary school teachers must be beginning teachers with less than 1-3 years of teaching experience in the Department of Education (DepEd) in different public elementary schools of Tagum City Division, (2) they must be assigned in the crafting of SLMs in any subject areas, (3) they must have experienced in crafting SLMs from the first quarter of SY 2020-2021 or are currently crafting SLMs to be used for the incoming quarters, and (4) they came from the different grade levels in elementary schools of Tagum City Division.

The researcher asked for a voluntary participation among the neophyte public elementary school teachers who crafted SLMs or are still currently crafting SLMs in the different public schools in Tagum City Division through contacting them in their personal e-mail account since face-to-face interaction is not possible due to the current pandemic.

Before the conduct of the virtual interview of the selected participants, the researcher conducted a virtual orientation first regarding the study through Zoom. Participants who were not able to join the virtual orientation were informed through a phone call. In any scenario that the participant was incapable of attending the orientation, and cannot be reached via phone call, the researcher should have looked for a replacement as a respondent of the study.

In qualitative research, according to Boyce and Neale (2012) as cited by Pacho (2015), participants should be informed of the said interview and the time and place of the interview Lochmiller & Lester (2016) and the participants should participate from their own suitability (Hancock, 2013).

Data Analysis

According to Creswell (2015), analyzing the data is like breaking ideas into pieces to understand it and putting it back together to synthesize themes. Qualitative data analysis is generally interactive. The composition of an experience is interpreted during phenomenological analysis (Sitko, 2013). Qualitative data analysis is defined as the means of making sense of the insights and thoughts of the participants regarding a situation, subsequent patterns, themes, classifications, and ordinary similarity (Cohen et al., 2007) as cited by (Vaismoradi et al., 2016).

In this study, after collecting all the audio and video recording, interview notes and other documentation during the virtual interview in Zoom or Google Meet, data analysis was done. I made sure that the gathered data from my participants were carefully analyzed and examined to ensure inclusive results.

Creswell (2013) as cited by Akinyode & Khan (2018) described coding as the process of fragmenting and classifying text to form explanations and comprehensive themes in the data. It is a method through which the researcher accumulates information related to a particular subject or thought. Its objective is to diminish the information by sorting out the data transcript into sensible and significant transcript portions with the help of coding system. In addition, information coding in qualitative research means giving out names or codes to distinctive segments of content that related with distinctive issues.

After working through the transcript, I organized it in a systematic way using coding. I had identified first the core ideas and major themes based on the study topics. After, I grouped the core ideas and major themes according to its similarities basing on

the experiences, insights, coping mechanisms and other related concerns of the SLM writers of public elementary schools regarding the crafting of modules during this new normal.

This qualitative study used thematic analysis in finding patterns or themes. Thematic Analysis is a flexible method in identifying themes that is essential in addressing the research problem (Clarke & Braun, 2013) as cited by (Nowell, Norris, and White 2017). Moreover, it aims to thoroughly interpret and evaluate the data. Also, thematic analysis is the first qualitative method that provides fundamental skills useful for conducting other kinds of analysis.

In this study, the responses of the participants were analyzed through thematic analysis because it was workable and useful tool that grant, rich, substantial, and complex account of the data. The responses of the participants in their interview were transcribed. I formulated the core ideas and the major themes that arose from the main questions and sub-questions. The entire transcripts and the transcription reference used as bases in formulating, deriving on the core ideas, major themes and grouping them with other similar themes that have emerged from the experiences, issues and challenges and coping mechanisms of neophyte public elementary SLM writers in this study.

I also translated statements of the participants who answered in vernacular language. The translated data were encoded and analyzed for proper coding of the essential themes and thematic statements. The last step was analyzing of the gathered data and drawing conclusion and verification. Reviewing and revisiting the data many times to double check and verify the existing conclusion is essential. These conclusions were produced from the descriptive themes that came out from the interview of the participants, these were collected to make it a valuable material for results and discussions.

Trustworthiness of the Study

Trustworthiness of a qualitative research study is essential to establish the usefulness and integrity of the outcome of the study. It pertains to the degree of confidence in the data analysis, the methods employed by the researcher to ensure quality of the study being conducted Pilot & Beck (2014) as cited by (Connelly 2016).

Shenton (20014) mentioned that there are four criteria in a qualitative research study which are significant to think in validating the severity of the research. These are credibility, dependability, confirmability, and transferability.

Credibility is identified as the belief of the researcher in the authenticity and validity of the study results. It also dealt with the objective of the research to select the best and most appropriated research methodologies to answer the research problems of interest. (Polit & Beck 2012). According to Korstjens and Moser (2018) there are strategies to confirm credibility which include persistent observation, triangulation, and member check.

According to Tongco (2002), purposive sampling technique is a method of a non-probability sampling which can be utilized as a successful strategy when one has to ponder a certain social space with knowledgeable specialists within. This can be used in both qualitative and quantitative technique.

In this research, I utilized purposive sampling method in choosing the participants. The participants of this study were beginning public elementary teachers who craft SLMs, teachers assigned in crafting SLMs in any subject areas, they experienced crafting SLMs from the first quarter or were currently crafting SLMS to be used by students during the new normal, and these teachers were from the different grade level in the different elementary school in Tagum City Division. With all these criteria, I was capable to achieve reliable and applicable answers from the participants as they have direct experiences with the phenomenon being studied. All the documents needed to be signed and by the qualified participants were done using online platforms like Google Meet and Zoom.

Triangulation, as suggested, may involve the use of main method, focus groups and individual interviews, which form the major data collection strategies for qualitative research. The researcher had different participants for FGD and different participants for IDI, and the data gathered were triangulated to support the main method of this study Brewer & Hunter (1989) as cited by Anguera et al, (2018).

In this research, I had 14 participants who were beginning public elementary teachers tasked to craft SLMs to be used by students during the new normal set up of education in the Division of Tagum City. Seven of which were virtually interviewed using In-depth Interview (IDI) and another seven participants were on Focus Group Discussion (FGD). Persistent virtual observations before and during the In-depth interview and Focus Group Discussion were observed. The data gathered were triangulated to support the main method of this study. Triangulation was both employed in the data gathered from IDI and FGD to make sure that the participants' answers were correlated to the observation of the researcher.

Iterative questioning was utilized in this study as proposed by Lincoln and Guba (1985) as cited by Korstjens & Moser (2018). To elicit detailed data, iterative questioning is important where in the researcher returns to matters previously upraised by the participants and extracts related data through rephrased questions. Iterative questioning was applied in this study to elicit detailed data. The researcher reviewed matters raised by the chosen SLM writers, who shared their experiences regarding the situation and later extracted related data through rephrasing some questions to ask.

Moreover, as suggested by Lincoln and Guba (1985) as cited by Korstjens & Moser (2018), member checking must also be done in a qualitative research. It is the single most important provision that can strengthen the study's credibility. Checking the accuracy of the gathered data took place on the place in the course, and at the end of the data collection dialogues. Participants are also asked to read any transcript of dialogues in which they participated. Here, the participants' answer is tested if it matches in the recorded video during their virtual interview. This method is vital to strengthen the data especially because the researcher and respondents perceive the data with different points of view Korstjens & Moser (2018).

In this study, all transcripts of both IDI and FGD were forwarded to the participants for feedback via personal e-mail. Amidst the conduct of this research study, member checking enabled participants to correct interpretations and confirm that the audio recordings are properly transcribed. Consequently, another meeting was conducted to confirm the result of the study Korstjens & Moser (2018).

Dependability, according to Sandelowski (1986), Polit et al. (2006), Streubert (2007) as quoted by Moon et al. (2016), implies to the reliability and dependability of the study outcomes and the extent to which research process are recognized, accepting someone outside the research to abide, assess, and evaluate the research process. To confirm the dependability of this paper, Lincoln

and Guba as cited by Shenton (2004) stressed the relationship between credibility and dependability, emphasizing that, in practice, a manifestation of the credibility turns certain gap in ensuring the dependability of the study. Accordingly, this may be achieved with “overlapping method”, like In-depth Interview (IDI) and Focus Group Discussion (FGD).

In my study, in ensuring dependability, I used “overlapping method” such IDI and (FGD). Voice recorder in Zoom was also employed to assess my study especially in recovering information out from the teacher participants. Dependability issue was addressed in a more direct manner if the approaches used in the study were in detailed account, thereby allowing other researchers to rehash the result work if not certainly to achieve the same results.

In addition, Shenton (2004) characterized detailed methodological description allows the interested researchers to decide how far the information and builds emerging from it may be acknowledged. To address dependability of the study in a more direct manner, the methods within a study must ought to be detailed, subsequently permitting other future researchers to rehash the work, on the off chance that not needfully to gain the same result.

In this study, as a researcher, I assured that every process taken including the data gathering through different virtual platforms like Google Meet and Zoom, strategies used and all the research practices like interviews conducted with the participants were reported in detail like ensuring copies of their answers in notes, audio and video recording as well.

As suggested by Shenton (2004) audit trail permits any observer to follow the course about step-by-step through the choices made and methods portrayed. An audit trail could be transparent narrative of the research steps undertaken from the beginning of the study project to venture advancement and announcing findings.

In this study, to further address the concerns of dependability, I relied on independent audit of my research methods by a competent adviser (Lincoln & Guba, 1985) as cited by Korstjens & Moser (2018). My adviser is Dr. Exelsis Deo Deloy, an expert in this field with his wisdom and experience in qualitative research. Dr. Deloy viewed, checked, assessed, and evaluated thoroughly all the gathered data including all the data analysis and the tools and documents that I used through any online platforms used. All concrete measures in the trustworthiness were addressed to value the transparency this study and integrity of the findings.

Confirmability refers to a degree of impartiality or the degree to which the discoveries of a study are formed by the respondents and not researcher’s predisposition, inspiration or intrigued Guba (1985) as cited by Korstjens & Moser (2018). To guarantee the confirmability of this research, Shenton (2004) recommended the following provisions made by the researcher: confirmation of researcher’s convictions and suspicions, acknowledgement of inadequacies in study’s strategies and their potential impact, and in-depth methodological description to allow integrity of research results to be scrutinized.

Shenton (2004) who mentioned Miles and Huberman (1994) believed that the main principle for confirmability is the degree to which the researcher acknowledges his or her own predisposition. Difficulty in ensuring real objective of the research is difficult since test and questionnaires are organized by a person, the invasion of research bias is unavoidable. Beliefs underpinning conclusion rendered and techniques used should be acknowledged.

In this study, I admitted and acknowledged my own predisposition in which some beliefs supporting decisions made and methods adopted were not confirmed. Also, assumption might not be all answers gathered during the conduct of the study. Also, I recognized some challenges in ensuring the real objectivity since the interview guide questions were designed by the researcher. However, triangulation was applied to lessen the effects of researcher’s biased especially in analyzing the data to be collected from the participants.

Shenton (2004) mentioned identification of the shortcomings of the study to establish the conformability. Any vulnerabilities in the methodologies utilized in the study shall be retained and admitted. Regarding the result of the study, initial concepts that will not be testified by the data gathered should also be and recognized.

In this research, I recognized limitations and boundaries that possibly hindered the accomplishment of this study. The results were applicable only to the participants of this study and should not be utilized by those who are not included to the population of this research. Also, the conclusion of this study did not generalize the total population of the participants experiencing the same phenomenon.

Further, detailed methodological description allows the reader to decide how far the information and development emerging from it may be acknowledged (Shenton, 2004). As proposed by Korstjens & Moser (2018) critical to this process is the audit trail, which permits any observer to follow the course of the research step-by-step through the choices made and methods depicted.

To be able to establish the confirmability of this study, I kept all the data gathered through virtual interview and kept all the processes taken during the conduct of this research study. Also, video and audio recordings during the virtual interview with the participants were kept as legitimate proofs so that all authorities allowed to check can scrutinized if the results are correct.

Transferability refers to the extent to which the result of qualitative study can be transferred and associated to other perspectives or settings with diverse participants. According to Lincoln and Guba (1985) as cited by Pandey and Patnaik (2014), transferability refers to the degree to which the results of qualitative research can be simplified or transferred to other contexts or settings. Shenton (2004) mentioned that in order to address the transferability of the study, provision of contextual information to confirm context of study and detailed depiction of facts in question to permit assessment must be emphasized.

Shenton (2014) cited Lincoln and Guba and Firestone who asserted that it is the researcher’s accountability to make sure that adequate contextual data about the study is required to facilitate the reader to make a transfer. All observation in the research is specified by the circumstance in which they occur Erlandson et al., (1993) as cited by Shenton (2004).

In this study, as the researcher, I virtually gathered all data that are mainly associated to the context of this study about the experiences of beginning public elementary teachers who craft SLMs from their virtual interview, and any different reliable sources like related studies, articles, journals, or e-books. All data about the phenomenon were stipulated in this study. Data gathered in this study were stored in my personal computer or drive for security purposes. Only the researcher has the access of the result of the study. Access may be provided to other researchers for legitimate and justified academic purposes, but only with the permission and authority of the researcher. The data will be disposed three years after this study is published. All data gathered will deleted and shredded.

Thick description refers to describing not only the beliefs, experiences, and visions of the participants but also the context so that the behavior and experiences will be significant, meaningful, and relatable to the readers Korstjens & Moser (2018).

To address transferability in this study, the researcher provided thick and detailed description of the methodology and the phenomenon being studied and assured that all data were on file to make this study more transferable. Also, the beginning public elementary teacher- participants' documents, answer transcripts and data assessment were included in the appendices and served as a reference for future researcher. All the copies of documents in the entire study were attached in the appendices and were kept by the researcher.

Transferability can also be bolstering by presenting a strong and comprehensive explanation of the context and culture, variety and qualities of participants and data collection and analysis (Graneheim & Lundman ,2004).

In this study, I assured in providing detailed depiction of the phenomenon which are the experiences of neophyte public elementary school teachers who craft SLM data be gathered from the direct experiences of the research participants. I also gave detailed description about the selection and qualities of the participants of this study by the inclusion criteria mentioned which were the bases of selecting them. Further, data collection procedure was discussed thoroughly by enumerating the measures in examining the data gathered from the virtual interviews of the participants, and all other documents were gathered properly throughout the conduct of this study.

Ethical Consideration

In having an ethical consideration in research studies, Belmont Report (1979), as mentioned by Podgurski (2016), summarized three basic principles involving human subjects. These ethical principles are respect for persons, beneficence, and justice.

To conform with the Ethical Consideration of this study, the researcher made sure that the participants received a full disclosure of the nature of the study, the risks, benefits, and options, with an extensive chance to ask questions. I made sure that the participants are willing to be interviewed, the research purpose and the flow was explained (Leedy, 2000; Neuman, 2000).

The first principle, **respect for persons** asserts that research participants should be considered as independent individuals- that means they are autonomous, self-governing, qualified of creating decisions on their own if they are provided necessary and adequate information to make those decisions. According to Belmont report, respect for person contains two ethical principles such as: individuals must be considered as independent agents, and person with diminish autonomy are entitled for protection is the second principle.

In this study, I made sure that my participants had full awareness of their rights in making decisions with regards to their personal identity and information. Also, they were informed about the purpose of the study ahead of time before the conducting of the virtual interview. All matters regarding the participants protection were stated in the informed consent that was given to the participants via personal e-mail.

According to Denzin and Lincoln (2011), as cited by Fleming and Zegwaard, the foundation of Ethical Consideration of the research is informed consen. Participants must be well informed of the things questioned to them, process of data analysis, and the consequences there could be. The participants must stipulate definitive, progressive, signed consent to take part with the research, including understanding their rights to gain access to their data and to withdraw at any point. The informed consent process serves as the contract between researcher and the participants.

In this study, I provided the informed consent to the participants that could be signed electronically or could be scanned so that participants could conveniently sign the consent without exposing to any individual due to the threat of the current virus. Information regarding the study was stated in the informed consent with its objective, purpose, confidentiality, benefits, and potential risks. Participant's right to withdraw, the focus of the study and methods to be employed, and a signature of both the researcher and the participant were also reflected in the consent form. Furthermore, I made sure that my research participants participated voluntarily or without coercion. They were informed with their right to check and modify a transcript and participated in any other process as it was sent to them online through their personal e-mail.

Fleming and Zegwaart (2018) stressed that participant confidentiality means that the identity of the participants is known to the researcher, but the data are de-identified and the identity is kept private. Further, the research design needs to reckon the possibility of harming the participants, the researcher, the wider population, and the organization. The harm can vary from physical, emotional, reputational, and even resource loss (including time). When pondering the potential harm, the method should reduce, isolate, and minimize the risk, with the participants being fully informed on what the risks are.

In this study, I made sure that all data concerning to the confidentiality of the researcher were always given privacy. All data gathered from the virtual interview, and any other documents that the researcher got from the participants were safely kept personally by the researcher. The phenomenological research design used in this study assured that the information was stored with confidentiality to reduce the participants' risks of getting harm.

The second principle, **the principle of beneficence** refers to making attempts to secure the well-being of research participants, or to extend the possible benefits of the research and minimize its possible harm. The principle has the key that since all research has both risks and benefits, it to make sure they balance (Creswell, 2007). Further, beneficence refers to appearing in such a way to benefit others while promoting their welfare and safety (Barrow et al., 2014). Belmont Report (1979) mentioned principles under Beneficence and two of them are (1) maximize the benefits for participants and minimize risk for participants and (2) the participants must be treated with utmost care and protection.

Principle of Beneficence, as affirmed by Msalganik (2014), is pointing out the effort of the researcher to reduce risks and increase benefits to participants and society. This means participants may be exposed to some danger or risks. Researchers are accountable to do their responsibilities in minimizing potential risks and to maximize the benefits for participants. Examples risks include physical harm, loss of privacy, unexpected side effects, emotional distress or trouble, physical discomfort, and loss of time. Possible benefits include access to a possibly worth intervention, and satisfaction of helping others with similar issues.

In this research, I made sure that my participants benefited the study. As a researcher, I also assured that the result of this study would not harm the participants who were the beginning public elementary teachers who craft SLMs. Through this study,

their voices were heard, and their experiences and sentiments served as instruments to awaken the authorities. Participants were not involved to any negative issues pertaining to his/ her involvement to the study being conducted. Also, since it is pandemic, I made sure that my participants were safe throughout the conduct of this study. Interviews were all done virtually using online platforms like Zoom to avoid the risk of getting infected.

Borrow et al. (2020) emphasized that researchers must protect participants from exploitation. Any information provided the participants through their study involvement must be safeguarded by the researcher.

In this study, I made sure that the transcripts from IDI and FGD were kept safely, and confidentiality were always given utmost concern. Further, I also ensured that all the answers and thoughts by the participants during the interview were solely used for this research study purposes only. The researcher was the only person who had the access of the result as it was be stored in my personal computer or drive. Access may be provided to other researchers for legitimate and justified academic purposes, but only with the permission and authority of the researcher. Three years after this study is published, I will reformat all the storage on my personal computer and shred all the printed data. All the findings and result of this study will be disseminated to the participants after the data will be analyzed through sending it to their personal e-mail and give them the right to confirm and modify their answers.

The last tenet of Belmont Report is the **principle of justice**. All classifications of individuals (race, sex, ethnicity, age, etc.) must be similarly subjected to the danger and benefits of research, and individuals ought to be included or avoided only for reasons that to do with research questions or hypothesis (Adams, 2008).

