# Understanding Experiences of Senior High School Teachers in the Modular Learning Delivery Implementation

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*Abstract* — The purpose of this phenomenological study is to describe the experiences of senior high school teachers of South Glan District, Division of Sarangani who have been implementing modular learning delivery and to look into their different perspectives. Qualitative design wearing phenomenological approach determined how these teachers made meaning of the modular learning delivery at their specific school by making analysis of the participant's view, feeling and impacts to their lives and workplace. There were 5 participants who underwent in the in-depth interview. The generated themes revealed that senior high school teachers viewed modular learning delivery as difficulties and challenges, assessment problems, challenges and flexibility, lack of resources and distribution and retrieval problems. Regarding their feelings about the modular learning delivery, the participants conveyed that they feel the fear, exhausted, worries and burn-out. Furthermore, for the impacts of the modular learning delivery to the lives of the participants and workplace, they become sensitive and time and work oriented. The data were also compared, weighed, and linked to recent researches about modular learning delivery implementation.

*Keywords — Modular Learning Delivery, Views, Feelings and Impacts*

## I. Introduction

The COVID-19 pandemic has impacted education and teacher education in particular various ways. School Year 2020 -2021 is described as the beginning of "Education in the New Normal. The sudden transition from face-to-face learning to distance learning threatened not only the parents and students, but most significantly, the Department of Education. It aims despite the changes in the delivery of knowledge, the worth of the education stays the same. As the country continues to encounter different issues brought about by the COVID19 pandemic, the Department of Education addresses the challenges in primary education over its Basic Education Learning Continuity Plan (BE-LCP) under the Department of Education Order No. 012, s. 2020 which aims to safeguard the health, safety, and well-being of the learners, teachers, and personnel during COVID-19 while finding ways for education to continue amidst the crisis. It must be learned throughout life. It is an essential educational skill, especially about academic achievement and life-long learning (Eddy, Herman, and Reinke, 2019; Usher and Schunk, 2018; Nardo, 2017).

In particular, the BE-LCP has been designed with a legal framework responsive to the "new normal," keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times. The Department of Education ensures that all learners have access to quality Basic Education. They distributed Self Learning Modules (SLMs) used by the learners and chose the modalities suited for them.

As a consequence of these shutdowns, teachers were confronted with abrupt changes, both in their teaching and learning and in their daily lives as a whole. Distance learning demands a large amount of self-regulation, particularly putting the students at risk of missing out on broader learning opportunities and being overwhelmed by the requirements to acquire and understand academic content with reduced or minimal support from their teachers. Moreover, the lack of physical manifestation and the lesser extent of informal discussion and spontaneous interaction with classmates, friends, and teachers increase the risk of developing negative emotions and feelings of loneliness (Pelikan, Lüftenegger, Holzer, Korlat, Spiel, and Schober, 2021; Padmapriya, 2016; Sadeghi, 2019).

As a result, teachers and students have to adapt to remote teaching rapidly. Teacher education is no exemption. The need to create learning environments for the students and teachers doing their preparation implied decisions, choices, and adaptations to meet the expectations of the students and the requirements of teacher education, and the conditions in which both universities and schools need to follow. The rapid, unexpected, and 'forced' transition from face-to-face to remote teaching has entailed several challenges and constraints. Despite the limited information about the virus, the necessity to make quick decisions prompted the higher education to transition to remote learning rapidly. Before the COVID-19 pandemic, modern-day crises in higher education were limited in both time and geographic location (Flores & Gago, 2020; American College Health Association, 2020; Friestad-Tate, Schubert & McCoy, 2016).

As far as teacher teaching is concerned, the institutions and stakeholders adapted to the new scenario created by the COVID-19 pandemic as well as the training strategies and experiences of innovation (Bao 2020; Flores and Gago 2020; Quezada, Talbot, and Quezada-Parker 2020; Zhang, Wang, Yang, & Wang 2020; Ferdig, Baumgartner, Hartshorne, Kaplan-Rakowski, Mouza & Eds. 2020). The worth of teacher-student interaction and a teacher's competence in applying appropriate distance learning pedagogy and providing timely and informative feedback turned out to be predictive for the differences in learning success and learning investment of students during the school shutdown (Huber and Helm, 2020; Holmes, Nguyen, Zhang, Reintes, 2019; Tuscano, 2020).

