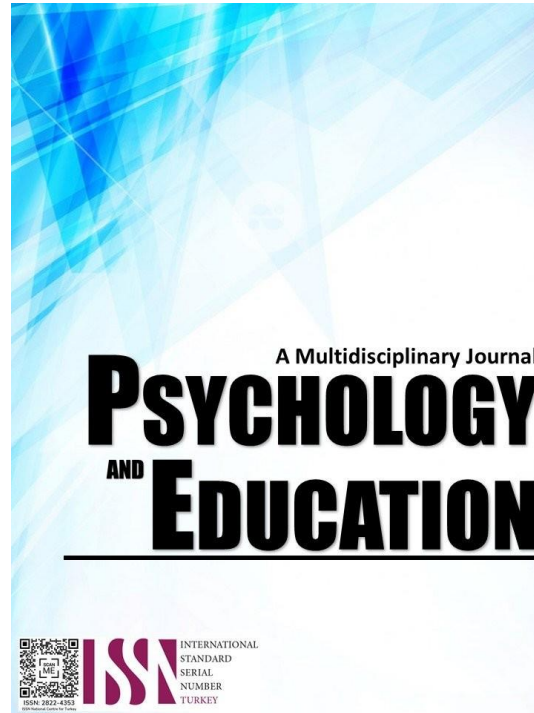


SOLICITED, SUMMED AND SORTED EXPERIENCES OF TEACHERS IN MODULAR INSTRUCTION: A STORY TO TELL



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Solicited, Summed and Sorted Experiences of Teachers in Modular Instruction: A Story to Tell

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Abstract

In light of the pandemic, this study is qualitative research sought to comprehend the solicited, summed and sorted experiences of teachers utilizing the modular mode of instruction. The study was conducted among 10 elementary teachers at San Jose Central School Negros Oriental. Teachers who taught during the pandemic were asked for their approval to participate voluntarily as key participants. A survey with a semi-structured questionnaire with open-ended questions was used in conducting to learn more about the teachers' individual experiences and coping techniques. Following the data collection, the researchers produced 5 themes; challenges and problems, adjustment, monitoring, effect and aid. Each theme contributes to the solicited, summed and sorted experiences of teachers utilizing the modular mode of instruction. It is recommended that teachers would be resilient enough and think of innovative strategies to adopt changes for the betterment of the quality education that children would be receiving.

Keywords: *solicited, summed, sorted experiences, teachers, modular instruction, pandemic*

Introduction

COVID-19 pandemic emergence had a big impact to the educational system and left remarkable experiences to teachers when an alternative modality to face to face teaching was implemented. Most education systems have been forced to adopt alternatives to face-to-face teaching and learning because of the current COVID-19 dilemma. Many educational institutions transferred their operations so that instruction could continue even while schools were closed (Cabello et al., 2022). Teachers, who are essential to improving students' education had to adjust to implement this unforeseen circumstance and to adapt the Modular instruction which was implemented by the Department of Education as a solution to the closure of schools due to the pandemic (Riconalla et al., 2022). Malipot (2020) emphasized that educators also share their issues and concerns on modular learning. The transition of classes to distance learning in schools through the use of modules increased the difficulty for school staff to give a foundational, standard education. DepEd officials look for a solution to find answers to the issues and see to it that school administrators and instructors will have the necessary abilities to become productive in the implementation of the modular instruction (Bagood, 2020). It was highlighted that as front liners in the educational system, they have undergone various training and seminars to be more equipped in delivering better education amid the COVID-19 pandemic as it is a norm of the department to train teachers not just for professional growth but to become ready for unexpected circumstances (Villar et

al., 2022).

The Department of Education emphasizes that blended learning modalities serves as the opportunities of learners to avoid in person classes. And the most common type of instruction used during pandemic is the modular learning modality (Abusejo et al., 2022). In accordance with the Department of Education's poll, the most chosen type of modality in distance learning is modular. In this type of learning the materials made were based on the needs of the learners. According to Ambayon's (2020) study, students learn at their own pace. The students are stimulated and their interest is piqued by the unfettered self-learning method that includes quick reinforcement and comments that are added to practice exercises (Segarino et al., 2022; Ugbamen et al., 2022). Additionally, Bagood (2020) noted that the Education Program was merged with the designated teaching staff in creating modules in accordance with "Most Essential Learning Competencies" in all topics for all grade levels and across four quarters in all subjects beginning in May 2020. Learners' education during pandemic were more apparent through the use of print out materials and modules. However, the use of modules brought numerous difficulties in the lives of teachers (Ambayon, 2020). The primary issues were insufficient school money for module development, learners' difficulty in independent learning, parents' unawareness of how to teach their children academically (Dangle et al, 2020). It is clear that modular learning involves numerous challenges to learners and to the teachers.

Furthermore, the teachers faced numerous issues and problems during COVID-19. The department of education the public-school teachers in the Philippines were able to embraced the method of instruction in modular teaching. Amidst of COVID-19, teachers are always dedicated in their work just to maintain the quality of education and follow what has prepared by the department of education for the learners (Lapada et al., 2020). Despite of the COVID-19 risks, the teachers strive hard to help our learners by making, preparing and printing modules as their learning guide. As a result, teachers serve as the catalysts for the learners' growth as members in their community (Martineau et al., 2020).