As recommended, I made sure that my research participants were equitably selected. I also made sure to protect the rights of the participants. To ensure justice, all questions asked by the researcher were relevant to the community participating in this study. I also accommodated them well during the whole duration of the study by responding to their needs, queries, and by being always approachable.

Moreover, to ensure the personal choices of the participants of this study, I guaranteed that their true identities were hidden. During the interview, participants turned-off their camera and changed their account names for privacy. Alias was applied by each participant and rest assured that all the information that they shared during the interview will not be identifiable to ensure confidentiality and privacy. The data gathered and the findings of this study were kept in strict confidentiality by the researcher, were put into written and were checked by the participants. All data were retained until the completion of this study and the final defense.

Further, Bryman and Bell (2007) stated that research participants should not be subjected to harm in any possible way. As a researcher, I gave them a consent of information through different online platform to ensure that they participate voluntarily. In making the questionnaires or during the conduct of interview, any forms of offensive, discriminatory, or other unacceptable language were strictly avoided.

Also, full level of confidentiality of the research data was ensured. Code names in each participant were assigned to secure their privacy and anonymity. Further, works of other authors in this study were properly acknowledged and recognized.

The research used APA format for referencing system in giving merit to all the authors to be used in this study. Any dishonesty about the aims and objective of this research was avoided. The researcher also observed the maintenance to be of the highest level of the objectivity in discussion, the same goes with the analysis of data during the research. Any kind of vague data as well as interpretation of main result in a biased way was avoided.

Further, during the virtual interview, since the participants exerted effort and time in participating this study, a special token of appreciation and recognition were given to them. Also, adequacy of facilities like internet connection was given utmost attention. In the absence of wifi connection, data connection/ load and other facilities and expenses were shouldered by the researcher.

In terms of the privacy of the participants of this research, the researcher adhered to Bryman and Bell (2007). As cited in RA 10173 or the Data Privacy Act 2012, it states that the state shall protect the fundamental human right of privacy, of communication while ensuring free flow of information to promote innovation and growth. The state acknowledges the essential role of information and communication technology in nation building and its inherent obligation to ensure that personal data in communication system in the organization and in the personal sector are ensured and protected.

With this, the researcher addressed this concern in Data Privacy Act of 2012, by notifying the participants about the objective of the research, process of collecting data, how data were stored and used and who could access during the virtual orientation. I established privacy and anonymity to all my participants by using code names. Throughout the entire conduct of this study, I, together with my participants, was able to persist light and we were able to answer questions pertaining to the issues, concerns, challenges, and drama on the crafting of modules.

All concrete measures in the ethical considerations of this study were addressed to protect for persons, beneficence, and justice. Since we are currently facing pandemic where face-to-face interaction is not possible, it was very important to give pay attention in ensuring the ethical standards of the study and to protect the participants from all costs. All the concrete measures were addressed responsibly and properly.

Chapter 4 RESULTS

This chapter serves as a display of the results which are presented in a comprehensible manner. The research data used in the result were gathered via conducting in-depth interview (IDIs) and focus group discussion (FGD) to all the selected participants who are the beginning elementary teacher-writer of SLM from Tagum City division. During the IDI and FGD, the participants shared their perceptions with regards to their experiences in the crafting of Self-Learning Modules used by elementary pupils in public schools. The responses to the interviews were transcribed and translated prior to subjecting them into thematic analysis.

Experiences of Public Elementary Teachers in Crafting Self-Learning Modules in the New Normal

After analyzing the responses of participants about their experiences and challenges in crafting Self-Learning Modules (SLMS) during the new normal the following themes emerged: (1) lack of knowledge and training in the crafting, (2) struggles on time and submission, (3) hesitations, pressures, and stress in the writing process, (4) dilemma on copyright issues, authorship, and social contents, (5) pride and happiness for the opportunity given as a writer, and (6) difficulty in finding internet connection, resources, and references.

Lack of Knowledge and Training in the Crafting or Writing Process

In connection to the problem encountered during the crafting of SLM, it was revealed that teacher-writers lack knowledge and training about the writing process of Self-Learning Modules used during the New Normal. According to the participants, they had trouble during the writing process. Below are the various reasons which were shared by the participants.

In general, participants stated that creating Self-Learning Modules is a new experience for them. They mentioned that they had struggles because the procedure was vastly different from the lesson planning approach that teachers were used to.

This concept is link to the response of IDI_1 who voiced her experience:

“Honestly, medyo nahirapan at first because this was a new experience to all of us...”

(To be honest, I found it difficult at first because this is a new experience to all of us...)

Further, other participants shared their experiences that they were struggling as neophytes in writing, and they had no knowledge about the ways and processes of crafting SLMs.

FGD_1 also asserted:

“Sa among part na bagwoman pa ba nga “hala wala paman mi alamag ani, murag new pa kaayo mi ani nga mga trabahuon” tapos han-ukan dayon ana nga trabahuon gani ma’am. So lisud pud sya sa among part nga sa mga bagohan lang sya idasok tanan nga kuan na trabahuon.”

(For us neophytes who had no knowledge about it, probably we were still very new to the kind of work, and we were bombarded to many workloads ma’am. So, it was hard for our part as neophytes that we were thrown with lots of work.)

Additionally, IDI_04 stated that:

“Ako personally, naglisud jud ko since walay experience tapos ang writeshops is kulang, only one day, then buhat dayun so challenging kaayu sya and difficult.”

(I personally found it difficult since I had no experience and they only conducted 1-day writeshop and we proceeded to crafting immediately. So, it was challenging and difficult.)

Additionally, IDI_05 uttered:

“Sa AP murag one day rapud to nga seminar. Murag sa imoha ba kay murag kulangan pa ka, murag dili pa to, giunsa pag explain, kana unta kay kuti man gud maghimo ug module unya one day lang gigahin sa imoha para eexplain kung unsaon.”

(In AP, I think it was only a one-day seminar. In my opinion, it was still lacking, because as a writer, you needed a thorough discussion about crafting module, but they only intended one-day seminar to discuss everything.)

FGD_2 also added:

“Naa mi po ma’am pero ano lang kanang online lang gihapon kanang virtual lang gihapon pero kanang short lang jud kaayo sya, kung unsa tung content na dapat naa sa atoang modules.”

(We had trainings, but it was only virtual, it only discusses the content about the module.)

Other participants stated that they were having difficulty since they were unable to create illustrations that would be reflected in the SLMs. They also lacked understanding of how to create illustrations that accurately portray the content of the modules, which made it difficult for them.

FGD_6 mentioned the same experience stating:

“...ato man gud na time kay dili man gud tanang writers aware sa social content, dili sila tanan aware kung unsa man gyud ang mga appropriate, kay dili pud sila tanan illustrator. Bongga najud kaayo na or plus point najud kaayo na nga ang writer kay hawud ug illustration.”

(In our part, we could not realize what we contextualized in our imagination, because that time, not all writers were aware of the social content, they were not aware of what are the appropriate ways because not all of them are illustrators. It is an advantage if the writer is also skilled in illustration.)

After a thorough analysis of the transcription, it was discovered that most of the teacher-writers of SLM considered the task as a new experience, which made it more difficult for them since they lacked prior experience, knowledge of the writing process, and lack of training had left them perplexed and concerned about how to craft and produce competent Self-Learning Modules (SLMs), which had an impact on the output quality.

Struggles on Time in the Writing and Submission

When you have adequate time to complete your work ahead of a tight deadline, the quality of your work improves. A public-school teacher-writer, on the other hand, finds it difficult to strike a balance between writing and fulfilling her responsibilities as a teacher to her students. It has been more tough for them because they are also dealing with a lack of expertise to succeed as a writer. Indeed, you cannot serve two masters at the same time, as seen by the participants' comments indicating that they were straining to complete the task provided in the time allotted to them.

In relation to this, IDI_2 stated that:

“Challenging parin sya ma’am kasi, kaya nga sabi ko kahit nasa bakasyon ka or whatsoever, Saturday and Sunday gagawin mo parin yun. As a teacher talaga yung mga trabaho mo is inuuwi niyo talaga sa bahay diba? Pati rin yung craft modules minsan sa madaling araw ginagawa parin ang modules diba? Editing, ganun daghan sya ug ginabuhat.”

(It was really challenging because as what I have said, even if you were in a vacation or during Saturdays and Sundays, you really had to do it. As teachers, we really bring our work at home, right? Including the crafting of module, sometimes, you need to craft it until dawn, right? Like editing and all.)

IDI_3 stressed also another experience stating that:

“So, it is really hard to write a comprehensive module that will be very easily understood by the students. So, that’s really challenging for me given the two weeks.”

(I would be honest on this, it was really hard to balance time because let us say, for example, at this age, you want to travel, always, at then there comes a time like this that you have a lot of things to do like orienting modules, crafting modules, you also have TIP because you are newly hired.)

Meanwhile, IDI_06 said:

“It was hard for me to find, to find an illustrator na kay gahol nako sa time.”

(It was hard for me to find an illustrator given the limited time.)

FGD_2 also made mentioned:

“...regarding setting priorities, kay ako daghan man pud gyud kog mga responsibilities aside from module writing, isa pud ko ka another coordinator and at the same time teacher adviser”

(Regarding setting priorities, I also have other responsibilities. Aside from being a module writer, I am also a coordinator and at the same time teacher adviser.)

Another experience from FGD_6 was:

“... isa pud na struggle kay based on my experience kay diba sa akoo tulo man kabuok no, dili pud ingon nga murag gi-ako-ako tanan pero kanang sabay sila mangayo. Ang deadline sa isa, deadline tanan, deadline pud sa isa.”

(It was also one of the struggles I had experienced. Since there were three assigned to me, there were also times that those three tasks had the same deadlines.)

The responses of the participants showcased their struggles in crafting Self-Learning Modules (SLMS) with regards to managing their time and responsibilities as writers and teachers at the same time. This perhaps denotes the possibility that the quality of their output was also affected due to loads of works that they need to balance to be able to finish on time.

Hesitations, Pressures, and Stress in the Writing Process

Neophyte teacher-writers found writing difficult that led to their stress and pressure observing all the considerations when writing a module. This can be observed in the responses of the participants that crafting of module did not only affect them physically but also mentally.

As revealed by IDI_2:

“As a newly hired, or a neophyte in the department ma’am and assigned to craft Self-Learning Modules during the new normal, it is both nervous and challenging sya ma’am no. Nervous because since I am new and I don’t know what to do, I don’t know how to start crafting my lesson, so nay juy hesitation kung tama ba akong buhaton, tama ba ni sya, tama ba ni, but since ikaw teacher guided man ka sa imong mga objectives dapat makuan jud nimo ang target sa objectives”

(As a newly hired, a neophyte in the department and assigned to craft the Self- Learning Modules during the new normal, I felt nervous and at the same time challenged. Nervous because I am new and I did not know what to do, I did not know how to start crafting my lesson. So, I was hesitating whether my work was correct or acceptable. As a teacher, you should always be guided for you to reach your objectives.)

IDI_5 expressed the feeling of being drained on thinking about activities to incorporate as she shared:

“Daghan kaayog challenges gyud kay kintahay, example, naa lang kay activity nga sa tan-aw nimo, ikaw writer fit na kaayo na sya, pero, pagcheck nila, mali. So, maghimo napud ug activities na lahi so ikaw ma-drain ka ba as writer and dili lang man pud kana ang imohang gihuna-huna. So, isa na sya, ichange napud ang activities, mali ang imohang activities nga gigamit, imbes simple na kaayo to, pasimplehon pa gihapon nimo. Mga ing-ana ba kanang mga activities na ambot lisud. Sa tan-aw nimo sayon na kaayo to pero sa ubang mag evaluate, pasayunon pa jud. Isa na sa mga challenges nga akong nakuna.”

(There could be lots of challenges that you may encounter. As a writer, you may already think that your activities are appropriate yet when checked, it is not, so you would make another one. You needed to make your activity the simplest because you may think that it was easy but, in the evaluation, it still needs to be the simplest. It could really drain you and the fact that it is not the only thing you would be attending to. That is one of the challenges I had experienced.)

IDI_6 expressed about the pressure in finishing the modules as she shared:

“...na move jud tong kuan ang klase ato nga time, naguol pud ko... wala pa nangahuman ang mga module”. Paspasay jud ang pag buhat sa module ato. Para naa lang juy magamit ang mga bata.”

(Classes were moved during that time and I was saddened. It was moved and the modules were not yet done. We really worked intensively during that time to provide modules to students.)

In addition, IDI_7 also stated the same sentiment that:

“...being a module writer is dili jud lalim, oo labi nag kanang hapit na ang time, mapressure ka unya maningil na sila as ana imong module unya mapressure. Okay ragud kanang ing-ana kay normal raman jud na maningil pero kanang sa teachers ba kay pressure man gud kaayo sya unya maayo ra bag mao lang na atong trabaho no unya daghan baya kaayo tag trabaho jud ay...”

(Being a module writer is not easy, I felt pressured especially when it is almost the deadline of submission. Though it is normal that they would ask about your modules, I still felt pressured knowing that I still have more paper works to finish.

FGD_1 spoken also supported that:

“...struggle pud sya sa amoa nga kami na maghimo sa module, kami jud tanan mangitag paagi unsaon, ang illustration, “

(It was also difficult making modules because we needed to find a way on how to create it especially the illustrations.)

FGD_4 with a different sentiment answered:

“Dili nimo makita ang students and then, kana ganing naa kay gusto nga activity na ipahimo nga kaning group activity, which is group activity sya and then dili nimo mahimo since kay module lang man sya, kanang ing-ana ba, murag malimit pud ang imohang mga activities.”

(You could not interact with the students. That feeling that you wanted to make a group activity, but you could not since it is modular, it totally limits your designed activities.)

FGD_5 mentioned regarding the hesitations in incorporating different formats:

“...another format napud kay dili lang man akong module ang akong ginaedit, so usab akoo, usab pud nang sa akong mga kauban kay ako man ang moedit sa ilaha.”

(Another was the format, again, since I was not only editing my own modules. I was also editing their work. So, if there would be changes in my work, I would also change theirs.)

More so, FGD_6 shared:

“Naay times pud na ang struggle kay naay format ang isa ka learning area, naa puy format ang isa, tapos ako as a neophyte syempre, we tend no na namix na atong trabaho, na sagol pud sya, nga kung бага, ang katong format sa isa na transfer nimo sa isa ka learning area which is revise napud kag utro...”

(There were also struggling times because we were provided with different formats in different learning areas. As a neophyte, I really did try mixing formats of other learning areas and transferred it to other which needs revision.)

Based On the responses of the participants, there were a lot of factors that caused them to be stressed in the writing process. There were some hesitations about the appropriateness of their content to its lesson objectives, pressures from surrounding especially from their heads who chose them to be writers, the absence of experts to tap to make their illustrations, and the lack of knowledge about crafting their modules.

Dilemma on Copyright Issues, Authorship, and Social Contents

With regards to the problem encountered by the participants about the lack of knowledge in crafting Self-Learning Modules (SLM), it was revealed that teacher-writers had struggles in copyright issues and social contents violations. This is evident on the different responses from the participants below.

As what FGD_6 uttered:

“Isa pud na struggle kay ang social content gyud pud kay especially ana pareha anang naa craft kay gina revise sya perminti kay dili pud tanang module writer kay aware gyud sya sa social content.”

(Social content was also difficult since not all writers are aware of it especially in crafting the modules which always demands revision.)

FGD_7 also mentioned:

“For me ma’am ang akoang challenges while crafting my module was first kanang pagbuhat ug original stories or original poem, kay bawal man gud ta mag kopya sa internet, magkuha sa mga libro. Ako personally dili man ko ing-ana hawud mobuhat ug sariling mga stories so, mao na akong struggle, mao nay nakapadugay sa’koa pagbuhat ug module.”

(Creating an original stories and poems were some of the challenges I had encountered in crafting my module since we were not allowed to get anything from the internet or books. Personally, I am not skilled in making stories and that is what lengthens my time in making the module.)

Further, a different sentiment from another participant was also revealed concerning the struggles in the crafting of modules particularly in choosing pictures. She mentioned she had no illustrator and was afraid to use pictures as it may be subjected to violation.

FGD_4 added that:

“For me po, upon making or crafting the module, number one struggle nako ma’am is the pictures, getting the pictures kay wala man gud koy kanang illustrators ato, so kanang murag nag rely on jud ko sa kanang google.”

(Upon crafting the module, my number one struggle was the images since I did not have an illustrator. So, I solely rely on Google.)

Therefore, lack of awareness to social content made writers feel confused and hesitant to craft SLM and it caused them so much delay to accomplish their output. Also, it compromised the content of the SLM as they were minimized or they avoided incorporating their ideal content to avoid violations due to incapability to address it legally.

Pride and Happiness for the Opportunity Given as a Writer

Being a neophyte in the field and was given a huge responsibility may be frightening. However, teacher-writers took the challenge with pride and happiness. This is evident on the following statements from the teacher-writers of the different quarters of SY 2020-2021.

IDI_1 expressed that:

“Yung experience for me fulfilling siya kasi nakagawa ako ng parang libro ko so parang as a teacher it’s an achievement for me kase I was able to make modules na akin talaga although hindi siya na publish or di siya nagamit kasi during first quarter national modules yung ginamit...”

(The experience was fulfilling. It was a great achievement for me as a teacher because I was able to make my own book. Even though it was not published nor used because during that time, in the first quarter, we used the national modules.)

FGD_6 also supported the previous statements:

“Kato sya ang akoang work, I am proud to ano nga ano jud to sya, original jud to tanan.”

(That was my work, and I am really proud of it. Everything in there were authentic.)

Also, IDI_2 shared the same thoughts stating that:

“...challenging pd sya it is because there’s a lot of teachers in the division of Tagum City but gi-choose ko nila, diba so makaproud pud sya no. Challenging at the same time proud pud nga “ay maapil diay ko diri?” Diba naa silay trust sa imoha nga kaya nimo buhaton diba?”

(It was really challenging because there were lots of teachers in the division of Tagum City but still they chose me. I am truly proud. It was challenging, at the same time, proud knowing that I was really included and that they trusted me truly.)

Further, IDI_5 supported:

“... kanang gamay pa kayo akong mga learnings kay 2 years pa baya ko kapin sa serbisyo, pero I was given a chance, kadaghan pa jud and thankful pud ko sa DepEd Tagum City Division kay tungod gitagaan ko nilag chance and opportunity na mapakita pud nako akoang skills through writing.”

(I still have few learnings since I am still in my two years of service but still, I was given a chance out of innumerable teachers. I am also thankful to DepEd Tagum City Division because they had given me a chance and opportunity to showcase my skills through writing.)

Also, FGD_2 also reveal her experience stating:

“Sa Mathematics kay it was my dream jud na mo-write ug own stories jud, kana gung makita ang akong name didtua. So, ako gi-push jud nako sya didto na maka-write kog story nga ako jud ang mo-compose.”

(In Mathematics, it is my dream to compose my own stories where I can see my name imprinted on it. I really tried to make one.)

Lastly, FGD_4 said that:

“... to motivate myself, syempre pangarap man pud nato no, murag, murag amazing man pud sya nga “Hala bag-o pa gani ko in teaching unya maka, maka-accomplish dayon kag ingon ani, nga module.”