While the accounts of how higher education organizations and teacher educators responded to the transition from face-to-face to modular teaching are relevant, more needs to be done in this regard. For informed and productive modular education and learning, it is essential to know more about its potential and use. As such, it is necessary to go beyond emergency modular learning delivery practices and develop quality modular teaching and learning that result from careful

instructional design and planning (Hodges, Moore, Lockee, Trust, & Bond, 2020; Lowell & Champion, 2020; Lindug, 2021).

Furthermore, the school closure affected the low- and high-achieving students, demonstrating that while self-regulated learning is feasible for high achieving and high-motivated students, it is challenging especially for students with low academic achievement and learning motivation (Grewenig, Lergetporer, Werner, Woessmann, and Zierow, 2020; Kanchan, 2016; Marin, Taylor, Shapiro, & Hall, 2020).

Lastly, focusing on how the current situation has forced several school teacher education programs to adapt to a modular format may provide a broad understanding of adopted ways. Yet, it is necessary to make sure that these ways are effective. Therefore, this is a crucial moment to synthesize the effort that has been done to inform future practices. This period of change requires the necessity to provide an evidence-based perception on what works and does not work, but most importantly, to know the characteristics, the processes, the outcomes, the implications, and the experiences of teachers in implementing modular learning delivery practices

**Literature Review and Existing Studies**

The teaching profession faces rare trials and difficulties from students, families, and a continuously changing system. The COVID-19 pandemic will likely start to further unease and apathy within the profession as all the participants in the study spoke about their understanding and experiences about the implementation of modular learning delivery. These were consistent with the findings of difficulties and challenges, assessment problems, challenges and flexibility, lack of resources, distribution and retrieval problems. Furthermore, the participants felt that modular learning delivery brings them worries, uncertainties, anxieties, stress, and fear. Moreover, the participants also have to manage their time and prioritize their tasks.

During the Covid-19 pandemic, institutions, administrators, educators, students, and even parents have unpreparedly found themselves in the distance education process. The transition from face-to-face teaching method to more indirect methods has forced the schools into a learning flow full of complexities and limitations. This process has greatly impacted schools, teachers, and students (Mailizar, Almanthari, Maulina, & Bruce, 2020; Rasmitadila, 2020; Ravens-Sieberer, Kaman, Erhart, Otto, Devine, and Schlack, 2021).

Individuals have undoubtedly encountered special problems and hurdles in organizations using this strategy. School closures, a lack of equipment to engage in classes, the difficulty to access online materials from home, and the inability to leave home for an extended period, all have a psychological impact on students. Also, the insufficient technological structure of educational institutions can be considered another factor. Such factors are hindrances to the success of the education implemented (Apriyanti, 2020; Leontyeva, 2018; Fauzi, & Khusuma, 2020; Mailizar, Almanthari, Maulina, & Bruce, 2020).

Teachers worldwide encountered new obstacles and unforeseen changes in their profession due to the COVID-19 epidemic, and many in the area of education expressed worry for their well-being. The fear was understandable, as a large body of research shows that teachers' professional well-being is critical for their benefit and their pupils. The depressing aspects of occupational well-being, such as experiences of work-related stress or emotional exhaustion, are, indeed, the burden for teachers (Chaplain, 2018; Ferguson, Frost, and Hall, 2015; Skaalvik and Skaalvik, 2018; Madigan and Kim, 2021).

To ensure the safety of teachers and students, different types of remote learning were quickly adapted into use (UNESCO, 2020; UNICEF, and the World Bank, 2020; United Nations, 2020). Recent studies have shown that during the time of school closures, teachers had to cope with several stressors, such as experiences of uncertainty or increased workload, and teachers experienced substantial levels of stress (Kim and Asbury, 2020; MacIntyre, Gregersen, and Mercer, 2020; McIntyre, McIntyre, and Francis, 2017),

Moreover, there is an extensive agreement that teachers' prolonged stress may lead to experiences of emotional exhaustion, which is also one of the critical components of burnout syndrome. Therefore, acknowledging teachers' experiences of work-related stress is particularly important (Maslach, Schaufeli, and Leiter, 2017; Schaufeli and Salanova, 2017; Skaalvik and Skaalvik, 2018).

Under modular learning, materials are printed or in digitized form. It is the backbone of the Department of Education's distance learning program as access to technology remains a problem for most students. (Department of Education, 2020). As a consequence of the COVID-19 pandemic, the concept of learning continuity has gained increased importance in the educational discourse. Recent research concludes that the current school priority is to guarantee the continuity of learning for students in this new remote scenario. In other words, to ensure the continuity of educational processes, regardless of the setting, they are carried out (Reimers & Schleicher, 2020, DepEd Order No. 12, 2020; Jena, 2020).

However, in the present context, learning continuity is at risk since the disruption of education might bring about lower levels of learning and the potential loss of previous knowledge gains, with a severe impact on students with limited socioeconomic resources. Consequently, educational organizations have focused on promoting learning continuity and employing the most appropriate means to that end. These are related to various factors that range strictly from curriculum aspects (such as the prioritization of learning) to the availability of resources for remote learning (Carmona & Morales, 2020; Reimers & Schleicher, 2020; Vargas, 2019).

The multiple issues and problems faced during the initial implementation of Printed Modular Learning Modality are manifestations that there are still areas of concern that need to find a solution to develop this learning approach. The Department of Education analyzes these gaps and works to provide the learners with the best education amidst the worldwide pandemic

struggles. The Department of Education ensures that all learners have access to quality Basic Education. They distributed Self Learning Modules (SLMs) used by the learners and they also use the modalities suited for the students.

"The Self Learning Modules and other alternative learning delivery modalities are in place to address the needs, situations, and resources of every learner, cover all the bases in ensuring that Basic Education is accessible amid the current crisis posed by COVID-19," according to the Department of Education Secretary, Leonor Briones. The claim is in line with the result of a study conducted by Creus and Angeles (2019), where they found out that Module-based localized learning materials increased the performance of most learners. In addition, modular learning is one of the teaching approaches where the students have to learn everything in the module using their effort at their own pace. Moreover, she asserted that the method differs from the traditional one wherein the students just listen to learn the concepts presented by the teachers. The fight against the threats of the COVID-19 pandemic suffered profound effects and impacts in almost all sectors of the human race. These have resulted in widespread disruption such as the closure of schools, global economic recession, misinformation and controversies (Viner, Russell, Croker, Packer, Ward, Stansfield, & Booy, 2020; Fernandes, 2020; Enitan, Adeolu, Olayanju & Eleojo, 2020; Gonzales, 2020).

One of the most impacted is the educational sector. Within the new normal, the condition presents a unique challenge to every educational leader, especially the teachers, in the decision-making process to sustain the delivery of quality instruction to every school. Despite the situation, the Department of Education (DepEd) continued implementing its Basic Education Learning Continuity Plan (BE-LCP) for 2020-2021. BE-LCP is a platform of education interventions that respond to primary education challenges brought about by COVID-19 (DepEd Order No. 12, 2020, FlipScience, 2020; Bernardo, 2020).

According to DepEd (2020), the partial results of the Learner's Enrolment and Survey Form (LESF) distributed during the enrolment period showed that more than 8.8 million parents chose modular learning as their preferred distance learning modality as an alternative to in-person classes this school year 2020-2021.

The SLMs and the other alternative learning delivery modalities are in place to address every learner's needs, situations, and resources and will cover all the bases in ensuring that primary education will be accessible amid the present crisis posed by COVID-19 (DepEd Secretary, Leonor Briones).

As a result, to protect the learners, teachers, and personnel's health, safety, and well-being, as well as to prevent the spread of COVID19, the department will implement alternative learning delivery modalities such as modular, television-based, radio-based instruction, blended, and online learning. At the same time, face-to-face classes remain prohibited due to the public health situation. Accordingly, instructional delivery is shifted into a different undertaking in the teaching and

learning process. However, such pedagogies seem challenging to implement in distance learning, and teachers do not feel adequately able and prepared to teach the subject remotely (Lichoro, 2019; World Health Organization 2021; Lee, 2020).

World Bank (2020) stressed that education systems must use ERE and prepare different learning delivery modalities to ensure that students are engaged and can continue their learning. On the other hand, the sudden shift of educational delivery also presents the other side of the coin for most students who are already disadvantaged long before the pandemic. Furthermore, ERE enables the production of the most available resources, including various technologies that offer help for distance learning. It is also stressed that, in this case, ERE is the best term to explain education during this disruption and is not the same as those distance education practices long before (Bozkurt & Sharma, 2020; Baron, Goldstein, Wallace, 2020; Bloom, Hill, Black, Lipsey, 2018).