(It was my ultimate dream, and it was just so amazing that as a newbie in teaching, I had already accomplished something, the module.)

The aforementioned responses of the participants showcased the positive outlook of the neophyte teacher-writers in accepting the tasks to craft Self-Learning Modules (SLMs) to be used by the students during this new normal. Their answers indicated that despite all their hesitations, they took the challenge as an opportunity to improve their skills and they felt proud of whatever they do.

Difficulty in Finding Resources

The lack of resources may lead to compromising the output and may also be the reason to delay the crafting of something as evident in the statement of the participants.

As claimed by IDI_2 that:

“By the time I am crafting my modules ma’am, I have a lot of challenges encountered such as finding learning resources, since sa Grade 1 in Arts sa among school wala jud mi book so dili ko guided no, lisud sya para sa akua kay it’s difficult for me on how to do it, what appropriate learning activities to make. Wala ko kabalo unsa na mga activities akong buhaton kay of course dili man gaud ko guided...”

(In times of crafting my modules, I had experienced a lot of challenges. These included finding learning resources to use especially in Arts subject in Grade 1 because we did not have any books

for it. I also struggled thinking what could be the appropriate activities to make because I was not totally guided.)

It was also discovered that finding resources was not the only issue. Some participants stated that they, too, had difficulty locating dependable materials, whether they are books or websites, because there were many options but not all of them were reliable.

Then, IDI_6 answered:

“...daghan jud resources na kanang dili reliable so akoang gi-kuha na mga resoruces dili lang jud isa. So, dapat kung magkuha sa libro or mag tan-aw pud ko sa internet dili lang jud isa akoang ginakuhaan ug resources pero dili baya tanan resources reliable. Naa rabay kanang naa puy mga mali-mali, so dili lang isa dapat.”

(I had gathered a lot of resources since not all of them were reliable. I always see to it that I would get different resources from books or internet because sometimes they are full of errors.)

Another experience expressed by IDI_1 and FGD6 was that they were avoiding face-to-face meetings due to the pandemic. They had a virtual meet-up to discuss SLM making, but they had trouble due to lack of internet connection.

More so, IDI_1 also mentioned:

“Another challenge is since parang natatakot kami to have face -to -face meeting so we only have Zoom, Online meetings sometimes hindi kami nagkakaroon ng smooth na meeting due to internet connectivity ganyan.”

(Having hesitations of face-to-face interaction, one of the challenges we came across was the internet connection. We were not able to have smooth meetings via zoom.)

Lastly, FGD_6 highlighted her experience:

“Naay uban parehas atung niagi nga naka-experience jud ko nga nikatkat nalang jud kog kahoy para maka wifi.”

(Other writers experienced climbing up on the tree just to have internet access.)

After a thorough analysis of the transcription, it was revealed that the lack of resources like books and other references including access to internet were considered as some of the problems that hindered the writers from crafting a competent modules and producing them on time.

Coping Mechanism of Public Elementary Techers in Crafting Self-Learning Modules (SLMs) in the New Normal

The participants mentioned their ways to cope with the challenges they encountered in crafting Self-Learning Modules (SLMs) in the new normal and themes from the transcriptions were elicited. Based from their responses, eight themes emerged: (1) being resourceful in doing research, (2) asking supports from experts, heads, and colleagues, (3) accepting the challenge and believing oneself, (4) using appropriate and relatable contents, activities, and images in writing, (5) avoiding sensitive topics, degrading images, and mentioning names of people, (6) facilitating time wisely and balance in work, (7) paraphrasing, citing sources, and making own images to avoid plagiarism, and (8) ensuring accuracy on grammar, content, and alignment to the competencies.

Being Resourceful in Doing Research

In connection to the struggles of SLM writers about lack of knowledge and trainings conducted for them, one of their coping mechanisms was to be resourceful in doing research on how to craft a quality SLM. Having this ability despite the lack of resources is manifested in the responses of the participants.

As claimed by IDI_1, regarding the utilization of the available resources, she mentioned that:

“The first one is the curriculum guide in which it was our basis in writing or crafting module and also the MELCS or the Most Essential Learning Competencies. This MELCS was made in the new normal so parang since we have napakaraming lessons so yung MELCS yung naging daan na ma simplify yung mga lessons so that was one of our resources. Also, the textbook that we had in the teachers’ manual and also the internet although ah... for me mas nagamit ko yung internet kasi ano, malawak yung... malawak yung pwede kong make maresearch doon.

(The first one was the curriculum guide in which it was our basis in writing or crafting the module. The MELCS, which was made in the new normal was one of the resources we used to simplify our lessons. I definitely took advantage on the textbook that we had in the teachers' manual and the availability of the internet since it covered a wide range of information.)

IDI_4 also expressed that:

“Sa school naa man pud gud mi naa mi wifi zone mi, so even if on-site ko makahimo jud kos akong module, so thankful ko nga naa pud jud mi internet connection sa among school kay as in

kusog jud kay by building, it helps a lot jud nga naa mi. Tapos, sa work from home, pag naa sa balay then makahimo pud ko... oo some resources na nagamit jud and also the laptop.”

(I am thankful that we could access the internet in our school. Even if I am on-site, I could still do my module. It is totally accessible and it has helped a lot. I could also make modules during my work from home. Laptop and other resources helped a lot.)

Aside from being resourceful by utilizing available resources, it was also revealed from the responses of IDI_3 and FDG_3 that they did research to provide activities in the SLM.

IDI_3 stated that:

“I researched references from the internet. I searched for books that is meaningful content about the topic that I am writing because not all resources on the internet are reliable. So that’s why I spend a week researching about my topic because I want to write a very fruitful and malaman na SLM na hindi’yong pucho- pucho lang ganun. So, I researched many references from reliable authors, from reliable sources so that I can write also a reliable SLM for the kids.”

(I researched references from the internet as well as books that provide meaningful content about the topic that I was writing because not all resources from the internet are reliable. So that was why I spent a week researching about my topic because I wanted to write a fruitful SLM. I also researched different references from reliable sources for me to also write a reliable SLMs for kids.)

Additionally, FGD_3 expressed that:

“Sa akoang part ma’am ang akong preparation, nagatan-aw kog mga books, and then kabalo naman mi daan sa amoang code or MECLs competency, so, naga search nako daan kung unsa ang pwede ang content ana para naa nako idea unsa ang akong isulod sa akong module.”

(I looked for different books and researched possible contents from MELCs as a part of my preparation. It served as a guide in having additional ideas on what to include in my module.)

Another idea from IDI_5 about LRMS, stating that:

“So ang akong gibuhay basa-basa nalang pud ko sa LR stand kay ako man jud ang final na moedit, mogunit sa ilahang mga papel, so mao lang pud akong experience.”

(Based on what I had experienced, I read the LR stand for me to be guided since I would be the one to finalize the editing part of their papers.)

More so, other participants mentioned their own experiences about benchmarking ideas from other resources in crafting SLMs:

IDI_4 stated that:

“The resources kay nag base pod usahay sa books nag tan aw sa books, kung unsa didtu ang mga kuan kay...usahay man gud naay similarities pero wala jud gikopya nangita lang ko ug mg similarities kung unsa didtu ang mga topics.”

(At times, the resources were also based on books. They have similarities, that is why I only researched similar resources about my topic.)

Also, FGD_2 said:

“...siguro ang ako naa mi other modules no from private schools or kana ganing mga libro na pwede nato makuhaan na guide just like curriculum guide, teacher’s guide, teaching guide no so diha ko naga base ug unsay pwede na activities... so kato nangita ko ug mga reading materials nga mohaum sa akoang topics tas didto ko naghinay-hinay ug craft...”

(We have modules from private schools and other books like curriculum guide and teacher's guide that served as bases in making our activities.)

Based on the responses of the participants, being resourceful was one of the most important ways to be able to craft the content of modules even with the lack of resources. Also, doing research to improve the module was another necessary thing to do in making their learning activities more interesting and engaging and it also helped them accomplish the task on time.

Asking Support from Experts, Heads, and Colleagues

In crafting modules, neophyte teacher-writers asked support from experts in the field who helped them in accomplishing the module. As evident in their statements, one of their coping mechanisms was asking help from experts and colleagues with regards to the crafting of SLMs.

With regards to this, IDI_1, shared her experience as she stated that:

“How did I cope? I think the first thing is I need or everyone, every teacher and every module writer should learn how to ask help, seek help from other experts or our co-teachers, our team leaders kasi wala as I said wala kaming proper trainings. We need to seek help; we need to seek ano tips.” (IDI_1)

(How did I cope? I think the first thing was I needed, or everyone, every teacher, and every module writer should learn how to ask help, seek help from other experts or our co-teachers, our team

leaders because we did not have any proper trainings. We needed to seek help; we needed to seek advice.)

IDI_4 also added:

“I cope up with some mentor, akoang mga mentors nagpatudlo pod ko sa ila.”

(I coped- up with some mentors. I let them teach me.)

In support to the previous statements, IDI_7 also stated that:

“Sa akong pag cope, kong strategy ma’am kay mangutana jud ko sa akoang mga co-teachers gud kay motuo man jud gud ko nga ang teachers jud ang nakabalo sa strength and weakness sa bata, kita ang murag best na naka know sa atuang bata man gud so since atuang mga kauban is mga bank of ideas so, murag dili or wala ko naulaw nga nangutana sa ilaha nga “ma’am unsay mayo sa kini nga activity, makaya ba kaha ni nila, o mao na sya...akong strategy” mangutana ko sa akong mga co-teachers especially sa katung daghan nag mga experiences sa pagtudlo sa DepEd.”

(I coped by asking strategies to my co- teachers. I believe that teachers knew the strength and weaknesses of her pupils. We knew what is best for them. Since teachers are banks of ideas, I did not hesitate to ask to seek for their help and suggestions especially to my colleagues who had many experiences in the service. I asked their opinion on what the other appropriate activities could be included in my module.)

Moreover, IDI_5 and FGD_2 shared the same answers:

“Sa pagcraft pud sa module, it’s okay pud na mangayo tag tabang sa lain kay dili baya pud ta perfect no. So, kay lang na mo-tap tag laing tao. Example, parehas sa amoa sa AP, di man jud mi hawud mo-drawing ni C, so, unya need man jud namo ug illustrator, kaysa naman mobayad mig dako so nag tap mi kay L, nangayo mig tabang. It’s okay to ask for help...” (IDI_5)

(In crafting modules, we really need to seek other people's help. Just like in AP, I and C are not skilled in drawing but since we badly needed an illustrator, we tapped L's help. It is really okay to ask for help.)

FGD_2 also mentioned that:

“As a module writer pwede mahimong illustrator kay bisan unsaon pa namo ug drawing drawing, dili gyud or naay uban namo nga drawing nga dili jud kapasar sa amoang LRE. So that is why ang amoang ginabuhay is naga-tap mi ug illustrator which is in line sya sa social content.”

(As a module writer, you can also be an illustrator but no matter how we tried to draw, some of our illustrations were rejected by our LREs. So that is why we tapped the help of an illustrator who is also in line to social contents.)

FGD_6 stressed also shared:

“... I am connected with various master teachers especially with learning areas such as MTB and Filipino ... with that para makita pud gyud ang quality assure jud no and then macheck jud iyang grammar at the same time iyang content and language, I will go directly to my kuan for further suggestion, further recommendation ...”

(First and foremost, in order to meet the deadlines, you needed to pass the LRE for you to become one. I would go directly to my master teacher, actually I am connected with various master teachers especially with learning areas such as MTB and Filipino because we also have evaluator. With that, we could assure the quality, grammar, content, and language. I would go directly to my connections for further suggestions and recommendations.)

Furthermore, IDI_7 also shared her own experience stating that:

“Magtinabangay man gud mo ana gud sa imohang evaluator ana.”

(You and your evaluator should help each other.)

IDI_5 and FGD1 with the same experiences about using colleague's previous output as bases in designing SLMs shared that:

"Among team leader daghan na syag mga nahimo dati, mao tong sa Science, dali lang sya."

(Our team leader made plenty of this before, that's why it was easy for us to finish the Science module.) (IDI_5)

In addition, FGD_1 also uttered that:

"Since naa man pud koy mga kauban na teachers nga ano na sila 2-3 years napud sila in service, sila nalang pud mohatag pud ug experience pud nila sa class, katung mga classroom experiences nila dati ug unsa na mga activities ang pwede mabutang pud ana nga lesson, so ana nalang gyud murag mahulog nalang jud sya na mag open forum mi, sa amoang grade level, sa amoang ah mga teachers, unsa ilang ma-share pud ug unsa pamay pwede ma add on nga mga activities ato, ana na lesson."

(I also have co- teachers rendering 2-3 years in the service. They shared their experiences in handling classes before and the activities they had implemented. We gathered insights from their experiences and used it in our lesson. We were like having an open forum in our grade level.)

Thus, asking support from someone who is an expert of the field is one of the neophyte teacher-writer's way to improve their output and to accomplish it on time.

Accepting the Challenge, and Believing in Oneself

In crafting a module, neophyte teachers found it very challenging considering all the hindrances they encountered and the pressure from the expectations of people around them. However, it did not stop them and as they were able to craft modules for the learners. From the responses of the participants, accepting the challenge of becoming a writer and believing in oneself emerged as one of the themes.

In line with this, IDI_1 shared his thought saying that,

"Believe in ourselves na we can make it na we were chosen because they know that we can do it."

(Believe in ourselves that we could make it. That we were chosen because they know that we could do it.)

Consequently IDI_3 uttered:

I always think about is that this is an opportunity for me to grow and also, I wanted to do this not because of myself but for the whole division, for the whole nation. That is what motivated me that instead of the negative thoughts that I have, I want to prove to myself that I can do it and I really wanted to finish it and really prove that despite of the shortage of time, the shortage of references, I have finished it, I have done my best and I have put my best shot on that task that is given to me so that the division will not be disappointed in me."

IDI_7 also stated her own experience that:

"Preparation is nag seek jud kog help sa Ginoo kay wala man jud koy idea ani oy unya nag volunteer nalang baya jud ko ato no kay wala juy mag writer sa amoa ana unya ako nalang gisalo ang responsibility kay ako baya ang grade head, nangita jud kog courage."

(As for the preparation, I sought God's help to give me enough courage because I really did not have any idea and just immediately volunteered since we did not have writers. I took all the responsibilities because I am the grade level head.)

Moreover, IDI_4 uttered that she accepted the challenge to explore their capabilities and find ways to draw illustrations in SLM.

"... also nag explore pod ko ug unsa pa ang akong mga kakayanan." (IDI_4)

(I also explored my capabilities.)

Likewise, FGD_6 also uttered:

"... that is why naningkamot si writer na sya nalang mo-drawing kay except pud anang pareha anang mag source note or mag buhat ug notes, kapoy naman na sa part sa illustrator no kay nakatesting ko ana, so maningkamot jud si writer na mo-illustrate sa iyang drawing mao na sya nga sa akoo, isa jud na siya nga struggle."

(The writer should also find ways on how to draw like in the source note or in making a note because it adds hassle on the part of the illustrator if he will still be the one to do that. It is hard because I have tried it. So, the writer should try to draw. That was one of my struggles in writing.)

IDI_7 also asserted that:

“Akoa nalang way of coping is thinking about my pupil’s kay ug dili pud nako ni mahuman, wala pud silay magamit na module. Oo, kay ang atua bayang main nga concern is atuang pupils man jud wala nay lain, so sila nalang atong imong motivation, akong gihimo na inspiration para maka craft kog module nga kanang makahelp sa ilaha sa pag-learn despite this pandemic.”

(My way of coping is thinking about my pupils. If I would not do it, they would not also have modules to use because our main concern is our pupils. We need to think of them as our motivation. That is why in crafting my module, I always bear in my mind that I am doing this for them to learn despite this pandemic.)

Despite their hesitation felt by the teacher-writers, the participants embraced the challenge and convinced themselves that being a beginner would not prevent them from delivering an output. They also created SLMs with the learners' best interests in mind, in order to assist them in continuing their education despite these uncertainties.

Using Appropriate and Relatable Contents, Activities, and Images in Writing

In crafting Self-Learning Modules (SLMs), neophyte teacher-writers made sure to incorporate appropriate and relatable learning activities. According to the participants, their main concern is their students' learning despite the absence of face-to-face. In connection to this, FGD_5 firmly stated that:

“Ang paghimo sa mga assessment gud na kailangan basin lisud rapud, lisud ra ba kaayo or gabalik-balik na ba, ing-ana na mga struggle.”

(In making assessment, we needed to evaluate if what we were making was too difficult or already had been repeated.)

FGD_6, also confirmed that:

“... kanang pag common naman gud ug naga balik-balik na ang atung mga assessment, murag ang bata ana kay murag, pattern naman ni, murag mawala man gud ang ilahang interest... naa man guy times nga ang type of assessment kay dili sya appropriate sa level sa mga bata, except lang kung kato mga medjo higher order thinking skills na mga bata, murag kato lang sila ang murag hint ... like for example multiple choices, sige lang kag multiple choice, what more? So, ibig sabahin ang mga bata ani, ang ilang skills lang na nahunahunaan or ilaha lang skills na makuha kay how to bintut-bintot, ana, kay syempre module gud sya, dili pud tanan parent maka-assist jud, so much better varied sya kay for example kini nga assessment multiple choice, the other one is matching type, which is maka kuan jud ang bat ana “ah okay nindot jud ni na module” kagaton jud nis a bata, whether dependent man ang bata or independent.”

(... there were times that our assessment had already been repeated and learners found it dull. It lost their interests. So, in making our modules, we should make it with creativity that could surely catch their attention. There were times that the type of assessment was not appropriate to the level of the learner's except to the advanced and skilled students... for example, you always use multiple choice, what else would the students learn? The tendency is that they would randomly choose without comprehending the question. Especially to those learners whose parents could not assist. Assessment should be varied to make the child think independently.)

Some of the participants also revealed that during the crafting of SLM, they made sure to contextualize all the learning activities in the module like giving relatable examples for learners to understand and relate. This is evident on the responses of IDI_3 and FGD_1.

IDI_3 also claimed that:

“... I searched for situation, a news that is appropriate or relatable to our current situation that time which is the pandemic lockdown. And so, I searched for that kind of picture to have a relatable picture in my SLMs.”

(... I searched for situation, a news that was appropriate or relatable to our current situation that time which is the pandemic lockdown. And so, I searched for that kind of picture to have a relatable image in my SLMs.)

In line with the previous statement FGD-1 also mentioned that:

“... sa kinder man gud is dapat marelate man gud sa bata, dapat daw experiential ang activities sa learning modules.”

(Activities in the learning modules in kindergarten should be experiential and relatable to the learners.)

In addition, IDI_5 shared the same answer stating that in designing SLMs, writers should make sure that it is based on the learner’s capacity.

IDI_5 uttered that:

“Kanang module pud nga medjo dali-dali pud nila masabtan kay sila rapud baya ang magtuon ug ilahang parent rapud ang magtudlo... unya naa bayay ubang division ubang schools nga far-flung nag ani kaayo, wala kailag pizza, wala kaila ug mga gamit gud nato dri sa Tagum nga lisud na ilhon sa mga bata sa far-flung ba...”