With utmost consideration to provide education as a fundamental human right, educational system around the globe is once again challenged to produce different measures to sustain education efforts (UNESCO, 2020) immediately, but this does not consider giving solutions to the problems of every particular student. Generally, the education system seems unprepared and may transpire unpredicted consequences during and beyond the crisis (Bozkurt & Sharma, 2020; Baron, Goldstein, Wallace, 2020; Bloom, Hill, Black, Lipsey, 2018). This scenario also resulted from the abrupt transition of physical classes to online learning without carefully considering the situation of Philippine Education regarding internet connectivity and the availability of technical and digital resources. Thus, there is a need to characterize the nature of Emergency Remote Teaching as it is applied in the Philippines' educational context to rectify the misconceptions of several stakeholders about the differences of this intervention to the already existing online learning curriculum.

The assessment is a significant challenge that the teacher faces in preparing for distance learning, especially in modular learning delivery. In a study, teachers worried about the fairness of assessment between distance learning and face-to-face discussions in ensuring that the students are taking the tests under the same conditions and situations, and students can be able to submit equivalent written works and other indicators of achievement of objectives (Kearns, 2018; Loeffler, Bohner, Stumpp, Limberger, and Gidion, 2019; Huber and Helm, 2020). Regarding how evaluation practices are currently being restructured in the Philippine higher education, the Commission on Higher Education (CHED) released the COVID Advisory No. 6 series of 2020, conveying guidelines concerning evaluation. It authorized the higher education institutes to determine how to meet the contact hour requirements to complete a subject or degree program. It is further advised to undertake alternative assessments and remediation and consider student assessment and computation of grades based on current student records and school academic policies (Yumol, 2020; Ryan & Tilbury, 2018; Kamalludeen, 2020).

Since teachers were not skilled in distance learning during their pre-service years, it seems challenging to implement different assessment strategies. The validity and trustworthiness of students' responses may also become an issue as distance learning cannot provide real-time guidance of teacher-facilitator when giving examinations and making outputs. Giving personalized feedback for students' work and formative tests is also relevant. It helps direct students' learning, but this doesn't seem easy, especially for teachers with roughly 300 students in 6 classes. Summative examinations become prone also to cheating and plagiarism, which defeat the purpose of quality evaluation (Laghigna, 2020; Osborn, 2015; Bagood 2020).

Individualized instruction and assessment are closely associated with the concept of mastery learning when most students master the objectives at a uniformly high level. It is a component of systematic instruction concerned with understanding, improving, and applying learned principles at a given time (Robinson, 2018; Bagood 2020; Rovers, Clarebout, Savelberg, de Bruin, and van Merriënboer, 2019). With the current public health emergency worldwide, many higher education institutions, including the Teacher Education Institution under study, have agreed to adjust their grading systems. For example, schools have implemented a pass or fail grading system (Farrington, 2020). This recommendation is supported by benefits, citing that it is not fair to arrive at a judgment of failure to consider that students have not been allowed for a complete semester to make their grades. On the other hand, such a way can have disadvantages. Instead of relieving the problem of maintaining high grades, it is argued that this judgment would detach students' motivation.

On the other hand, changes to the point of leniency error in the completion of course works are echoed in fear of some education stakeholders that it will reduce grade reliability. This issue is heightened by other grading issues related to the validity and integrity of grades raised in the researches of Allen (2005) and Saddler (2009), respectively. They reach a normal point that grades should reflect what learning is assessed and how commensurate the grade is with the student's performance.

Regional Memorandum PPRD No. 20, series 2020, which is "Contextualized as Enrollment Mechanism of DepEd SOCCSKSARGEN for the Opening of Classes," states that the office deems to formulate effective mechanisms on how to manage the enrolment procedures as the basis of schools in coming up with strategic interventions vis-à-vis varied teaching modalities appropriate to the school's context. This provides clear directions for a responsive and strategic approach in implementing enrolment procedures aligned to public health safety protocols. Printed Modules will be distributed to learners, parents, or guardians by the teachers or through the Local Government Officials. Since education is no longer carried within the school, parents serve as associates of teachers in education. Parents play an important role as home facilitators. Their important role in modular learning is to connect and guide the child. Thus, using a module presents a more flexible learning environment for both the instructors and the learners (Cheng and Abu Bakar, 2017; FlipScience, 2020; Bernardo, 2020).

The significant number of activities in each module is one of the main challenges that emerged in the operation of Modular Distance Learning. The Department of Education should consider this dilemma, reduce the activities, and remove unnecessary topics to attain mastery as much as possible (Dangle & Sumaoang, 2020; Burgess & Sievertsen, 2020; Chen & Huang 2018). The teachers' experiences that affect the delivery of instruction were also supported by the study of Pe Dangle & Sumaoang (2021) that parents as Home innovators must provide their children with a productive learning environment to help them focus more on learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction.

For these challenging times, teachers have to rethink an intervention to deliver their lessons rather than face to face encounters. The school plays a vital role in this journey, since they are the one who provide training and workshops for the teachers to be equipped with the skills and knowledge in distance learning education, particularly modular learning delivery. However, distance learning (modular) education might be hard to execute in laboratory classes, yet they can boost technology utilization (Mahlangu, 2018; Darling-Hammond, Flook, Cook-Harvey, Barron & Osher, 2020; Azevedo, Hasan, Goldemberg, Iqbal, Geven, 2020).

This may also stem from teachers' lack of experience in remote learning, thus giving them a hard time producing appropriate supplementary materials specifically designed for modular and online teaching platforms (Burgess & Sievertsen, 2020; Chen & Huang 2018; Dangle & Sumaoang, 2020). As the educational system in the Philippines is trying to cope with this crisis, teachers must also be thinking of how they can recover stronger in this time of difficulty due to the COVID-19 pandemic. Thus, continuing education through alternative learning pathways, as soon as possible, must also be a top priority right now to ensure the interruption to education is as limited as possible. The teacher's positive well-being contributes to addressing the trials of the new normal education. A positive outlook, self-confidence gained from encouragement and motivation, healthy lifestyle, and stress reduction allow them to keep on performing their obligations and responsibilities despite of the challenges of these difficult times. When teachers build a positive environment and well-being, it could foster improved academic performance and promote social and emotional progress among the students even outside the classroom (Loveless, 2020; McIntyre, McIntyre, and Francis, 2017; Collie, 2021; Kim and Asbury, 2020).

Moreover, since the school cannot provide all the needs of the teachers with regard to the implementation of the modular learning delivery mode due to its limited resources, the gaps are filled through constant support through community commitment and cooperation of the stakeholders. As specified in the DepEd Memorandum No. 53 s. 2020 or the Joint Implementing Guidelines on the 2020 Brigada Eskwela and Oplan Balik Eswela relative to the COVID-19 situation, and Adopt-a-School program under the Republic Act No. 8525, the school strengthens partnership to support DepEd order no. 18 s. 2020 or the Basic Education Learning Continuity Plan (BE-LCP). Due to numerous tasks, based on the CNN-Philippines, the stressful jobs in the country are teaching. Although the professional path seems to have too much work for the number

of hours in a day, it is possible to manage the situation and extra time in and outside of class. With good time management practices, teachers can increase their productivity and provide a better education for their students. As specified in DepEd order no. 11 s. 2020 revised guidelines on alternative work arrangement, the Department of Education during the period of the state of national emergency due to COVID-19 pandemic, all the teaching and non-teaching personnel are expected to make themselves available during working hours and maximize the time spent in the discharge of their duties and responsibilities (Ansis, 2017; Hew, Jia, Gonda, & Bai, 2020; Bogaert, Martelaer, Deforche, Clarys, Zinzen, 2018; Cemaloglu, & Filiz, 2020; Arnold, & Pulich, 2018; Toquero and Talidong, 2020).

Anxiety among the teachers is growing as new research demonstrates the possibility of schools being sites of known infection (Stein-Zamir, Abramson, Shoob, Libal, Bitan, Cardash, Cayam, & Miskin, 2020; Tandon R. 2020; Baticulon, Alberto, Baron, Mabulay, Rizada, Sy, Tiu, Clarion & Reyes, 2020). Many education schemes moved activities online to allow teaching to continue despite of school closures. The change of the teaching-learning delivery in schools to modular distance learning made the delivery of primary quality education more challenging for the school personnel. That is why DepEd leaders are constantly finding avenues to solve the problems and capacitating its teachers and school heads to become more effective in modular distance learning. He also added that identified teaching personnel and the Education Program Supervisors prepared modules starting in May 2020 in all subjects for all grade/year levels across four quarters and semesters according to the "Most Essential Learning Competencies" (Bagood, 2020; Edizon, 2020, OECD, 2020).

These self-learning modules are already contemplated learning packages containing pre-test, discussion, and series of evaluation/assessments. They are delivered to all learners with the modular learning class program. Indeed, this type of instructional modality has been followed by public school teachers all over the Philippines.