(...activities that were easily understood since only the parents could attend to the student's learning... it was used by other division, but other schools have far- flung areas and other students could hardly identify pizza and do not even know other items used here in the city.)

Furthermore, IDI_7 also acclaimed that:

“We always remember na when crafting modules, we need to be practical no nga dili sya lisud kaayo sa bata, no kay wala bayay teacher motudlo most especially ug ang mama non-reader pud, oo, do, dili sila katudlo sa ilang mga anak. So, the... ah, e-consider jud nato ang kanang mga ing-ana na mga cases.”

(We should always remember that in crafting modules, we need to be practical. It should not be difficult since it is a self-learning module. There would be no teachers to personally guide them especially when the students' guardians are non- readers. So, we should consider this kind of concerns.)

In the statement of FGD_2, he stated that:

“...mo-make ko ug akong own gani nga kanang gusto nako nga malingaw ang bata, ang na orient man gud sa amoa dapat jud daw interactive, even if man mag introduce pa lang ka sa concept, naa nay interaction between the learner ug sa atung learning module, mao baya nay purpose nganong gitawag sya na Self-Learning Module kay even if wala nay assistant sa parents, or anyone who is knowledgeable others, pwede na jud kaayo mo-kuan ang bata sa module without even them... kung kani okay ba ani sa bata, lingaw ba ni, oo ana kay basta Mathematics man gud wala bayay visual kaayo na makita gud sa mga bata, I mean na mabuhat sa mga lay-out artist or sa mga taga-drawing gud. So, kailangan sa context pa lang daan kay or even sa kanang imohang activity pa lang daan, engaging na sya sa imohang mga bata.”

(I really made my own activities that students would surely like while doing it. We were oriented that those activities should be interactive. Even in introducing the concept, there should be already an interaction between the learner and the module because that is the ultimate purpose why it is called Self- Learning Module. In doing so, even without the assistance of the parents, the students would be able to understand and comprehend. I also had hesitations in mind whether the activity has brought fun and active interaction since we were talking about Mathematics which does not have any visual representations that the illustrators could lay- out. It should be engaging even in the activities alone.)

As a result, when creating modules, novice teacher-writers made sure to include appropriate and relatable lessons, learning exercises, and visuals so that various learners could relate and learn effectively.

Avoiding Sensitive Topics, Degrading Images, and Mentioning Names of People

A writer may come across themes that may be sensitive when published and addressed as a DepEd module. When writing a module, this is one of the most contentious issues that a writer should be aware of as revealed in the answers of the teacher-writers. Discussing sensitive topics, using degrading imagery, and, most importantly, mentioning prominent and common names of people should all be avoided because they might lead to bullying and other associated issues.

In connection to this, IDI_1 strongly affirmed:

“Dapat din isipin na hindi siya gender bias yung mga activities tapos neutral lang siya... kung sa drawings man siguro dapat appropriate siya as I said hindi siya dapat gender bias or hindi siya dapat makadegrade ng any kind of status kung mahirap o mayaman like doon sa Facebook, yung farmer na gutay-gutay yung damit, so dapat hindi ganun kasi not all farmers are like that... merong farmers na educated at tsaka maayos naman yung pamumuhay. So, dapat neutral lang.”

(We must put it in our minds that the activities should be neutral and not gender biased... the drawings should be appropriate and not gender biased. It should not degrade any kind of status whether poor or rich. Just like what was posted on Facebook, the farmer worn teared clothes. We should refrain from doing that because it is degrading. Not all farmers have the same appearance and status. We should always be neutral.)

In addition, IDI_2 supported the statement of IDI_1:

“For me, naa ra pud siguro na sa tao no siguro dili lang pud siguro kanang...buslot-buslot ang sienna, ana no? why more kanang hugaw lang, kanang something na ing-ana lang gud dili man pud kay dili man pud tanang farmer pud is buslot tanang sinena no..., why not nga kanang mas gipag-isipan pajud to nila ilahang picture no? Para dili pud makasakit pud sa lain kay mostly baya sa parents sa atuang students kay farmers pud. Diba? So makit-an nila na “hala ing-ani diay...ing-ani diay ta pa? Gisi-gisi atuang sinena no?” so, which is not true naman, diba? So, kailangan kung mag illustrate ka, maghimo kag illustration dapat pag-isipan jud nimo imohang idraw which is appropriate sa imohang lesson, then imohang iconsider pud ang side pud sa kanang pareha ana, sa farmer sa ana na mga tao diba?”

(For me, it depends to the person. Why did they choose to put teared clothes since they could just put something dirt on it because not all farmers worn teared clothes? It could possibly hurt others especially that most of our students' parents are farmers. Students may think that they have the same status shown in the module. In illustrating, we should bear in mind that what we draw must be appropriate and accurate to the content of our lesson. We need to consider the feelings of the farmers seeing that kind of picture.)

In addition, IDI_3 uttered that:

“When I crafted my module, I see to it ma'am that I will not write any name, write any kind of product or any kind of thing that will socially be a problem to the media. So that is one of the things that a writer should really remember that in writing modules, you should not write any kind of names like Angel Locsin or Rodrigo Duterte, you should write names that are very... 'yong hindi kilala or like, you will use some names like Pedro, Juan, Maria, yong mga ganon. Para walang maka criticize sa gawa mo. Because the whole nation, will use or will read your SLMs so dapat wala kang maapakang tao if you are a writer. So, you should also protect the rights of other people because it will turn into bullying if gagawin mo 'yon, lalo na pag negative 'yong sasabihin mo sa kanila. Makakahagilap ka pa ng away so that is a wrong thing. So 'yon 'yong dapat i- remember ng mga writers dapat if magsusulat sila ng mga dapat walang masasagasaan na mga pangalan or mga produkto or mga lugar na very sensitive or very confidential din. So ganon po.”

(When I craft my module, I see to it that I would not write any name, write any kind of product or any kind of thing that could cause problem in social media. It is one of the things that a writer should really remember that in writing modules, you should not write any kind of names like Angel Locsin or Rodrigo Duterte. You should write some names like Pedro, Juan, Maria, and the like so it would not be criticized. The whole nation would use and read your SLMs that is why you must be cautious not to step other's dignity. You should also protect the rights of other people to avoid bullying. Those are the things that need to be remembered especially as a writer. You must not violate the rights of any person nor use their names, avoid naming products as well as mentioning confidential places.)

Moreover, IDI_4 shared the same statement claiming that:

“So, from choosing pictures, I'm really careful jud na unsa akong ipangbutang na pictures since dili man jud tanan free and also dapat jud na makakuan jud pud sa context. So, sa 2nd quarter, I'm using DepEd images, didtua nako gikuan ang mga pictures that is allowed to be used sa tanan and for the 3rd quarter didtua napud wala nako naglisud kay naa naman koy taga-guhit, and moingon lang ko sa iyaha unsa akong ipabuhay and niingon pud jud ko na dapat jud ang context jud sa picture is kuan lang jud careful.” (IDI_4)

(I am really careful in choosing pictures to be included in my module that is also related to its context. In the 2nd quarter, I used DepEd images since it was allowed to be used. Also, in the 3rd quarter, it was smoothly done because I already had an illustrator, but I see to it that the illustration should be aligned in the context.)

Moreover, IDI_5, also mentioned that:

“... naa pud tuy time na nagsulat mi nga wala jud namo butangi ug pictures, kay tungod mahadlok lage mi anang masango... dili ka mogamit ug motrend jud sya. Sa akoo no, ug ingana ha, dili ta mogamit ug mga harsh na pictures, or mang degrade ug lain kay, mao na nay motatak sa mga bata hinuon nga kintahay katong farmers, oo nakuan ko ato katung buslot-buslot, mao na to motatak sa ilaha hinuon nga pag-ingon ato, mao na to magsasaka najud to. As writer no dapat ikaw nagud ana ay. Sa imoha na jud na mag sugod.”

(There were times that we did not include any pictures since we were afraid of committing errors... we should not use something that trends and avoid using harsh pictures or even degrade others because it might be retained to the memory of the child just like the farmer who worn shattered clothes. They would think that farmers appeared like that. It was the writers' initiative to avoid that kind of lapses.)

In addition, IDI_4, FGD6 and FGD2 shared their experiences saying that they were considerate to someone's cultural and religious background in crafting Self-Learning Modules (SLMs).

“Sa social content, ginakuan nako nga dili jud mogamit sa mga kuan gani nga terms ma'am such as mga tribes, akoang mga ginagamit kay, general wala ko nag specify nga mao ni sya nga tribe kay delikado kaayo, parehas atung mga issue nga atung nabasahan sa facebook... kay ang akoang first jud na story is about Biyernes Santo, which is for the Catholics, naa man diay tay Biyernes Santo, pero na realized nako nga ang none Catholics wala baya silay Biyernes Santo, mao to didto nako nahunahunaan nga about ani. I changed it mao to nachange rapud nako ma'am kay delikado napud jud nga basin dili rapud ta insensitive rapod sa ubang religion, so I changed it jud to among story, giusab jud namo to tanan. Nag usab ko ug title, nag usab ang flow sa story.”

(In social content, I avoided using tribe representations. I did not point any specific tribe because it was too risky just like what I have read on facebook. No brand naming since it was discouraged that is why I used my own brandnames. I also refrained from using names of popular celebrities instead I used the name of my friends. My first story was about Biyernes Santo (Good Friday) which is for the Catholics and then I realized that Holy Week is not celebrated by non-Catholic sectors, so I decided to change it.)

More so, FGD_6, also gave an example stating that:

“For example, fiesta, diba pag mag fiesta ta, mag mention tag fiesta as a celebration? Kay dapat gina consider, as a picture, pareha ana, kung mo-drawing lang kag fiesta unknowingly nga ang imong target kay different religion, different cultures and background, ang mahitabo ana kay isa pud gyud kay nga ma-bash ana, i-consider lang nako na sya ma'am ha ako man gud na syang na-experience first-hand. Kana sya kay dapat ang imoha jung choice of illustration kay dili gyud pwede nga depende lang sa imong pagkasabot, dapat man gud as a wholesome, tanan nga mga learners ang ma-target, kung momentum kag fiesta, in short kanang dili ka sensible enough, how about you tackle about the celebration of others? So ana man gud na sya murag walay whereas ang atuang i-address kay inclusive tanan. So, mao pud gyud na sya bantayan pag magpili tag pictures, isa pud gyud ana”

(In mentioning fiesta celebration as a content of your writing, the pictures and drawings should be considered because if you would just draw mere picture of fiesta, you might be criticized since there are different kind of fiestas in specific religion. They have different cultures and background. It should be considered for I experienced it first-hand. Your illustrations should not only base in your own thinking and perception. It should cater all kinds of students. It also should address inclusivity.)

Finally, FGD_2 talked:

“... example kana ganing mo-talk ka about ang imong stories kay about family bonding, kunwari isa sa family bonding nato kay is muadto tag church, dili ni akoang experience ba, others experience ni sya nga nigamit sya nga Sunday nga kana ganing maoy nay tig simba, so, dili pwede gamiton ang Sunday as a word nga kana ganing maging considerate pud ka sa other denomination, sa other religion nan nga simba sila sa Saturday. So, to be safe, kanang dili ka mogamit daw ug words nga against gud sa kanang other groups nga against sa ilaha ganing tinuohan, ana. So, kana sya, from that time nga nakabalo ko kay unya lisud man sya iinsert sa story so nag make way nalang kog another story nga pwede nako sya magamit.”

(You should put all the considerations in making your modules especially in including topics like family bonding, specifically going to church, as a writer, you should not mention any specific day like Sunday since not all religion have the same day to worship. To be safe, avoid mentioning words that could go against the belief of other people. So, I decided to make a way inserting such topic to other story. Writer should always be considerate because even on single word could make a big impact to learners.)

Further, IDI_6 added:

“... oo naa jud kay syempre, kay bata baya jud na ang tagaan sa imung module. Dapat huna huna-on jud nimu na naa ba koy na ligan ani na gisulat ani dinhia basin lain na diay ba.”

(Writer needs to think deeply about the content of the module. It should not include any foul statements that violates other people.)

Lastly, IDI_7 supported the previous statement stating that:

“Gina make sure jud nako nga kanang information nga akong gibuhay, kanang mga stories, kanang dili pud gani sya makadaut sa uban tao, kay grabe baya to tung kanang ganing sa module unang mag post sila sa facebook nga katong ka Bonifacio man ata to, murag mahadlok sad ko maing-ato ba. So, mao to very careful jud ko sa mga kanang information nga content nga akong ginabutang sa MAPEH nga which is original pud. Oo kay basin makuan ta, mabash ta.”

(I made sure that the information and stories included in my module did not cause any harm to my readers. People nowadays are active in social media and could post directly to Facebook just like what happened on some topics about Bonifacio. It made me more cautious in putting details and content information especially in MAPEH. I really made it authentic.)

The comments above revealed how these teacher-writer participants dealt with delicate issues, demeaning pictures, and the usage of people's names in the module. As previously stated, they tried to prevent it as much as possible to provide a fair approach to their diverse group of students who hold various opinions and principles. Furthermore, these writers took cautious not to disparage other people's professions by carefully selecting images and names of people to be included in their SLMs.

Facilitating Time Wisely and Balance in Work

As a teacher-writer with so many obligations, they managed their time by focusing on the most critical and time-sensitive work as a writer and as a teacher to their pupils while completing other ancillary tasks and avoiding spending time on non-essential tasks. Working efficiently is synonymous with time management. Effective management necessitates the ability to monitor workloads, determine priorities, and keep a laser-like focus on productive endeavors.

In connection to this, IDI_1 firmly stated:

“We were solely working from home so, ano time management lang. Siguro if I put myself na nasa quarter 2 or quarter 3, so to balance my time I need manage my time, to set my priorities kung ano yung mas urgent tsaka mas important tapos next ano yung mas important pero hindi masyadong urgent.”

(Time management is important especially that we are working from home. Maybe if I put myself doing the 2nd and 3rd quarters, balancing time, and setting of priorities must be the first thing I would consider. I would prioritize the most important and urgent one.)

Moreso, IDI_2 claimed that:

“Time management is the key talaga po. If you know how to manage your time, no? Kung alam niyo paano mag manage ng time, magagawa mo talaga lahat. First is kung ano yung ang mga pinaka importante sabi nga nila no? Kung ano yung pinakaimportante... you need to have “To Do List”, you're going to list what are those things na ah importante sayo then you make those yung pinakaimportante yun yung unahin mo.”

(Time management is the best solution if you know how to apply it. If you are good in managing your time, you can really do a lot of things. You need to have " To Do List" to point out and do things you prioritized most.)

FGD_6 also mentioned that:

“Naa man gud mi ako lang pung i-share in our naay specific learning area nga naa gyud mi timetable. So, kato sya, ay kato na learning area dali ra pag ma met na man gud to namo na time, dali na kaayo sa amoa nga on that day, pag mag require nag workshop, pasa najud na sya tanan.... in order to battle and to pass it on deadline, mosunod jud ko ug timetable kay kung maga-rely lang ta ug kanus-a lang ang ting pasa, usahay man gani ma-late man gyud ko kay naa man gyuy time na kana jud silang tulo, mangayo on the same day...)

(We have this specific learning area wherein we have timetable. This learning area becomes easy when we meet the time. It is easy for us that when they require on the spot workshop, we can immediately pass our output... in order to battle and pass it on the deadline, I would really follow the timetable. It is because if you just rely on the given deadline, there is a possibility that it can be submitted late. There were also times that I submitted it late because those three had the same schedule of submission and for example they would require 16 and also the others.)

Further, IDI_2 and IDI_7 shared that:

“Gina-adjust lang jud nako akong time ma'am no, lisud man gud kaayu sya kay adviser man gud ko ma'am. Kung sa school ma'am, ako jung ginabuhay akong part sa school, if I have a time ma'am na mag craft ug modules, mag craft jud kog modules, kung sa balay, craft of modules jud ko then sa skwelahan na pud kana mga weekly home learning plan, kanang mga buluhaton jud

sa eskwelahan i-set aside sa nako ang pag craft ug modules kasi meron kasi kaming mga reports na which is more important no kanang agad-agad dayun sya ipasa, so dili man ka pwede nga “nag craft kog module kini jud akong trabahuon”, dili jud sya pwede no kay naa man pud kay obligasyon sa school which is mga reports na kailangan ipasa. So, if you have a time then craft modules, so kay kanang ginabalance lang jud ang time ma’am. Time management is the key talaga ma’am, no?” (IDI_2)

(As an adviser, it is really difficult to adjust my time. In school, I usually do my part as a teacher. I do weekly home learning plan and if I have time, that is where I do the crafting of my module. It is because we still have important reports to make that needs to be submitted on time. So, if you have time, craft your module. Indeed, it is all about time management.)

IDI_7 also shared her thought stating that:

“I balanced my time ma’am through, kintahay magbuhat kog module kana nalang wala nako sa school, kanang gabie, kanang gabie nalang or kanang while at school kung wala ko nag release, didtu nalang pud ko magbuhat, unya daghan baya tag trabaho no? Lisud kaayo sya i-organize sa tinuod lang ang oras...adviser pud ko mao nay nakalisud kay naa ray mokalit ug sipot nga parent pero ginapasabot man pud nako sa ila nga “at this time dili ko ninyo pwede anohon”, kana lang mga time na nagduty ko.”

(For me, balancing time is difficult. I usually do my module at night or in school when I do not have schedule for releasing. It is really difficult to organize and manage time due to teacher's schoolwork... I find it difficult because I am also an adviser, so, parents usually come to my classroom, but I humbly explained to them that I can accommodate them only when I am on duty but not at the moment.)

Further, IDI_1 said that:

So, need talaga na mag manage ng time kasi we teachers, we are expected to be flexible and to manage our time kasi marami tayong work especially ngayon na new normal so maraming reports, dumagdag pa tong crafting of modules. So, yung we need to balance our time and manage our time. Siguro that time was computing grades at the same time crafting modules and at the same time enrolling new students. Yun lang yung sabay-sabay.”

(We teachers should really manage our time since we are expected to be flexible especially that we have plenty of works to do in our situation today, pandemic. We still have grades to compute and at the same time we do the crafting of modules and the enrolment of new students.)

IDI_3 also supported the previous statement stating that:

“Eventually, little by little I add ideas to the SLM, for example, at day 1, I wrote this the review part. At the day 2, I wrote the discussion part. At day 3, I wrote the activities and that is why little by little I finished the module in time. And I managed my time like I did not spend my time in too much social media because it would distract me in my task and that is what I did.”

More so, IDI_2 uttered:

“My motivation is para dili ko ma back log no, kani ganing imohang trabahuon is mag pundok-pundok na, mamotivate jud ka na humanon jud nako ning modules nako kay naa pay grado. So, mamotivate jud nimo imong sarili na dapat kani nga day humana jud ka, mapasa ni nimo, masubmit n ani nimo kay ang imohang mga reports padulongay napud if another report muabot na pod diba?”

(I always remind myself that I could do all things and that I would finish and submit my reports. That is my way of motivating myself to avoid back logs.)

Thus, to battle deadlines, teacher-writer participants managed their time wisely despite other ancillary works at school.