Based on the research conducted by Ambayon (2020), modular teaching is more effective in the teaching-learning method than usual teaching approaches because, in this modular approach, the students learn in their stride. It is unrestricted self-learning panache in which immediate reinforcement and comment are provided to practice exercise, which stimulates the students and builds curiosity. Hence, this kind of learning modality enhances the student-centered approach in learning. However, the execution of modular instruction adopted various challenges for teachers, students, and parents.

Furthermore, teachers play a vital role in the continuous delivery of quality education amid the pandemic. According to the study conducted by Lapada, Miguel, Robledo, & Alam (2020), teachers were particularly aware of the occurrence and effects caused by the COVID-19 pandemic. Despite the threats of the COVID-19 pandemic, teachers continue to serve by formulating modules as the learning guide of the students. The teacher becomes a facilitator in student's development, both as a member of their community and society. However, teachers also

air their problems on modular distance learning (Martineau, Charland, Arvisais, &Vinuesa, 2020; Malipot, 2020, Lapada et. Al, 2020).

They have undertaken numerous training and seminars to better equip them in delivering better education in the face of the COVID-19 epidemic. It is a departmental policy to train teachers not only for professional growth, but also for unforeseen events (Bagood, 2020; Burgess, & Sievertsen, 2020; Edizon, 2020). According to Felton and Sims (2019), time management is the process of planning and exercising conscious control of time spent on specific activities, significantly to increase effectiveness, efficiency, or productivity. Further, Cottrell (2019) defines time management as a juggling act of various study demands, social life, occupation, family, and personal interests and responsibilities with the finiteness of time. Using time efficiently gives the person a "choice" on spending/ managing activities at their own time and expediency.

Individuals who can accomplish tasks within the stipulated time frame can improve their lives and balance in their organization and among their friends and loved ones. Therefore, a teacher who can manage his time well implies a well-managed classroom. Hence, he can provide an environment in which teaching and learning can flourish smoothly, resulting in the positive academic achievement of the students. Moreover, the teacher can keep up with the educational needs of every student, manage urgent situations immediately and avoid falling behind when unexpected problems arise (Fleming 2020; Kock and Kleinmann 2020; Wolters, Won, and Hussain, 2017).

The value of the home learning environment is a broad concept that encompasses the availability of resources, parents' beliefs that influence the provision of learning opportunities and the quantity and quality of parent-child interactions that promote learning (Anders, Rossbach, Weinert, Ebert, Kuger, Lehrl, 2018; Kluczniok, Lehrl, Kuger, and Rossbach, 2016; Lehrl, Ebert, Blaurock, Rossbach, and Weinert, 2020). Since the closing of schools, parents find themselves mostly accountable for teaching their children. They are obliged to take over the task of home-schooling to provide continuity of education. This becomes an added responsibility while they are already tackling issues such as work-from-home, temporary unemployment leading to the financial crisis, management of household chores (Jena, 2020; Apriyanti, 2020; FlipScience, 2020; Chase, & Taylor-Guy, 2020).

Many parents who have been reported to have difficulty in meeting all their demands increased in parental stress (Spring, 2020). It was not mainly due to health concerns, but rather a consequence of the lockdown (Spinelli, Lionetti, Pastore, and Fasolo, 2020; Huebener, Waights, Spier, Siegel, and Wagner, 2021; FlipScience, 2020). Many parents would not have sufficient time or the necessary educational qualifications to assist their children with assignments previously taken care of by their teachers. This is likely to lead to frustration and burnout amongst caregivers and disruption in the academic activities of the children, leading to stress in both parents and children (Machado, Perlin, Soletti, Silva, Schwartz, Seixas, Ricachenevsky, Neis & Staniscuaski, 2019; Dangle and Sumaoang, 2021; FlipScience, 2020)

Collaboration is a crucial tool to establish a meaningful learning experience for all. Parents know the needs of their children, thus making them more engaged in reaching help and support, and in return, teachers become more responsible in providing quality instruction among their learners. In this case, everybody is involved in creating learning opportunities. When everyone knows his/her roles and responsibilities, the implementation of the learning modality becomes organized and easy (Okai-Ugbaje, Ardzejewska, & Imran, 2020; Sana, Adhikary & Chattopadhyay, 2018; Jonker, Marz & Voogt, 2020).

## II. Methodology

Qualitative research is a method for discovering and understanding the meaning of individual's lives or groups ascribed to a social or human problem. Furthermore, a phenomenological approach was chosen to allow the researcher to understand better the participants' views, feelings, and impact on their lives. Phenomenology focuses on documenting how the subjects experience a particular phenomenon and it is a prevalent method of inquiry (Creswell, & Poth, 2018; Vogt and Johnson, 2019; Denzin and Lincoln, 2018).

For this study, the researcher conducted face-to-face interviews with the identified senior high school teachers of South Glan District, Glan Sarangani Province. The researcher utilized interviews to fully understand the experiences of the participants from their perspectives, and as a qualitative (phenomenology) researcher, it is the role and responsibility of the researcher to examine and interpret the impact of the research subject matter on the lived experiences of the research participants towards modular learning delivery implementation (Alemu, 2020; Creswell, & Poth, 2018: Denzin and Lincoln, 2018). The exploration of this phenomenon frequently takes place in the participant's setting. It is carried out using data collection tools that allow for immersion into the participants' experiences. Furthermore, it is a qualitative research method that endeavors to explore and to understand the dominant discourses seen as being the right way to think, see, talk about or enact a particular action or situation in the society and recommend ways to re-dress social power inequities (Creswell & Poth, 2018; Parkenson & Drislane 2015; Smith and Larkin, 2019)

By developing a feeling of interpreting, a given experience, qualitative research analyzes concepts in their natural context. Moreover, phenomenology focuses on understanding social-cultural and psychological occurrences from the people involved (Denzin and Lincoln, 2018; Creswell & Poth, 2018; Bowen, 2019). Phenomenology maintains the efforts to understand human behavior that human beings are rational beings who perceive and make sense of the world and the world around them (Smith and Larkin, 2019; Crossman, 2017; Creswell & Poth, 2018). Finally, an interpretative phenomenology approach was used. Interpretative Phenomenology allows multiple individuals (participants) who experience similar events to tell their stories without distortions and prosecutions. Creswell (2018) stated that "a phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or phenomenon."

He also said that "Phenomenologists" focus on describing what all participants have in common as they experience a phenomenon." The researcher's insights and interpretations become part of the research, and as a result, a subjective and interpretative orientation flows throughout the process of inquiry (Creswell & Poth, 2018; Denzin and Lincoln, 2018; Smith and Larkin, 2019).

## III. Results and Discussion

This chapter presents the results, comparison of finding with existing studies, limitations of the research, implication for the future research study, and the overall significance of the qualitative research on the experiences of senior high school teachers in modular learning delivery in South Glan District Division of Sarangani.

This study sought to support the senior high school teachers to resolve the issues and concerns related to this study, which might greatly help those who need it. This also describes the experiences of modular learning delivery implementation, especially regarding their views, feelings, and impacts on their lives and workplace. The result of the study may help the school administrators and teachers understand the plight of teaching under modular distance learning. The findings will be the bases for the necessary intervention program to help them have appropriate strategies and motivate them to have improved teaching outcomes even using non-face-to-face modality.

This qualitative research describes the experiences of senior high school teachers towards the implementation of modular learning delivery of the South Glan District Division of Sarangani. The following topics are the descriptions of the old high school teacher about their experiences and views of the implementation of modular learning delivery, feelings in the performance of modular learning delivery, and how this modular learning delivery implementation affects their lives as a teacher. Indeed, like many other aspects of everyday life, COVID-19 has a severe impact on students, teachers, and educational organizations around the globe (Mailizar, Almanthari, Maulina, and Bruce, 2020; Ravens-Sieberer, Kaman, Erhart, Devine, Schlack, and Otto, 2021; Sönmez, Göçmez, Uygun & Ataizi, 2018).

At the beginning of the COVID-19 pandemic, the Departments of Education, both public and private institutions, rapidly moved to remote teaching or remote learning to minimize the loss of education. Remote knowledge was considered a quick alternative to face-to-face learning in time of crisis. With remote learning, under stressful circumstances, and limited time, teachers and curriculum planners have to improvise to find the best way to deliver the course content (Manfuso, 2020, Tumapon, 2020; Lim, 2016; Viner et. Al, 2020).

They did not have the advantage of careful planning and design and rigorous faculty training for modular and online courses. Instead, coursework was conducted online with collaboration tools that were available at that time. Remote teaching can be likened to

telecommunicating, where the work is typically done in an office in real-time. It is conducted online using collaboration tools (Hodges, Moore, Lockee, Trust, & Bond. 2020; Manfuso, 2020; Masters, Taylor-Guy, Fraillon & Chase, 2020).