Paraphrasing, Citing Sources, and Making own images to Avoid Plagiarism

Learning how to effectively paraphrase, cite sources and make own images can be difficult and it demands time to master. However, copying the exact work of a particular author without properly citing the sources may lead to plagiarism issues. This statement is evident on the following responses of the participants.

As claimed by IDI_1 that:

“We were discouraged to copy from the internet, we were tasked to make our own for example, make our own poem, make also our own story and also in illustrations we were also encourage to draw... kasi ma’am kanang murag hasolan mi ba na daghag forms fill-upan so kami nalang gumagawa ng sariling stories, sariling activities and para sakin hindi naman ako magaling magdraw tapos wala ako masyadong kilala na magaling mag draw na, na available so hindi ako naglalagay ng maraming drawings, usually ano lang yung pwede lang shapes sa mga Microsoft word so yun isa yun sa mga struggles ko yung maghanap ng illustrators.”

(We were discouraged to copy from the internet, we were tasked to make our own for example, make our own poem, make also our own story and also in illustrations we were also encourage to draw. It really added in our burden to fill out forms that is why, we made our own stories, own activities. And for me since I am not really good in drawing, and I do not know anyone who is also an expert and who is available to draw for me, so, I just use shapes from the Microsoft word. So, that is it, that is one of my struggles, finding illustrators to draw for my module.)

Additionally, IDI_6 also had shared her experience in support of the previous statement:

“Ang gi-require pud jud sa amoa is original piece jud halimbawa sa stories, original dapat dili mi mang mag kopya, ug mag dili mi basta-basta magkuha daw sa internet. Kinahangaln amoa jung binuhat jud. So, isa na sya no sa kuan kay basin ang ma plagiarize, ang resources.”

(We were required to really make our own piece; it should be original, and we avoided copy pasting and avoided relying on the internet. So, that is one thing to remember to avoid plagiarism.)

Further, FGD_4 and FGD_7 also shared the same sentiments that:

“... kung unsa man ang akong makuha sa internet, I make sure not copying it kasi bawal jud sya and dili pud maayo paminawon nga mag ing-ana ka na teacher ka na masakpan ka nga nagkopya ka sa laing sources. So, dakong tabang ang mga plagiarism and copyright app kay it will minimize and lessen your plagiarism issue... gina-encourage man gud mi first hand nga kung pwede mogamit jud mi ug original for example stories, original at the same time sa illustrations, so sa akong experience since I am aware of that beforehand, and isa pud kay kuti man gud pag mag copyright ka, so sa akong experience, nagagamit jud kog original jud for example stories, original poems, original illustrations, tapos in my module I even cite kung unsa man gani to kay tulo man gud nako nga learning areas kay dapat man gud original, mao raman gud to akong girequire sa akoa kay dapat jud original, parehas atong nag cite mig stories, tung nag copy mig pictures gipausab mi sa among supervisors...” (FGD_4)

(...whatever I got from the internet, I made sure not to copy it because it was really prohibited and it is also not a good idea that you, a teacher, copied idea from other sources. So, plagiarism and copyright apps really helped a lot because it minimized and lessen your plagiarism issue...we were really encouraged firsthand that we should use original piece for example, stories, it should be original and at the same time the illustrations, so, in my experience, since I am aware of that beforehand, and one thing also, it has a lot of process when you would be charged to copyright, so in my case, I really used original pieces for example stories, poems, illustrations. Also, in my three modules, I also cited authors because I was really required to make an original piece, just like when we cited stories, when we copied pictures, our supervisor told us to change it.)

“A as for my experience po, ang akong gibuhit nalang jud pud as to be safe para wala lang juy issue, para dili ko masango sa plagiarism, so akong gibuhit is nagahimo nalang jud ko ug my own story, my own activities and sentences ana, my own questions jud para kay to be safe kay labad man pud gud sya and tama tung giingon pud ni ma’am FGD7 nga ulaw pud baya sya no nga ma-ano ka ma hit ka, mura kag ma-hit sa NBI, so mao to nag himo ko ug own stories.” (FGD_7)

(As for my experience, what I personally did to avoid issues of plagiarism, I really made my own stories, my own activities, own sentences, and my own questions just to be safe because it is also stressing to have issues. Also, FGD 7 was right that it would be a shame to be identified as one who copies, it is like you are hit in the NBI, that is why, I made my own stories.)

More so, IDI_2, also made mention that:

“... after that since naa nami idea, ginaparaphrase namo sya ma’am, dili namo gina exact na word by word sa internet para dili mi makuan sa plagiarism ma’am and then sa example sa mga

art ma'am, so kailangan namo sya, example naay mga print ganyan, so dili namo sya ginakuha ang pictures, but instead ginabuhat namo sya then ginapictureran namo then gina appear namo sya sa among modules. So, among katung gi own craft namo nga mga activity mao to among ginabutang sa amoang modules ma'am para dili nami mag problema sa copyright."

(Since we already had idea, we paraphrased it, we really did not copy paste everything by word from the internet to avoid plagiarism charge ma'am and also, in Arts, since we really, we really needed a lot of print, but we did not use pictures from the internet, instead we made our own pictures, took a picture of it and used it on our module. So, the pictures we personally made were the ones we used in our module ma'am so that we would not encounter any problem with regards to copyright.)

In line with the statement of IDI2, IDI_5 also stated that:

"... sa AP namo, more on copy paste man gud to amoa didtua ba, pero gina-paraphrased gyud pud namo. Draa mi madugay kay mag paraphrase paman gud mi unya tagalog baya jud no, sakit sa ulo. E-state lang jud ang reference para dili ka masango."

(Then in our AP, we made a lot of copy paste there, but we made sure to paraphrase. Paraphrasing was difficult and stressing since it is written in Filipino. Still, you should state the references to avoid problems.)

In connection, IDI_2 also mentioned that:

"Kasi merong mga pictures namin na hindi talaga kaya na i-draw. Example is the yung mga paintings, so ganun. So paano namin siya i-aaply sa aming modules yung mga painting kasi meron kaming pagpinta at paglimbag, so what we gonna do is to go to a website such as DepEd common so doon namin hinanap yung mga pictures na pwede syang free to downloads para at the same time di rin kami ma ano sa copyright ganun sa mga plagiarism ganun. So humanap kami ng paraan na mga pwede naming mai-apply parin sa imong modules... ... what I did is go to DepEd commons since free to download yun, so, pero not all the pictures are free to download kasi merong iba na dili na sya pwede, so what I chose is yung appropriate talaga na pictures then free to download and take note na sa modules kailangan naka source note talaga sya ma'am, to avoid Plagiarism and copyright issues."

(There were really pictures that we could not afford to draw. Example is the painting. How could we apply painting in our module since we have topics about painting and drawing? So, what we did was we went to the website such as DepEd common and we found pictures that we could freely use to download and at the same time, from doing that, we were also free from being charged to plagiarism. Yes, we find ways on what should we apply in our modules... we refer to DepEd commons since it is free download but not everything in there is free, so what I did, I chose pictures that were free and appropriate. And take note that in the module, you should do source note to avoid plagiarism and copyright issues.)

IDI_4 also said that:

"Dili man diay pwede ang dili taga DepEd, mao to nagkuan nako, DepEd images, mao to akong gibuhat, sila man puy ni suggest na DepEd images if maglisud jud sa pictures and also challenging pud sa content."

(I used DepEd image because it is not allowed to have illustrators who is not part of DepEd that is why I used DepEd images as it was also their suggestion if we encounter some challenges in the content.)

Moreover, IDI_3 and IDI-5 shared the same thoughts who also uttered:

"I also give proper credits to the owner of the pictures to have no problems in the evaluation of the modul."

In line with this, FGD_7 also had the same thought stating that:

"Pero regarding in that kay naa man puy time no nga usahay ako man ang mag-check sa uban, sa work of others, so, mao na sya ginabalik-balik sa amoa nga if you really wanted to use the work of others, you need to cite even their work, even their author and the illustrators."

(Regarding that, because there were also times that I was the one who checked other writer's work, it was always reminded to us that if we really want to use the work of others, we need to cite their work, even the author and the illustrators.)

Moreover, IDI_4 asserted that:

"As a Filipino module writer more on stories sya and I'm used to na ako jud ang nagahimo jud sa story kaya para jud dili na pud jud ma issue ang plagiarism, so I made stories and of course kung naa koy makuha na mga content sa internet, I see to it nga akoo jud syang ma-include sa references kay para dili jud ko macharge din sa ubos pud jud ginabutang nako ang source then unsa to sya na site with the link. Para makuan jud nga akoo jud silang girecognize as true owners sa kato nga content. "

(As a Filipino module writer, Filipino has more stories, and I was used to make my own stories to really avoid plagiarism issues. Also, if there were contents that I got from the internet, I made sure to include it on my references and I also put the source below with the link to make sure that I recognized them as true owners on that content.)

In support to the previous statement, IDI_6 mentioned that:

"So, ang gi- advise jud sa amoa is halimbawa naa mi kuhaon sa internet or unsa ba, halimbawa picture or statements, amo tong ibutang jud unsa to nga resources asa namu siya gikuha halimbawa sa pictures, naay kuan sa baba link. Ana lang, kung statement or halimbawa amoang i-revise or i-paraphrase namu sya."

(So, we were advised that if we used something from the internet, example pictures or statements, we should put it on our resources. Also, in pictures, we also put the link below. If is a statement, we revise or paraphrase.

After a comprehensive analysis of the transcription, it was revealed that neophyte teacher-writers always adhered to paraphrasing and citing sources when using other people's work especially if it was from the internet. Also, instead of using images, they made their own original pictures used in their SLMs to avoid plagiarism issues.

Ensuring Accuracy on Grammar, Contents, and Alignment to the Competencies

A teacher must display vast of knowledge of the necessary concept to include in designing learning activities to ensure that content and learning competencies are properly aligned. Also, it is important that the content is free from grammatical error since it would be used by students. In crafting a module, neophyte teacher-writers made sure that the learning activities are aligned to its corresponding learning objectives.

In line with this, IDI_1 stated that:

"Sa content I need to make sure to proofread everything to make sure na no errors especially sa answer keys na dapat tama yung answer keys."

(In the content, I needed to make sure to proofread everything to make sure that there are no errors especially the answer keys, it should be correct.)

Further, FGD_6 supported the statement of IDI_1 who uttered that:

"... at the same time the language content na imoha jung gina-consider in writing the module."
 (... you should also consider the language content that you incorporated in your module.)

In addition, IDI_2 mentioned that:

"It should be aligned or dapat sya aligned jud sya sa imong objectives. Diba even though na wala kay resources diba, you think na, kini imohang mga activity dapat in line jud sya or dapat ma touch jud sya sa imohang objectives. Yun ma'am so dili sya dihaa na part is dili sya lisud since Grade 1 man daghag activities na pwede nato mabuhay as long nga makuha jud to ang objectives sa mga bata."

(It should be aligned in your objective. Even if we do not have enough resources, you still need to think if your activities are really aligned with your objectives. In Grade 1, it was not a challenge because there were a lot of activities that we could make so long they were appropriate to the objectives.)

FGD_6 also mentioned that:

“ Given that we have now the new normal so, aside sa ginagamit nato na curriculum guide, we should base our activities, didtu jud ta mo-benchmark sa atong MELCs, so, kana isa sa akong ginakuanan jud is magbuhat ko sa module nako is dapat jud na ang curriculum guide, teaching guide, learners’ manual and at the same time ang MELCs kay naa man guy usahay sa amoa sa Mathematics man gud namo ang struggle jud namo kay ang kahaom, muhaom ba ang among activity sa mao ang MELC sa Most Essential Learning Competency ng ana-assign sa amoa. So, kana didtu jud mi mobalik-balik jud kung tama ang amoang gigamit sa kato na specific na learning competency.”

(Given that we have now the new normal, aside from using the curriculum guide, we should also base our activities in the MELCs. That is one of the things that I always remember that when making my module, we must use curriculum guide, teaching guide, learner’s manual, and at the same time MELCs because there were really times that we struggled if our activities fit to learner’s capacity. That is why we based on the Most Essential Learning Competencies. So, we always returned to MELCs to check if we really used appropriate activities in our module.)

Also, IDI_4 answered that:

“... ginasubay jud nako if asa pako pwede mag improve and also asa pa pwede nako ibutang ang mga assessment sa module.”

(I really followed the MELCs as my guide of what else could I still improve and where could I also put the assessment in my module.)

FGD_7 also added that:

“Sa pagbuhat ug mga differentiated activities kay bawal man na puro nalang multiple choice, fill in the blanks, so dapat lahi-lahi sya.”

(We always made sure to make differentiated learning activities because it is not appropriate to use the same activities as all multiple choice.)

Thus, ensuring accuracy of the content through making sure that the learning activities incorporated in the Self-Learning Modules (SLMs) are aligned to the Most Essential Learning Competencies (MELCs) together with correct grammar was given utmost consideration by the teacher-writers.

Insights of Public Elementary Teachers in Crafting Self-Learning Modules (SLMs) in the New Normal

The third question in this study is about the participants’ insights in crafting Self-Learning Modules in the new normal. Participants expressed their different reflections and views about crafting SLMs. From the transcriptions made, the following themes emerged: (1) becoming a writer as an opportunity for professional growth, (2) a call for teachers to accept the challenge as a writer, (3) provision of support, trainings and seminar-workshops for teacher-writers, (4) DepEd to select experts and proficient teachers in crafting modules, (5) DepEd to give enough time to teachers for crafting modules, (6) teacher-writers to consider learner’s capacity in learning activities, (7) grant of rewards and promotion for the task as a writer.

Becoming a Writer as an Opportunity for Professional Growth

Teachers can improve their skills and knowledge through professional development, allowing them to be more effective in their careers. Despite their difficulties, the inexperienced teacher-writers embraced the challenge with the purpose of furthering their career. Despite their lack of experience, training, and seminars, as well as awareness of the writing process for constructing modules, they perceived a chance to become module writers for the benefit of their students.

In line with this, IDI_1 firmly stated that:

“For me, to be given the chance or the opportunity to be the module writer, as a teacher, you need to grab it to learn new skills, to showcase your skills and talents in crafting modules and to develop also your writing skills.”

In addition, IDI_3 also have the same thought with IDI_1 stating that:

“To a neophyte teacher like me ma’am who are writers of the SLM, the insights that I have gained from this experience is that it is really hard, challenging, but those challenges will make you grow, will give you opportunities to learn and to grow as a teacher because you are still teaching, so it is our opportunity as teachers to reach out to the students at this time of pandemic.”

Also, IDI_4 stated her own statement:

“It also a professional development for us nga beginning teachers dayon gi kuan dayon ta ani nga being a writer kay madevelop ang atuang skills and mas machallenge pajud ta.”

(It also serves a professional development for us beginning teachers who were tasked to be a writer because it could develop our skills and it could also challenge us.)

In support with IDI_4, IDI_7 said that:

“The process is enjoyable man sad hinuon ang process kay along the way, you grow man through the struggles that you experienced... kay ang nakagwapo lang pud aning challenge nga atuang na -experience is mag grow jud ta ani, atleast kabalo ta mobuhat ug module, kanang uban na teacher na wala magbuhat ug module... di kuan ta naa tay advantage.

(The process was also enjoyable because along the way, you also grow through the struggles your experienced... the good thing about this challenge in crafting that we experienced is we will grow, at least we know how to make a module... we have the advantage.)

FGD_4 and IDI_7 also shared their thoughts stating that:

“Mura pud syag makadala ug self-accomplishment ug kaning makataas sa imong confidence kung makita na nimo nga ma-amaze pud ka ba, “hala nakahimo nako ug ingon ani na module” and then in my almost 2 years in teaching, murag ing-ani na ang akong na-accomplish. Maka uplift pud sya a imoha as a teacher, as a neophyte teacher.”

(It could really bring self-accomplishment and it will also boost your confidence when you can finally see the module, you would also feel amazed that “really? I was able to able to write this module?” and in my almost two years in teaching, I was able to accomplish that. It would also somehow uplift you as a teacher, as a neophyte teacher.)

Lastly, IDI_7 also claimed that:

Advantage nimo sa imoha nga “ay kabalo ko mobuhat ug module” even sa post pandemic kay kanang “ay magbuhat daw kog modules para sa akoang mga bata bi unya kanang swak jud sa ilahang needs” ana naa nakay advantage nimo sa imong classroom.”

(It is an advantage for you, because you can really say that “oh, I know already how to make a module” and even in this time of pandemic you can say “I will make module for my learners that will really cater their needs in learning”. So, you have an advantage.)

Teachers to Accept the Challenge as a Writer

The necessity for teachers to write modules for the implementation of blended or distance learning is one of the most serious challenges raised. According to the replies of the neophyte teacher-writer participants, they encouraged instructors to take on the challenge of writing modules despite the challenges that may come with a lack of expertise and training in this area. They believed that teachers should take up the task for the sake of their students.

In line with this, IDI_2 firmly stated,

“It is not easy talaga especially dili paka ano, dili man sa ingon na kailangan nimo is dugay naka nga maestra, or kadali lang o bag-o paka na maestra as long na you have the guts, you have the knowledge in crafting module so makuha ra jud na nimo as long as na passionate pud ka sa imong trabaho no? Makabuhat jud ka ug competent na modules as long ng kanang naa sa imong mind nga positive na makabuhat ka ani, yun makabuhat jud ka ana.”

(It is not easy especially if you are not that competent enough. Well, I am not saying that you must have long years of experience or short experience in the department because as long as you have the guts, you have the knowledge in crafting module, you can actually finish it as long as you are passionate in your work, right? You can craft a competent module as long as you have to bear in mind the positivity that you really can do it.)

Additionally, IDI-3 stated that:

“What I can say to other teachers is just be a positive, be optimistic to finish the module and believe in yourself that you can do it because the division, the school head have given you this opportunity and that means they believe in you, that you can do it. Yeah, that is the only thing that keeps motivating me that it is an opportunity, not a burden, and I just want to inspire also other teachers to just believe in their self that they can do it... just keep on learning and believe in yourself to be successful and to achieve your dreams in life.”

Moreover, IDI_4 claimed that:

“My insights about being a writer of Self-Learning Module in this new normal, you need to be focused sa imong goal sa pag achieve sa imohang module kay we all know na dili lang atung school magamit ana but also our whole division and I’ve heard also na nagagamit pud ang ubang division, so we really need to do our best.”

(My insights about being a writer of Self-Learning Module in this new normal, you need to be focused on your goal that you have to finish your module because we all know that it will be used not just by our school but also with the whole division and I have also heard that other divisions will also be using it as well, so we really need to do our best.)

Finally, in support to the previous statement of IDI_4, IDI_1 also stated that:

“... despite of all the challenges... what I did is just to pursue my writing because I will not be able to finish it if I will just slack off, I will just do my best... I will finish it.”

Provision of Support, Trainings, and Seminar-Workshops for Teacher-Writers

As mentioned by some participants that when training is insufficient, students will suffer. The same goes to teacher-writers who lack trainings and seminar workshops when they craft SLMs for the students. Currently, they also suffer from hesitations and stress because they were not knowledgeable enough to design a module. With this, teacher-writers called DepEd to give support to them by giving them trainings and seminars that will help them learn and enhance their writing skills. They revealed that it could have been better for them when there is sufficient training that focuses on the discussion about crafting SLMs.

In line with this, IDI_1 mentioned that:

“It is really important especially to us neophyte teachers that we do not have that rich number of skills and resources when writing modules. So, these seminars or webinars or trainings are very essential in developing our skills in writing.”

More so, IDI_2 supported the previous statement stating that:

“In choosing SLM writers ma’am, as I said ma’am dili man gud kailangan nga taas na kayo imong service sa DepEd, or short pa imong time sa DepEd kasi teachers are competent talaga diba? Tanan man ta competent na teachers so pwede ta mahimo na writers, pero siguro ang ma recommend nako need pa siguro sa DepEd especially sa Tagum City ug more seminars ma’am, conducting of seminars for SLM writers... need pa gihapon namo ug more seminars, kasi even though we know it, need pajud namo sya ug improvement.”

(In choosing SLM writers ma’am, for me, I think it does not matter how long you are in DepEd because teachers are competent. We are all competent so we really can craft modules, but if there is something that I can recommend to DepEd especially in Tagum City Division, it is to conduct more seminars for us SLM writers... we still need more seminars because even if we already know it, we still need improvement.)

More so, IDI_3 also claimed that:

“It is really a big help for us, teachers, to have seminar- workshops because first of all, not all teachers are writers in major ‘di ba?...it is really important for us teachers to be given proper training in writing the modules, because writing a module is a big task, is a very important task because many students will read it, it’s for their learning so it should be comprehensible, understandable and full of knowledge, skills that will be used by the students. And also, as we can see, the books that are given, the stores, in the bookstores are written by professionals. They have undergone years in schooling, studying how to write a good book so it’s more important for us teachers to be given a seminar- workshop to write a comprehensible module for the students because the effect if there are no seminars then obviously, the modules will not be that meaningful, comprehensible, and fruitful to the students. So that’s why they don’t want to read anymore because it’s not exciting, that it’s not interesting so what I think the importance of seminar workshops.”

(It is really a big help for us teachers to have seminar- workshops because first of all, not all teachers are writers in major. So, for me, it is really important for us teachers to be given proper training in writing the modules, because writing a module is a big task, is a very important task because many students will read it, it is for their learning, so it should be comprehensible, understandable, and full of knowledge, skills that will be used by them. And also, as we can see, the books that are given, the stores, in the bookstores are written by professionals. They have

undergone years in schooling, studying how to write a good book, so it is more important for us teachers to be given a seminar- workshop to write a comprehensible module for the students because the effect if there are no seminars then obviously, the modules will not be that meaningful, comprehensible, and fruitful to the students. So that is why, they do not want to read anymore because it is not exciting, that it is not interesting. So that is what I think the importance of seminar workshops.)

Also, IDI_6 supported the previous statement, she answered that:

“Para sa’koa importante jud kayo ang kay dapat niagi jud ang module writer sa training or seminar aron dili sya magkaproblema. Kabalo sya unsay isulod sa iyang module, unsa na content, unsa ang parts sa module. miskan bag-o pa sa iyaha, pero guided naman sya kay niagi naman siya ug proper training.”

(For me, it is important because module writers must really undergo trainings so they will not experience problem during crafting. They will know what things to incorporate in the modules, the content, and the parts of a module. Even though they are still neophyte, they will be guided because they have undergone proper training.)

IDI_7 and FGD_6 also stated that:

“Ang recommendations is workshops, trainings nga kanang mo-dig deeper jud gud gani kung unsa man jud ang tama nga dili ta maigo sa copyright, then wala tay maigo, parehas atong sa picture nga dili ta maing-ato nga ma-post pajud sa fb kay murag sensitive man gud na nga mga content gud...lisud kung walay trainings and seminars kay dugay ta mangahuman ani ug wala ta nila gikuanan ug information ba, unsaon jud diay ang pag craft sa module, so kailangan jud ang trainings and seminars, dili na sya pwede mawala.” (IDI_7)

(My recommendation is to have more trainings that would enhance more the skills of the writers like me, something that would really dig deeper especially on the discussion about copyright so we can avoid issues just like what posted on facebook, we do not want that... it is really difficult when there are no trainings and seminars because it will cause us a delay in finishing the module since they did not give us proper information as to how to craft modules. Training and seminars are needed, it must be conducted.)

Finally, FGD_6 said:

“So, in order to address that, dapat jud, untana jud no, ideally, aware jud si teacher, or aware jud si writer nga naa tay ginatawag na social content... every module writer must be aware of Social Content since we are in the Department of Education, an error would be a little bit put the agency into disappointment and sort of bashing.”

(In order to address that, ideally, teachers must be aware that we have this what we called social content... every module writer must be aware of Social Content since we are in the Department of Education, an error would be a little bit put the agency into disappointment and sort of bashing.)

DepEd to Select Experts and Proficient Teachers in Writing Modules

A competent writer is also required to provide a competent output. During this new normal, however, the instructors who were assigned to create SLMs are primarily new to the Department of Education (DepEd). These inexperienced teacher-writers faced a variety of challenges both before and throughout the writing process. With this, the participants expressed their views to the Department of Education, urging it to hire specialists and adept instructors such as education supervisors, master teachers, and teachers who are well-versed in a specific field to craft. These capable teachers would undoubtedly produce SLMs that are well-crafted.

In line with this, as claimed by IDI_1:

“I think this is controversial because as I remember, module writers or crafting of modules should be given to the EPS or Education supervisors and master teachers.”

IDI_3 Added to the previous statement stating that:

“So, if they will select writers of the module, it should be the proficient teachers or the master teachers or the teachers that are very knowledgeable in that topic so that the module will also be very fruitful to the students.”

Also, IDI_4 uttered that:

“For me, first sa qualifications ma’am, I think mas capable jud ang mga master teachers, dili man jud sila ma- promote without achievements and also majority man pud sa mga master teachers kay dugay na jud sa serbisyo and they really know well. Wala ko nag degrade sa mga bag-o kay kabalo jud ko nga mga gahut pud jud ning mga bag-o kay di jud pud ni gusto magpakaulaw but kung qualifications, I suggest na mga master teachers ...”

(For me, about the qualifications ma’am, I think master teachers are more capable because they would not be promoted without achievements, also majority of the master teachers spent years in the service, so they really know well. I am not degrading the new teachers because I know they are also very determined, but when talk about qualifications, I suggest it is best to have master teachers as writers.)

Furthermore, IDI_6 stated that:

“Para sa akua ma’am, as a module writer dapat well trained dapat ang writer ma’am para dili sya mag lisod sa pag craft sa module wala siya mga problema, dapat well trained jud pud dapat ang writer.”

(For me ma’am as a module writer, a writer should be well-trained so that he will not experience difficulties and problems in the crafting process. So, writers should really be well-trained.)

Moreover, FGD_6 also said that:

“... dapat well-versed at the same time if preferably they could have served 3 or more years pero okay, okay lang unta if there would be voluntary for the lower ano pa in service. But it will be better if well versed na sila.”

(They must be well-versed and at the same time, preferably, they could have served 3 or more years. But it is still okay to be a writer even if we are still new in the service as long as it is voluntary but still, much better if well-versed individuals.)

More so, FGD_3 uttered that:

“Ang akong nahibal-an man gud, sa ubang subject area is naa jud silay language evaluator, naa silay content and everything. Sa amoa man gud is wala, kami-kami lang so pag mag-evaluate pud mi sa among grade level, kung kinsa ang mga writers kami lang pud ang mag evaluate... so murag lahi raman jud ug naa juy evaluator na mao jud na iyang forte.”

(Based in what I know, in other subject areas, they really have content and language evaluators. In our grade level, we have to evaluate. We were the only ones who evaluated the works of our co-writers. So, it is really different when we have someone who is really an expert in evaluating.)

Finally, FGD_6 stressed that:

“Much better ana na writeshop, naay evaluator, dili lang si writer to writer ang mag evaluate sa ilang work which is okay lang man sya pero much better naay mga higher or master teacher ba na ron, or higher from the agency ang mag-evaluate which is well-versed in creating or crafting modules.”

(It could have been much better if in a writeshop, there should be an evaluator not just the writers evaluating each other’s work, though it is okay but it is still much better if there are master teachers or someone with a higher position from the agency to evaluate since they are more well-versed in crafting the modules.

Based on the responses of the participants, they suggested that DepEd should have selected proficient teachers as writers of modules as they were experienced and competent to craft SLMs.

DepEd to Give Enough Time to Teachers for Writing Modules

Time plays an important role in our lives. Activities when performed on time have great results. In writing, an author needs enough time to be able to produce great writings as well. The same goes to teacher-writers of SLMs as they suggested that DepEd should allocate enough time for them to produce a quality module. Based on participants’ responses, they experienced cramming due to short notice given to them before starting the writing process and short period of time allocated before the deadline.

In line wit this, IDI_1 stated that:

“DepEd should give reports na ano lang yung essential reports wag na yung masyadong marami kasi teachers hindi naman robot so dapat essential reports lang binibigay para makabalance parin ng time between work or in ancillary works and module writers... and module writing.”

(DepEd should only give essential report, not too many reports because teachers are not robot, so we should only be given essential reports so that we can still balance our time between work and any ancillary works at school and writing module.)

Also, as claimed by FGD_7:

“Sa akong siguro ma’am ang akong ma-ingon is paghatag sa task to be SLM writer, isa-isa lang jud dapat so para naay focus ang teacher. So, kung naa na syay isa, dili na sya tagaan ug another subject kay dili naman sya ka-focus ug para mapasa, mahuman dayon ang module within the given time.”

(Personally, in assigning the task to be an SLM writer, it should be one at a time so that the writer could focus. So, if she was given one assigned task, she should not be given another subject to craft because she could not focus, and for her to craft faster, and so that she could immediately finish the module assigned to her at a given time.)

In addition, FGD_6 claimed that:

“... it would be better if beforehand, much better jud na kining pag create or pag select sa module writer, they would have prepared it a long time ago para dili nagyud ta matagbaw ug apas... it would be much better if they could provide training especially beforehand lang jud ha, much better if beforehand dili na in the middle kay ang first man pud gyud na crafting of module would be much better para tuloy-tuloy na tanan...”

(It could have been better if they do it beforehand, the selection of module writers, they could have prepared this a long time ago, so we would not cram working about it... it would be better if they could provide training especially beforehand, not in the middle of the process so that the crafting would be continuous and would be a lot faster.)

FGD_4 claimed stressed that:

“So dako jud syang tabang unta na kaning ma train ta daan para ma inform ta kung unsa tuy mga format, mga proper ways on how to make the module and then unta ato, naka fix najud unta ang ilahang format para dili unta madugay ug himo ang mga teachers. Medjo hassle man gud sya ato nga time kay sige ug change-change daghan kaayug modifications na nahitabo, mga revisions so unta ato dapat na fix na unta to sya daan, better unta to.”

(It could have been a very big help if we were trained beforehand so that we would be informed about the format, proper ways about the module, and the format should be fixed first so it would be easier for us to finish our crafting. During the time, it caused a hassle because there were a lot of changes and revisions. So it could have been better if they were fixed first.)

Thus, teachers-writers called DepEd to give them enough time in crafting their SLMs because they also have a lot of works to attend aside from crafting modules. Also, they revealed that it could have been better that they choose writers earlier so that there would be enough time to prepare before the actual crafting of modules.

Teacher-Writers to Consider Learner’s Capacity in Writing SLM Activities

Teachers must thoroughly comprehend that when planning activities, they must consider the abilities of their students. They must understand the connection of each activity to their students' experiences and needs. Teachers must also select the appropriate instructions for the intended learning outcome. One of the most important concerns for participants when creating SLMs is to ensure that the activities they create are developmentally appropriate for their learners' level of understanding and capacity.

In connection to this, IDI_1 stated that:

“Kailangan imodify mo yung mga activities na dapat developmentally appropriate sa level ng mga Grade 4 pupil so parang you put yourself as a grade 4 students dapat yung paggawa ng module isipin ko as a writer na ang sasagot grade 4 pupils so hindi siya dapat masyadong mahirap at hindi rin siya masyado madali yung ano lang average.”

(You must modify the activities as it should be developmentally appropriate in the level of Grade 4 pupil, you put yourself as a Grade 4 student because in making module I must think that the ones who will answer the module are Grade 4 students, so it should not be too difficult and not too easy, it should be average.)

Also, FGD_7 added that:

“Tanan nakong ginakuha sa libro or sa internet, akong jud nang gina edit or gina modify or gina improve, kay syempre hunahunaon man nato atuang mga learners, nga makaya murag meet halfway makaya sa mga bright ug makaya sa katung mga tabangunon, so kanang dili sya lisud kaayo ug dili pud sya laay kaayo sa part sa mga learners.”

(Everything I used from the internet, I made sure to edit, modify or improve it because we should be thinking of our learners' capacity. We should meet halfway, it should be understood by both fast and slow learners, it must not be difficult and not also too boring for the fast learners.

To add, IDI_1 also stated that:

"We need to think of our learners, what kind of learners are going to answer the module, so activities should not be hard to discourage the slow learners and not too easy to bore the achievers. So, it should meet, meet halfway na maka-answer ang both kinds, different kinds of learners. And also, modules, you need to have differentiated activities para even if we were not having face-to-face interaction, students get to enjoy the modules. So, it should not be boring. And also, it should not be too wordy, so you need to follow the format given to you, we need to stick to the format."

(We need to think of our learners, what kind of learners are going to answer the module, so activities should not be hard to discourage the slow learners and not too easy to bore the achievers. So, it should meet, meet halfway that both sides could answer- the different kinds of learners. Also, in modules, you need to have differentiated activities so that even if we are not having a face-to-face interaction, students still get to enjoy the modules. So, it should not be boring. And also, it should not be too wordy, so you need to follow the format given to you, we need to stick to the format.)

To support the statement of IDI_1, IDI_4 also stressed that:

"It will cater the different need of the learners since we have diverse learners so gikuan jud nako maam nga makakuan jud sila, makacope up."

(It will cater the different needs of the learners since we have diverse learners, so I make sure that they really can cope up.)

More so, FGD_6 affirmed that:

"Kunbaga, dapat varied gyud pud sya kay ang atua bayang mga bata, as a writer, gina- consider pud nato nga ang atuang mga learners kay dili jud tanan makasabot in one glance, dili man gani tanan nga bata makasabot nga naa pa nang face-to-face how much more sa module. So kana, isa pud ng kana na mga learning activities atong addressan sa mga bata kay isa pud gyud ana nga kanang main gyud niya nga concern is mo-solicit sa mga bata ug kanang mga ideas, that is why naga require ta ug mga varied strategies or varied na mga methods kung unsaon to sya or unsay pamaagi which is dapat makuan gud nato ang creativity sa bata, makuan nato ang pagka-critical sa bata in dealing with that module, makita nato nga dili lang kumabaga nagasalig lang sya ug kung unsa ang atong gina-spoon-feed."

(It must be varied because as a writer, we should consider our learners because not all of them can understand in just a glance even during face-to-face how much more with modules. Also, the learning activities, that is one of our concerns that it should solicit ideas from the students, that is why we require varied strategies and methods to encourage learner's creativity, their critical thinking in dealing with their modules, that we will be able to see that they are not dependent on what the teacher spoon-feed them.)

Moreover, IDI_5 claimed that:

"Kung mag craft tag module kay ang ibutang jud nato sa atong huna-huna kay example kay kita ang bata, kita ang mo-answer, kaya ba na nato, kaya ba nato ni answeran or kaya ba sa ing-ana na-edad na bata kaya ba na niya answeran..."

(In crafting modules we must always put in mind as if we are the students, we are the ones who will answer it, or if it is appropriate for this age to answer.)

Furthermore, FGD_6 also stress that:

"Dapat gina-isip nimo na dapat makabalo ang bata, dili lang ka murag ikaw, i-contextualize nimo sya nga naa sa tiilan sa mga bata, how about pag sila lang independently, kaya kaha nila nig answer without the assistance of their parents, isa gyud pud na gina-consider."

(We should consider that the learners will understand, you must contextualize it based on their capacity, if they can answer it on own, without the assistance from their parents. That is really one thing we should consider.)

Additionally, FGD_7 also uttered that:

“In choosing learning activities, as a writer and as a teacher, we should create activities which are contextualized in our learners’ daily life experiences, nga kanang makarelata sila ug kanang mga activities kay dili lisud. So, dapat ang mga activities kay developmentally appropriate pud with their level.”

(In choosing learning activities, as a writer and as a teacher, we should create activities which are contextualized in our learners’ daily life experiences, we should make sure that they can relate on the activities- not too difficult. So, the activities must be developmentally appropriate to the learner’s level.)

In relation to the previous statement, FGD_6 claimed that:

“Dapat contextualized sya kay dili lang man pud gud si learner lang ang atong clientele gud ana, apil naman pud gud ang naga assist especially for me naa man gud kos lower grade na assign, so apil pud dapat tung mag assist sa bata.”

(We should contextualize our activities because our clientele are not only the learners but also their parents especially for me because I am assigned in the lower grade, so I must also consider those who will assist the pupils in answering.)

Additionally, FGD_2 added:

“Isa sa jud sa challenging sa amoa is masabtan ba, interactive ba sa bata, appropriate ba sa iyang level, so strategy namo ana as module writers po kay gina as-if namog answeran among module, as if kami tung studyante. So, based on my experience po, talking about problem solving kanang sa Grade 2 pupils medjo challenging na sya. So, kanang ako as module writer gitry nako sya nga answeran as if kato nga level ko nga bata. Every mahuman namo ug craft ang isa ka module, kay gina-answeran namo sya as if nga kami tong learner nga mogamit atong Self-Learning Module. Pag the time na marealize namo na lisud jud kaayo, or even kanang mogamit, naa man gud koy pamangkin dri nga Grade 2 level, isa sya sa mogamit sa kato nga module, gina patry nakog pasabot sa iyaha ug kasabot ba sya or na gets ba nya ang instruction sa kana or direction sa kana na activity. So, from that na maka assure mi nga ah kaya ra, ay oo okay sya, interactive sya.”

(Once of our concerns is to make sure of it is understandable for the part of the students, interactive or appropriate to their level. So, our strategy as a writer is, we personally try to answer our module, as if we are our students. Based on my experience in solving problem, for a grade two level it is very challenging on their part, so I personally tried if it really fits to the level of a grade two pupil. Every time we finish crafting a module, we always try to answer it as if we are the pupils who will use the Self-Learning Modules so that we will be able to know it it is appropriate for them. When we realize that it is too difficult for them, or even when used by my niece who is also a grade two student, I tried to explain to her if she can understand the instructions in the activity. So, from that point, if we can assure that it can be understood by a grade 2 pupil, we consider it as good, interactive.)

Hence, it is very important that teacher-writers should consider their learners in making their activities in the Self-Learning Module (SLM).

Grant of Rewards and Promotion for the task as a Writer

The Department of Education's principal goal is to provide high-quality education (DepEd). To achieve this goal, teachers must be "well-qualified, numerate, and enthusiastic." Teachers who are inspired can accomplish incredible things. According to the inexperienced teacher-writers, DepEd should compensate instructors by awarding them service credits. Participants also reported that one of their motives for completing the work is potential advancement.

In line with this, IDI_5 claimed that:

“... then tagaan jud nilag pahalipay ang mga writers, bisan lang man mga service credit, pakuanon sad unta nila, daghanon nila ang service credit.”