Additionally, the delivery of course content during remote learning is temporary. When the crisis is over, material distribution returns to its original form, such as face-to-face education—citing the differences between the rapid transition to remote teaching, where the faculty quickly move their course content to modular or online with little time to prepare. Six to nine months of design, preparation, and training are required for the rapid transition to modular delivery during the COVID-19 pandemic. It formally proposed "emergency remote teaching" as the terminology used during the COVID-19 pandemic (Hodges, Moore, Lockee, Trust, & Bond. 2020; Manfuso, 2020; Masters, Taylor-Guy, Fraillon & Chase, 2020).

Moving to the modular mode of teaching on an untested and unprecedented scale brings many challenges and dilemmas. This is because moving the school systems to a remote learning environment is not just a technical issue. It is a pedagogical and instructional challenge. Thus, the findings revealed that modular learning delivery as experienced by the participants gave them different challenges and difficulties. The emergency transition from face to face to the printed module and blended learning in light of COVID- 19 brings its share of challenges and complications.

In contrast to the experiences that are well planned from the beginning and designed to have printed modules, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery model due to crisis circumstances. It involves using remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as a blended mode. It would return to that format once the crisis or emergency is abated (Hodges et al., 2020; Quinones, 2020; Mean-Chin 2020).

New protocols for distance learning on modular require teachers to rapidly change their practices, including their daily tasks, responsibilities, and accountabilities. Teachers may be asked to develop different and varied methods to monitor children's learning (from evaluating to remediating learning losses) during the COVID crisis, including formative and summative approaches. Upon returning to school, teachers may also work hard to assess students' learning levels to see whether the learners are on track on there are any learning gaps or losses resulting from the school closure and remedial actions. Such assessments may be critical in informing the learning process and students' promotion, certification, and access to higher levels of education.

In the current context, the rapid movement to remote schooling is crucial to recognize the immense stress faced by the teachers. The stress complexes are already exhausted in the profession as the uncertainty of expectations grows. As teachers who experience unmotivated and anxiety, their wellbeing matters. They will be less effective in supporting student's well-being and student's

outcomes (Ferdig, Baumgartner, Hartshorne, Kaplan-Rakowski, & Mouza, Eds. 2020; Azevedo, Hasan, Goldemberg, Iqbal, Geven, 2020; Eddy, Herman, and Reinke, 2019).

Additionally, teachers have a hard time in doing their jobs and setting priorities for their work. They have to manage and rank their task accordingly to meet the deadline and submit the necessary documents. Another through-line from the interviews was teachers' experience uncertainty and burnout. They described that experience with words such as mourning, challenges, and sadness.

## IV. Conclusion

The study focused on the experiences of senior high school teachers toward the implementation of modular learning delivery based on their views, feelings, and impacts on their lives, as well as the constructs that emerged from the information gained through in-depth interviews and one-on-one dialogue. From the study results, I can say that the Department of Education should be aware of the struggles of the teachers in this new mode of delivery. It should be more responsive to the needs of their teachers, particularly those from remote areas, because this has a significant impact on the academic performance and holistic development of the 21st-century learners, and make interventions and solutions to avoid any discrepancies in module production distribution, and report submission. Moreover, it could be seen from the data that several challenges were encountered by the teachers in Modular Distance Learning. Most students cannot study independently, and they cannot easily follow the instructions in the modules. The significant number of activities in each module and lack of resources for reproduction and delivery of modules are the problems encountered in implementing Modular Distance Learning. The Department of Education should consider this dilemma, reduce the activities, and take out the unnecessary topics to attain mastery as much as possible.

The school authorities shall also implement a system of delivery and retrieval of modules to ensure that both parents and teachers are aware of what to do and keep everyone safe from the effects of the COVID-19 pandemic. The cases of COVID-19 in the Philippines are still an insignificant number, so face-to-face learning is not yet possible. However, the researcher thinks that Blended Learning is also possible for places not infected by the virus. This can be utilized in some schools located in rural areas of South Glan District Division of Sarangani. Teachers must keep on with their versatility and flexibility. They must embrace the challenge of the work responsibilities inherent to being a teacher.

Furthermore, the Department of Education and the government must collaborate towards the success of the Philippine Educational System despite the COVID-19 pandemic. Every school must be supplied with support and enough funds. The Department of Education should give autonomy and liberty to teachers in every school to do their modules. However, the modules must be validated for quality assurance, and the progress should be monitored.

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