(They should give writers an appreciation like giving them service credits or treat them food and more service credits.)

In addition, IDI_6 stated that:

“Kailangan nimu mahuman, kanang matawag jud na recognition as a writer ma’am kay magamit jud na siya jud in the future pud.”

(You really need to finish it to be able to receive a recognition as a writer because it can surely be used in the future.)

Furthermore, FGD_4 stressed that:

“As motivation pud sya para sa atua na teacher’s kay syempre kay dili man mawala pud ng magamit nato for promotion. Opo one of the motivations pud na namo.”

(It is a motivation for us teachers that we can use it for our promotion. Yes, it is one of one of our motivations.)

Neophyte-teacher writers are looking forward for DepEd’s response to this call of granting rewards and promotions to them especially those who were assigned to craft SLMs from the first quarter until fourth quarter with many subject areas.

All the sentiments stated above reflected the views and experiences of the participants in relation to the themes which emerged in the insights of Neophyte Public Elementary Teachers who crafted Self-Learning Modules (SLMs) during the New Normal. After a numerous review and analysis of the transcriptions of the participants’ responses, the themes and the core ideas were formulated. They helped to understand easily the results of the study which were all about the lived experiences of elementary teachers who crafted SLMs during this new normal.

DISCUSSIONS

This chapter presents the discussions and conclusions drawn from the results of the study and supported by various authors. This also contains the implications for teaching practices, further research, and concluding remarks.

The purpose of this phenomenological study was to explore and understand neophyte teachers’ lived experiences, particularly issues and challenges in crafting Self-Learning Modules (SLMs) in the new normal, how they coped with the situation and their insights that could be shared to others. To gather substantial data, in-depth interviews and focus group discussion were done using the validated questions approved by the validators. All of these research questions were answered by the chosen participants who expressed significant data that had undergone thorough analysis through the help of the experts.

Experiences of Public Elementary Teachers in Crafting Self-Learning Modules (SLMs) in the new normal

The neophyte public elementary teachers who were chosen to be the participants shared their experiences and challenges in crafting Self-Learning Modules (SLMs) in the New Normal. From their honest responses, emerged seven (6) themes namely: (1) lack of knowledge and training in the crafting or writing process, (2) struggles on time of writing and submission, (3) hesitations, pressures, and stress in the writing process, (4) dilemma on copyright issues, authorship and social contents, (5) pride and happiness for the opportunity given as a writer, and (6) difficulty in finding internet connection, resources, and references.

Lack of Knowledge and Training in the Crafting or Writing Process

Crafting a module requires significant knowledge about the content, language, and other factors to consider with regards to the writing process. Writers need to be mentored and encouraged especially when they are new to the field and still lack of skills. However, participants revealed that one of the factors that hindered them in making a competent SLM or even from accepting the task in the first place was due to their lack of knowledge, experience, and training about crafting modules. Also, participants answered honestly that it is easier for them to design the modules if there are more trainings given to them that focus on module crafting. Further, the lack of training and knowledge about writing made the process even more difficult.

According to Zuhdan (2011), as quoted by Turi et. al (2017), in designing modules and other learning activities, teachers faced problem in achieving expected competence especially in crafting learning activities in modules. In this instance, learning material must be carefully crafted based on the learning competencies.

Additionally, Li (2016) gave emphasis that education department sometimes lack focus in terms of giving seminar workshops or training to teachers that will enable them to enhance their knowledge about designing student-centered learning activities. The knowledge of multimedia technology of teachers should also need to be developed as it helps them in designing their learning activities and SLMs by incorporating interesting and updated teaching techniques for the students to learn effectively.

Further, in the study conducted by Nuraini et. al (2016), she found out that teachers have struggles in designing learning devices due to lack of competence. According to them, most of the teachers did not develop their own learning devices such as learning modules because of the lack of confidence, lack of resources and they still need guidance and instruction regarding the development of learning devices. Also, student’s ability and competence are affected by teachers’ preparation and proficiency as they are the ones who make the instructional materials. More so, teachers should master the subject matter and be well prepared in the developing of SLMs Cruz (2002) as cited by Alcantara (2015).

Struggles on Time in the Writing and Submission

Time is precious which never waits for anyone. Time management means the maximum use of time to achieve productivity and progress. It is difficult to manage time when there are loads of work that are equally important and need equal attention as well. Struggles in accomplishing a task due to many workloads and short period of time to meet deadlines are indeed difficult especially on teacher-writers who must attend to both of their responsibilities as a teacher to their students and in writing their modules. This

is reflected on the responses of the teacher-writers that they faced struggle on time in writing and submission due to many ancillary works that should be accomplished along with the crafting of SLMs.

In line with this, according to the research conducted by the Department of Education (2018) entitled “Exploring teacher workload: a qualitative study”, a survey conducted last March 2018, teachers reported high levels of workloads especially those early career teachers which mostly stated that their workloads were unmanageable. It only becomes manageable if they will spend longer hours working because if they fail to do so, many tasks will not be accomplished during deadlines. It was also reflected on the study that teachers emphasized that the task they have were all important and necessary for school. In addition, interviewee also said that they used their none-working days as additional time to cover all the tasks including the making of learning activities and module or unit of work.

Additionally, Hernan & Baloran (2020), stated that teachers face challenges with the “blended learning approach” as they embrace the new normal in teaching. Teachers are still challenged to fill the gaps as they embrace the paradigm shift in pedagogical delivery, including the crafting of modules that has been given to them as one of their duties during this new normal especially to remote areas which experience difficulties in accessing the electricity and internet connection as they will not be able to have online learning.

In relation to this, Miqdadi et al., (2014) stated some essential ways on how to manage time in relation to having a lot of workloads. They mentioned that one must learn to manage their time effectively by some techniques that can help them to overcome such struggle. They should arrange their schedule according to priorities, which means that they should look at the important dates such as paper due dates and arrange them according to the size of the assignments and urgency.

Hesitations, Pressures, and Stress in the Writing Process

It is normal to experience some tension and anxiety when writing, and it is typically seen as an indication that a writer is concerned about producing a quality product. This pressure pushes writers to commit knowledge and effort to their writing during the writing process. However, when writing SLMs in the new normal, teacher-writers acknowledged to being unsure about the substance of their modules due to a lack of topic knowledge. In addition, they feel pressure as they are neophyte in the field having insufficient trainings that leads to stress considering the trust and responsibility vested on them. In other words, teacher-writers were affected emotionally due to the preparations of SLMs.

According to Malipot (2020) that with all these adjustments in the new normal, the Alliance of Concerned Teachers Philippines (2020) revealed that teachers are raising a “myriad of issues” with the modular learning preparations which is being provoked by the present health crisis. Teachers in the National Capital Region (NCR) and some provinces in Region IV-A (CALABARZON) – which are currently placed under the Modified Enhanced Community Quarantine (MECQ) revealed that they have difficulty in preparing modules.

In addition, according to Fleming (2020), the new learning modality specifically modular learning brought stressor for teachers as they will be working on their feet, working at a computer all day searching for more sources to design a more competent activities for students, setting up working schedule even during work-from-home talking with colleagues and managing parent communications and doing school related works that caused them to stress every single time even during weekends.

Further, in the recent survey conducted from the Yale Center for Emotional Intelligence and the Collaborative for Social Emotional and Academic Learning (2020), it was found out that as the pandemic unfolds and the days of distance learning turns to weeks, teachers continue to struggle in ensuring quality education that caused them stress and repeated negative emotions.

Moreover, according to Maslach (1982), as cited by Genc (2016), professional in the field of education tend to show the highest levels of stress due to the demands of their work. This situation can be linked to teachers experiencing burnout because of too many workloads that they need to accomplish. Victims suffer from problems with hesitations, low self and depression (Grayson and Alavarez, 2008).

Dilemma on Copyright Issues, Authorship, and Social Contents

The data collected based on the answers of participants regarding the challenges they encountered revealed that Ethical Integrity concern is one of the most difficult challenges experienced by the neophyte teacher-writers. They revealed that the lack of awareness to social content and copyright hinders them in accomplishing the modules earlier than the set deadlines because of some revisions to make when checked by the evaluators. Further, since they lack resources and were afraid to use some desired work of others because they do not know how to properly address them to avoid serious violations that could be a cause of shame to their self and to the institution, this resulted to some delays in accomplishing their work.

In a case study conducted by Huddleston (2020), about “Copyright Issues in Distance Education”, he cited Crews (2020) who stated that the growth of distance education nowadays is virtually unpredictable and inflates the magnitude of the issues at stake with regards to copyright issues and ownership as well. He also added that education institutions are probably at greater risk that are individuals of facing infringement liability. Further, he mentioned that there are some organizations related to education who have been working to reduce and hopefully eliminate these types of problems by incorporating specific details regarding ownership into a workable model that can easily be used by faculty and administration to help and guide them during the distance education.

Further, according to Grieve and Butler (2020) in their statement, they mentioned that it is an utmost important that a writer especially in educational institution to be aware that a material produced as a teacher in the course should be carefully check with someone with responsibility for copyright issues. They also suggested that in an educational institution, there must be someone tasked to do the checking about the ethical integrity of a teachers’ work.

Pride and happiness for the Opportunity Given as a Writer

People set out to achieve great things in their life just like how neophyte teachers go out from comfort zones and craft modules despite all the hurdles. Being a teacher-writer with lack of trainings and knowledge about crafting modules but was able to produce own output from own determination and guts to finish served them a feeling of fulfillment and satisfaction. They accepted the challenge to be a writer with pride and happiness that they would be able to showcase their capabilities. Also, it served them an opportunity to satisfy their desire of producing their originally-craft module.

In line with this, a study conducted by Etherington (2019) about “Pride in Education: A Narrative Study About Five Finnish School Teachers” revealed that pride is a positive emotional stimulus which can increase self-confidence, willpower, and productivity. They also found out that it improves how teachers persevere in accomplishing big tasks, aiming for academic success, and achieving productivity in the field of work. According to the study that scholars have claimed that pride is a critical source for learning and pursuing great task accomplishment.

According to Lyubomirsky et al. (2015), positive emotions lead to a positive outcome. They explained that a person who feel happiness with something signifies that a person is ready to accomplish his goals and he interprets his surrounding desirable which means that he can positively act with whatever goals he wants to achieve. They also stressed that as educators become more encouraged to perform a task, the more meaningful and engaging his output becomes because of his pleasure and positive outlook.

Difficulty in Finding Internet Connection, Resources, and References

Writing a module necessitates the use of a variety of reputable resources to back up the points or concepts that you as the author have written in your discussion. In terms of designing learning activities for learners, learning materials such as the internet and books are the most important instruments in education. The goal of utilizing multiple resources is to give students valuable opportunities to explore concepts and information while also developing abilities. However, participants revealed that they had difficulty in finding reliable resources due to limited number of books at schools and other references including internet connection. Also, they found-out that in other subject areas there is no single book as a source to craft their learning activities in the module. Thus, the participants considered internet connection, resources, and references as one of the difficulties in achieving quality output.

In the study conducted by Algan and Metin (2013) about Teachers’ Difficulty in Preparation and Implementation of Performance Task, it was determined that teachers have difficulty in the preparation of learning activities as well related to different topics due to the struggle of finding related materials may it be books at schools or even on the internet. They also stressed that the lack of resources caused teachers to experience difficulties given the fact that they were not informed about the types and features of the activities that they are designing.

In addition, Matimbe (2014), as cited by Mupa, P. et al., in their study about “Factors contributing to ineffective teaching and learning in primary schools: Why are schools in decadence?”, stated that quality of the output a teacher produce is dependent on the availability and accessibility of school materials and learning resources. Matimbe viewed that the lack of learning resources and other instructional materials such as syllabus and textbooks have negative effect in teaching and producing quality output like activity materials and modules. He also asserted that ineffective funding and budgetary cutbacks is visible in the erosions of standards of teaching.

More so, as stated by De Vera (2020) in his recent study about “Challenges and Teacher Resilience: The New Normal Classroom Instruction Using Social Media in Philippine Context”, the availability of the resources was considered as a very important factor and consideration. Learning management system (LMS) is readily available but unfortunately it is expensive and only feasible if you have reliable internet source.

Coping Mechanisms of Public Elementary Teachers in Crafting Self-Learning Modules (SLMs) in the New Normal

Everyone who happened to experience personally issues and challenges had different ways to cope with these struggles. Teachers as participants of this research shared their coping mechanisms about their experiences and challenges occurred during the crafting of Self-Learning Modules (SLMs) in the New Normal. Based on their responses, eight themes emerged: (1) being resourceful and doing research, (2) asking supports from experts, heads, and colleagues, (3) accepting the challenge and believing oneself, (4) using appropriate and relatable contents, activities, and images in writing, (5) avoiding sensitive topics, degrading images, and mentioning names of people, (6) facilitating time wisely and balance in work, (7) paraphrasing, citing sources, and making own images to avoid plagiarism, and (8) ensuring accuracy on grammar, content, and alignment to the competencies.

Being Resourceful in Doing Research

Being resourceful is the ability to do research or find out available resources to solve problems and achieve goals, and there is nothing more important than this trait most especially in the success of collecting data. In writing, an author must collect information, must use number of books, and must do research to be able to write a competent output. And as revealed by the teacher-writer participants, this is exactly what they did to be able to craft a competent module despite the lack of books at school. They used old books from some private schools, old modules from the previous quarter, and did research to gather different ideas incorporated in their SLMs.

According to DFID (2007), as cited by Okongo (2015), adequacy of instructional materials such as textbooks is the most effective learning resources that teachers could use. For an effective teaching and learning to occur, textbooks, and resource learning materials are the basic tools, their inadequacy or absence can truly affect teachers in terms of his learning activities design. Therefore, scarcity of resources will constraint education systems from responding to a quality outcome. This is the time when teachers need to be resourceful in aiding lack of resources.

Further, Dahhaj (2018) stated that being resourceful when writing is one the best ways to cope with lack of available resources. He also added that our ability to become resourceful is directly related to our ability to achieve high quality results in any aspect of our educational life. For this, a teacher must understand that to become resourceful means to seek all possible ways that we can utilize to be able to achieve what we desire to achieve.

Asking Support from Experts, Heads, and Colleagues

Asking help from some mentors or mentoring can be defined as a process in which a skilled or more proficient person teaches, guides, or encourages a less skilled or less experienced person to the purpose of achieving the latter’s development. Writing something important especially Self-Learning Modules for students is a daunting task that cannot be done in a hurry. It demands expertise and will consume time from deciding what learning activities to include to drawing illustrations.

According to Bancrot (2008), as cited by Wright (2017) in her study about “Perception of Teacher in their Preparedness to Teach Students in Low-Income Charter Schools in New Jersey, novice teachers also need experienced mentors to improve. They

need a professional who can model and provide feedback consistently. Also, she emphasized that more skilled individuals especially in the field of work must take time to help and guide the neophyte teachers in the field.

Further, it was stressed by Feiman-Nemser (2001) as cited by Oplatka (2009) that novice teachers need mentors in their first years of teaching. He added that the needs of teachers at a variety of stages of professional development differ, and mentors should be aware of these needs when striving to assist neophyte teachers.

Accepting the Challenge, and Believing in Oneself

Teachers are flexible individuals who believe that their calling is to plant and nurture seeds that will grow and shape tomorrow. The sudden shift of learning modality that caused teachers to become writers made them terrified but did not hinder them to accept the challenge and produce a module. They were tapped to become writers without proper training, lack of resources, and without experience. Still, they believed in themselves and were able to craft a module for their students.

Steve Brown (2020), CEO of International Schools Partnership (ISP) expressed his gratitude about teachers and staff who exerted a huge effort in adopting to the new normal ways of education. He stressed that despite the difficulties encountered by teachers in connection to learning continuity plan of the department of education, still they have done their part for the sake of the learners.

As part of the positive response of the teachers, they do their best to develop their own materials by monitoring all Schools Learning Centers (SLC) as mandated by the office. Also, they adhere to the recommendation of the management who recommended the Learning Resources Management System (LRMDS) to be of their SLAC or INSET topics to give encouragement and enlighten them in becoming innovative authors. Through this, they gained insights regarding technical and social content guidelines concerning the crafting of modules (De Vera, 2020).

Using Appropriate and Relatable Contents, Activities, and Images in Writing

Relevant learning means effective learning and this reason alone should be enough to teachers to design relatable and appropriate learning activities for students. In writing modules, one should make sure to design meaningful activities that both engage students emotionally and connect with their prior knowledge and with their environment. It is said that students need personal connection to the materials so that they will remain interested because if not, they may not only disengage and quickly forget, but they also lose the motivation to try. As the participants revealed, they made sure to incorporate contextualized contents in their modules for the students to understand well and relate to its content. And develop their skills.

According to Zamir (2014), the consumption of self-learning modules in teaching is another form of individual used instructions. He also stressed that SLMs should be short to encourage learners to utilize their learning time efficiently and should also be a combination of principle and real-life exercises. With this, a module must deliver concepts or thoughts to the learners about the ways on how to communicate their ideas in the events and actions they will make, projects and evaluation that they yield into. Further, it should also offer a list of additional readings and sources that will also develop the target skills.

More so, in a study conducted by Perin (2011) about “Facilitating Student Learning Through Contextualization”, it was revealed that contextualization can be seen as a form of “deep learning” that comes about through linking ideas and concepts across courses (Moltz, 2010). He cited Simpson et al. (1997) who suggested that to be able to achieve the expected outcomes of the learners, a teacher should use authentic examples and materials like books used based on their level of understanding. He also emphasized that learning would be more active and enriching if it is related to learners’ everyday lives, needs and interaction within the society.

Avoiding Sensitive Topics, Degrading Images, and Mentioning Names of People

Many topics can be considered sensitive with potential for students or to anyone reading to experience distress and discomfort. In the event that pressure would be experienced by concerned individuals regarding the topic discussed, the complaints might potentially harm both the writer and the department as well. Teacher-writer participants emphasized that during the writing process, they always put on utmost concern the sensitivity of the discussion and activities they incorporated in their crafted modules.

According to Hill and Zinsmeister (2012) as cited by Winston and Kinchin (2016) in their study about “Teaching Sensitive Issues: Psychological Literacy as an Antidote to Pedagogic Frailty” that many educators are keenly being careful about the risk associated with teaching sensitive topics which resulted to struggling in balancing the coverage of important topics because of all the ethical consideration to observe that might cause student’s educational and emotional harm. They also stressed that some of the faculties feel the pressure in the academic as they always observe to avoid issues that could be a subject to as serious offense, that is why they change practice in response to an evolving teaching environment, leading them to adopt their what they might consider a ‘safe’ and sustainable approach in designing their lesson activities.

Furthermore, according to Reeves & Reeves (1997); Collis (1999); McLoughlin & Oliver (2000), many individuals and practitioners in online education are giving much attention to a cultural dimension in the design process of learning activities by emphasizing the need to provide cultural sensitivity especially in learning environments. They also emphasized that authorities derive to some useful principles to help course designers on meeting students’ diverse needs in distance education programmes.

Facilitating Time Wisely and Balance in Work

Whether you are newbie or a veteran, you always need another hour to tick tasks off from your to-do-list. Time management is the process of planning and exercising awareness of time spent to a specific task to work smarter and harder. It is always challenging to take control of every single minute of one’s day especially when there are too many tasks that need to attend to. This is one of the struggles of neophyte teacher-writers in accomplishing their modules as they needed to manage their time well considering that they had tons of other related schoolwork. Despite the challenge, they were able to manage well their time by finding their most convenient ways to cope it.

In the chapter 11 of the study conducted by De Vera (2020) entitled “Challenges and Teacher Resilience: The New Normal Classroom Instruction Using Social Media in Philippines Context”, he stated that in planning the lesson and managing all the workloads during this new normal, teachers have a lot of sacrifices with regards to devoting their time in making lessons whether online and offline. He also stressed that in managing time wisely, learners would also benefit from it.

In the statement of Briones (2020), Secretary of the Department of Education, in her statement in “Learning Opportunities shall be Available: The Basic Education Learning Continuity Plan in Time of Covid-19”, she claimed that the ‘new normal’ in education means additional administrative and operational burdens to teachers and schools. School management and teachers’ time management should be put into action as there would be a lot of school meetings and other ancillary tasks to attend.

Paraphrasing, Citing Sources, and Making own images to Avoid Plagiarism

Learning how to effectively paraphrase, cite sources and make own images to avoid plagiarism issue is difficult and certainly takes practice. Writer’s quote or paraphrase from other authors’ works to support their points. In designing modules, this can be considered as one of the most important things a writer should pay attention. As revealed by neophyte teacher-writers, they always paraphrase the work of other authors when using them as support in their discussion. Also, to avoid issue with regards to the illustrations they used in their modules, they made their own images as well.

According to Tan (2021) of the Stony Brook University Libraries, a writer should make own versions, quote or paraphrase when stating someone’s work word for word, using their own words. She also mentioned that sometimes, we find a written work that is exactly what we want to convey, a writer can directly quote it and he must put in quotation marks and referenced. She also added that scholarly papers must be cited as a professional courtesy. One must acknowledge the original author with a footnote/endnote or parenthetical.

According to Goyal (2016) in his study entitled, “Plagiarism: An issue of concern”, she stated that a lot of academic works now are being released with authors declaring themselves as the first contributors of the subject, without acknowledging the original authors. In another instance that he mentioned, because of the urge for publishing a written work either for collecting score for academic career or for releasing an output to be used in an organization, some of the works are not being checked and published without acknowledging the contributors. This scenario is a serious violation of plagiarism.

Ensuring Accuracy on Grammar, Contents, and Alignment to the Competencies

Ensuring alignment of learning activities to the essential learning competencies means describing what learners will be able to do upon completion of the instructional unit. In education, educators often refer learning objectives as students learning outcomes and performance outcomes. For the neophyte teacher-writers this is one of the most important things to remember in designing activities incorporated in the module along with correct grammar and contents. With this, writers made sure that their crafted modules have the quality content based on the learning needs of the students.

In a research conducted by Padmapriya (2015) in Asian Programme of Educational Innovation for Development (AIPED) report, a module was defined as a set of learning prospects systematized around a well-defined theme which comprises the elements of instruction, specific objectives, instructional knowledge activities and assessment. He defined module a short unit of instruction dispensing with a specific conceptual component of a content.

Furthermore Cross (2015), as cited in the study conducted by Vergara (2017), stated the characteristics of module as a learning plan that ought to contain the major highlights namely: educational aims should be specified; indicative advancement examination was managed after every item; and mastery of one element is obligatory before the student can continue to the following module or component. Also, modules should be sufficiently encouraging, correctly sequenced, and must require chances for collaboration with students.

Similarly, the idea of Taneja (1989), as cited by Zamir (2014) emphasized a module should be a means of instruction that is established on the concept of developing up abilities and expertise. Thus, it should encourage learning, guarantee reasonable guidelines, offer educative units, require fundamental education, promote content, integrate notion and preparation, accommodate specific modifications in learning, combine critical themes in a course, and stipulate resources for distance learning.

More so, Crisostomo (2015), as mentioned by Agosto (2020), added that an effective module must be written properly and logically sequenced, specific, manageable, and realistic. The content must be aligned in the core curriculum and standards, current, valid, and reliable with real world of examples. The content of any learning activities must be aligned to get hold of the interest of the learners despite their differences from various skill levels. Also, materials should enhance conceptual understanding and engages higher order reasoning skills and free from bias.

Insights of Public Elementary Teachers in Crafting Self-Learning Modules (SLMs) in the New Normal

This part focused on the insights of neophyte public elementary teachers in crafting self-learning modules that can be shared to others. As I have reviewed the participant’s responses, seven (7) major themes manifested: (1) becoming a writer as an opportunity for professional growth, (2) teachers to accept the challenge as a writer, (3) provision of support, trainings, and seminar-workshops for teacher-writers, (4) DepEd to select experts and proficient teachers in crafting modules, (5) DepEd to give enough time to teachers for crafting modules, (6) teacher-writers to consider learner’s capacity in learning activities, (7) grant of rewards and promotion for the task as a writer.

Becoming a Writer as an Opportunity for Professional Growth

Teachers are writers in their own ways as they write almost everyday- lesson plans, assignments, and so much more. However, these alone will not make them professional writers without guidance and trainings to be able to accomplish an output. But for neophyte teachers who were assigned to craft SLMs, lack of trainings and seminar workshops did not hinder them from becoming writers. They take the challenge as an opportunity to grow and develop them both personally and professionally. Also, they revealed that becoming a writer has a lot of benefits for them as it made impact on their lives as teachers and as writers in the new normal.

According to Valazza (2020), developing teachers’ skills and ability is not just the concern of teachers who are neophyte in the field but also of experienced teachers when they meet new challenges which seems to threaten their long-standing values and

beliefs about learning and teaching, especially during these times that they have changes to their teaching practices. Most teachers were challenged and experienced development as they were trained with the new normal ways in education. In the same article, Valazza cited Rossner (1992) that teacher's development has nothing to do with the language or even teaching: it's about language development, counseling skills, assertiveness training and almost anything. Valazza also mentioned Underhill (1986) who described teachers' development as the process of becoming the best kind of teachers that they personally can.

In relation to this, Garcia and Weiss mentioned in their study about the role of early career support, continuous professional development, and learning communities in the teacher shortage, they cited Burns et al. (2017) that teachers develop professionally by training and experience. It is therefore necessary to assign them with new tasks which will examine their professional development and implement activities that enhance their career. According to them, the highest-performing system in the world provide professional development through experience in teaching and continuous training as mentioned in 'Empowered Educators' by Darling-Hammond and Burns. They suggested that teachers should be given opportunity to undergo task and provide their training for their professional growth.

Teachers to Accept the Challenge as a Writer

There are many difficulties faced by teachers in these uniquely difficult circumstances considering the sudden shift of education which affected teachers in terms of preparing learning materials to delivering their teaching to their students this new normal. Teachers were assigned to different tasks that demanded them skills and competence. Some of these tasks are module writing. Some neophyte teachers were assigned to craft modules to be used by the learners this new normal. Based on the responses of the teacher-writer participants, they encouraged other teachers who will be selected to become module writers to accept the task and to make this an opportunity to learn and improve skills as writers.

According to Edon (2020) as cited by Luczon (2020) in Philippine News Agency, DepEd program supervisor in the Division of Lanao del Norte, teachers are crafting SLMs and more instructional materials few months before the start of school year 2020-2021 despite of all the hesitations they experience. She stressed that teachers are working hard in the reproduction of SLMs despite all the movement restrictions.

In connection, in the statement of Geronimo (2020) about "Meeting the Challenges of the New Normal in School Education: An Online Workshops for Policymakers, Teacher Educators, and School Leaders," he mentioned that the sudden change of the world caused by corona virus which affected almost all aspects of the society especially the educational system, the solution lies on the change and preparations of teachers in accepting the sudden shift of learning modalities to students. A dialogue across all levels of education is therefore critical in making informed policy and preparing for the new normal education. Teachers are expected to take this challenge to address the needs for continuous learning of students despite the absence of face-to face.

Another statement asserted by Laguna (2020) as he mentioned that since there is a sudden shift of education, the tendency for educators is to transfer their face-to-face learning techniques to distance learning. This new system will not be as easy as it seems because what normally works in the classroom, according to him may not work in distance learning especially when teachers cannot see their students in-person. Teachers must adopt intelligently with all the changes and new task like preparing video class for online learning or modules for most of the learners. The challenge is to build rich activities that keep the students engaged.

Provision of Support, Trainings, and Seminar-Workshops for Teacher-Writers

Training is a fundamental aspect in improving teachers' competence in any aspect. It also improves educational excellence as it helps teachers stay at the top of the game because even the best teachers will begin to lag if they do not continue to strive for excellence. Considering this, much more lag these neophyte teachers felt when they were exposed to a new challenge without knowledge, experience or even training. As reflected on their responses that teacher-writers faced difficulty due to lack of training and seminar workshops conducted that focus about the crafting of SLM. With this, they suggested that DepEd should show support to writers by conducting training that will help them learn things in relation to the crafting of modules as it will serve a big role in achieving their desired outcome for the benefit of the students.

In line with this, according to DepEd Order No. 42, s. 2017 National Adoption and Implementation of the Philippines Professional Standard for Teachers stated that, the DepEd recognized the necessity of professional standards in the continuing professional development and advancement of teachers based on the principles of lifelong learning. With this statement alone, it means that quality learning is contingent upon quality teaching, Hence, enhancing teacher quality becomes of utmost importance for a long terms and sustainable nation building.

In relation to this, Dacusmus (2016) stated that the administration should provide and allocate resources to offer basic instructional needs including seminars and training to teachers about designing learning activities as this is considered as one of the existing issues that educators complain about the limited assistance given to them which resulted to teachers not to prepare learning materials because it may be costly.

More so, a study of Swenen (2020) about "Experiential Learning" in the new normal in teacher education revealed that teachers underwent training on how to develop distant teaching and assessment as it is the demand of the new normal set-up of education. It was also mentioned in the study that teachers were able to know how to improve teaching in step-by-step process as this current situation will take time before going back to the normal set-up where face-to-face is possible.

Further, in the statement of UNESCO (2020) on the Educational Institute of Educational Planning (IIEP), it was revealed that teachers who are experiencing specific difficulties should be trained and be assessed. They suggested that during the new normal set up, everyone is adjusting most especially teachers who shift from delivering their class face-to face to distance learning like learning through modules. Some of the teachers were already trained in the beginning of the school years, they stated.

DepEd to Select Experts and Proficient Teachers in Writing Modules

The success of the implementation of the new normal set up of education depends among all the teachers' involvement in the design process of curriculum and the expertise shared by these teachers. Teachers are flexible whenever you put them may it be in face-to-face set or in the new ways of learning including the crafting of modules which requires their expertise and proficiency.

Teachers who have advance level of proficiency would support them in their job as they may be able to use it confidently in serving their institutions and its beneficiaries like their learners.

However, some big tasks concerning the education of learners were put to new teachers who, most of them lack expertise of the assigned responsibility like the crafting of SLMs in this new normal which led the neophyte teachers to have a call to DepEd that this task must be given to more proficient teachers.

DepEd to Give Enough Time to Teachers for Writing Modules

New normal ways in delivering teaching to students gave teachers a challenge as they must adjust and adopt quickly for the sake to continue the learning of their students. One of the sudden adjustments of teachers is the crafting of SLMs along with the preparation of all other documents concerning the delivery of classes. As revealed by the responses of the participants during the interview, it was found out that teacher-writers cram in preparing the modules to be used by students as their mode of learning. This leads them to call DepEd for enough time to craft a quality module because a short span of time given might affect the excellence of an output produced.

In line with this, a study conducted by Ancheta (2020), as he cited Kasrekar (2020), discussed that as face-to-face class is not possible to happen, teachers and other individuals concerned in the educational system face a new challenge. This challenge is called 'adopt quickly' response in terms of preparation to the new normal as termed by Tanhueco and Tumapon (2020) mentioned in the same study. The question about readiness of schools in terms of delivering learning is still unanswered, they emphasized. This leads to teachers cram to prepare all things including content, assessment and evaluation preparedness for the learners given the limited time to prepare for the opening of classes.

In Pakistan, a study conducted by Sadi and Zamir (2014), expressed that since modules were considered a piece of learning resource for students, it ought to be granted adequate time to check, investigate, and analyze. Long span of time to check the modules for evaluation, revisions, and improvement is efficiently needed to be able to ensure that the learning materials to be used by students give quality learning given the fact that it is a self-learning module, students will learn by themselves, so it is important to assure quality activities in it.

Teacher-Writers to Consider Learner's Capacity in Writing SLM Activities

In designing learning activities, teachers must pay an utmost consideration in students' capacity in understanding the lesson may it be during face-to-face class interaction or in distance learning. An effective teacher always makes the students the priority in making his activities. In writing Self-Learning Modules (SLMs), teacher-writers revealed that they pay much consideration as well the students' level of understanding in crafting the activities in the modules to make sure that students can easily understand.

In the study conducted by De Vera (2020), he cited Fernando (2017), who stated that teachers should learn the process of identifying prior knowledge of the students, process prior knowledge in designing learning activities and assessment, and must guide the students in their development of the new knowledge they will gained through the activities incorporated in the SLMs.

According Sejjal (2013) as mentioned by Alcantara (2015), a module should make students have their task to search ideas on their own to learn individually. With this, teachers should provide many relevant exercises and activities that will cater students' needs and for them to effectively understand the lesson. Also, in making activities in the module, it is necessary to give emphasis that activities will surely facilitate learning, good study habit and self-discipline and on what knowledge to acquire or when these learning be required.

In another study conducted by Sadiq (2014) about the utilization of SLMs, she mentioned that these can be use in any setting where students can do and answer base on their own personal pace and convenience. She also emphasized that teaching with the use of module requires more managing skills in the part of the teachers as they need to focus in making sure that the content is adequately effective to cater students' needs.

This statement was supported by Raiser (2014) as he emphasized that for teachers to be able to design an SLM, it is necessary for them to understand well the students' needs and capacity because it may serve as basis in designing learning activities and building foundation for effective learning. They also emphasized that SLMs must be designed to meet diverse students and must be based on their level of understanding as they will answer the module without their teachers during this new normal.

Further, Sadi and Zamir (2014) also added that in designing learning modules, teachers should make sure to incorporate variety of learning activities that will cater the diversity of students in their learning style. More so, activities should also be associated to the objectives and activities in the SLMs should be planned well to assure that students learn on their own personal convenience and learning style as it is termed "Self-Learning Module" as suggested by (Rahmawati and Kurniasih 2018).

Moreover, Hizon (2018) summed it up that teacher should make sure that learning materials should clarify important concept to arouse and sustain students' interest. He stressed in the crafting of learning materials, it should always prioritize to improve students' knowledge, abilities, and skills to monitor their integration of information, and to subsidize to their overall growth and upbringing.

Hence, Butcher et al. (2015) also stressed that teachers should consider learners' diversity in using methods and approaches in delivering the lessons because there is an increase diversity also in learning and growth in student and teachers should also provide links and references for students to cope up and to further work on a topic when they feel the need to do so.

Grant of Rewards and Promotion for the task as a Writer

Granting rewards and promotions in a workplace have benefits for both employees and employers. When recognized as an excellent worker based on performance and productivity, employees have increased morale, job satisfaction and pride of being recognized as excellent. As a result, employees experience greater efficiency and in increase in productivity. This is exactly what the teacher-writers revealed on their responses that one of the many things that motivates them in accomplishing their modules is the provision of rewards and promotion in the future. Through this, workers enjoy being positive and productive.

Briones (2019) mentioned teacher upskilling and reskilling in her speech about "Sulong Edukalidad," saying that the Department of Education (DepEd) will support all teachers for their service professional development and provide them with proper

incentives through career progression and promotion opportunities as they develop their teaching proficiency. Teachers will pursue professional growth and progress in order to provide quality work for students if they have the potential for wider promotion.

In addition, Wong (2019) in his study about Teachers and Promotion, he emphasized that promotion is regarded as an reinforcement of the rewards system to help teachers be motivated. Other form of rewards include pay, recognition, desirable work assignments, autonomy and participation (Robbins & Coulter, 2002). Accordingly, people who receive rewards tend to level up their performance and competence because good performance is a guarantee of good performance in another.

Implication for Teaching Practice

Teachers who have been assigned to create Self-Learning Modules (SLMs) for pupils to use during the new normal have found the task difficult. Their crafting issues rooted from the lack of knowledge and training in the crafting or writing process, struggle on time for writing and submission, struggle due to hesitations, pressures, and stress in the writing process, dilemma due to a lack of knowledge about copyright issues, authorship, and social contents, difficulty in finding internet connection and procrastination, and difficulty in finding internet connection and procrastination. These problems caused teacher-writers to feel stressed during the writing process and delayed their submission to the set deadlines which was also the reason that some modules were not properly checked and evaluated before the reproduction.

Problems due to lack of knowledge and trainings about crafting SLMs were the most common reasons for their struggles in which all the other problems were rooted. Lack of appropriate training conducted and for some of the writers, there was no training at all about the writing process which made them hesitant to write the module or even to accept the task in the first place. According to them, they were struggling during the writing process because they did not even know how, what, or when to start. They lack experience and they were still neophytes in the Department of Education (DepEd) which means to say that they were not well-versed of the subject matter they were assigned to. They also struggled due to time constraints and lack of support in terms of the giving them supply like wifi modem and cellphone load for them to have convenience in accessing the internet.

In line with this, the participants voiced out some concerns to DepEd with a hope of being heard. This study provides an avenue for all the concerned institutions especially the Department of Education to understand the lived experiences of the neophyte teachers who craft Self-Learning Modules (SLMs) in the new normal. In the light of conclusions of the study, the Department of Education officials may pay attention to the difficulties and sentiments of the concerned participants to provide appropriate trainings and seminars for the teacher-writers. They may conduct proper training that would develop the writers' writing skills and make them more effective in creating SLMs. They may also allocate additional personnel like experts to evaluate the modules before reproducing. Also, they may provide teachers with kit for writing like wifi for them to have an easy access to the internet. They may consider this study to find a solution to the deteriorating issues and challenges faced by teachers in the crafting of SLMs.

The experts or more proficient individuals like education program supervisors and master teachers may accept the responsibility when appointed to be writers by the leaders, if not, they may help neophyte teachers by facilitating the seminars to be conducted by DepEd by sharing their knowledge and expertise about designing learning activities incorporated in the SLMs. It can show support and guidance to neophyte teacher-writers who are in the process of crafting SLMs and will encourage them to make competent and quality modules despite their hesitations and pressures for being inexperienced and lacking.

Moreover, to the students who utilize the SLMs, this study may help them realize and appreciate the efforts done by the teacher despite the pandemic where they cannot personally attend the class, yet teachers make efforts to continue their learning. This would encourage them to strive harder for their own education, knowing that their teachers made extra effort to help them learn.

Furthermore, to the guardians and parents, the result of this study would give them an idea to develop stronger connections and relationship towards school especially during this time of pandemic in which teachers really need the help of the parents in implementing the modular learning. This could be ground to have a strong partnership with parents to teachers in school. Finally, to stakeholders of the school, they may help and support teachers in the process of crafting SLMs especially in the time of uncertainties to have a smooth delivery of learning to the students.

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