Amidst COVID-19 pandemic, teachers embraced the new normal situations and never stop providing high-quality education to the learners (Ando et al., 2022; Bahinting et al., 2022). When pandemic strikes Philippines, one of the challenges for teachers is dealing with so much work and facing different or additional tasks that are not familiar to them (Uy, 2020). Even if this is the case, the teachers are doing their very best in order to do the tasks given to them (Emia et al., 2022). They did not stop in reaching out the learners but find alternative ways to cope up with the new normal situation (Cariaga et al., 2022; Pableo et al., 2022).

One of the biggest responsibilities that the teachers faced during pandemic is, keep tracking their learner's status of learning. Students reach out their teachers and asks assistance through email, mobile phone, text message or instant messaging for others (Dangle & Sumaoang, 2020). There are those learners who don't have contacts and the best to reach them out is through home visitation. The teachers did home visitation to learners who need remediation and assistance. This was the risky part of being a teacher during pandemic. Despite the risky situation that the teachers are facing, this is not a hindrance for them in tracking out the status of learning of their learners.

On the numerous experiences of teachers during modular learning modality, many researches have been conducted (Perez et al., 2022). These researchers aimed to know the different experiences faced by the teachers during modular instruction (Mangubat et al., 2022; Yamon et al., 2022). This study fills the gap, what are the experiences and situations that the teachers faced during the used of modules and print out materials during pandemic (Ogang et al., 2022; Olleras et al., 2022). Castro Verde & Alcala (2021) enumerate and identify the different challenges, concerns and the coping mechanism of teachers amidst

pandemic. The present study would narrate solicited, summed and sorted experiences of teachers of the modular instruction: A story to tell. The focus of the study are the experiences of teachers in the public schools during the modular instruction, issues and adjustments the teachers experienced and the factors that challenge them in the implementation of modular instruction.

Research Questions

The study solicited, summed and sorted experiences of kindergarten and elementary teachers of the modular instructions. Questions asked to the participants are the following:

1. What were the challenges and problems you encountered in teaching and learning during the implementation of modular instruction?
2. How did you adjust to the sudden switch of classes from face to face to modular instruction?
3. How did you monitor the learner's progress in the new normal?
4. What were your observations regarding the way how your learners cope up with the lessons in modular instruction as learning modality?
5. What were the things you did in order to help out those learners having difficulties in answering their modules?

Literature Review

The lived experiences of teachers when modular instruction was still used because of the closure of schools was heightened because of the way how modules are being distributed and retrieved. With this, there are some sorted and solicited experiences coming from the participants which can further elaborated with the different pieces of literature or articles and local studies that would be introduce in the next paragraphs. The different articles below were selected based on the relevance of the phenomenon of the current study.

Filipino Teachers met a lot of challenges caused by Corona virus outbreak. Researched shown challenges encountered by teachers are on the quality of learning of the learners, distribution and retrieval of modules, having a hard time following the given instruction on the activities, internet connectivity and the risks posed by COVID-19 to our health. Nevertheless, teachers faced the mentioned challenges by making use of varied coping strategies. Teaching especially during this time of pandemic can be very difficult and challenging but as what we can observed with the

teachers, nothing is impossible when you are committed and dedicated with your work (Pentang et al., 2022).

The school creates a system or a teaching committee that will assist our parents or guardians in distributing and retrieving the learner's modules. Upon entering the school premises parents or guardians were already informed about the health protocols to be observed. Like, wearing of face mask, have their body temperature taken in a specific holding area, sanitizing their hands and observing proper social distancing. Parents also will accomplish the health monitoring sheet at home. At this moment, teachers were in their respective classrooms waiting for the parents or guardians to have their learners' modules. Every class adviser has to prepare the list of their learners with the name of their parents or guardians for a signature. After which, parents were informed as to when the modules will be return or the retrieval date of the said modules. Some of the parents were able to follow the given instructions but others were not. These are one of the challenges that teachers faced during modular learning.

One of the issues of the teachers, is on the case of unclaimed modules, the teacher must contact the parents or guardian so that the learner concerned will not be deprived of his/her lessons for the week. In addition, unreturned modules are also the issue during modular learning. In the event that some parents will not be able to return said learning materials and claim the new batch of modules for the next week, the teacher has to contact the said parents or guardians immediately and come to a sound agreement with them as to how to go about the said proceeding effectively. The class advisers have the responsibility of distributing all modules to all learners in his/her class that no learners will lag behind others during the said week (Tampus,2020).

Based on Boholano & Jamon (2022) teacher's attitude towards their commitment to teaching is noticeable amidst the difficulties met. During pandemic the teachers able to realized and feel their weaknesses, strengths, opportunities and the threats. Strengths of teachers mentioned were being technologically literate and having the ability to cooperate, to commit and capable of necessary skills. Weaknesses encountered in the new normal includes difficulty in monitoring, feed backing and assessing the learners. Teachers attained opportunities in developing their writing skills since they were the ones writing the modules and the Self Learning Kits. Threat met was on the risk of the COVID 19 which results to teachers suffering from

anxiety, insomnia and depression due to fear of contaminating the virus.

According to Hidalgo (2022), the teachers encountered difficulties due to the sudden conversion of classes from school to home. Public school teachers were given the task to develop and distribute modules to be used by the learners. Monitoring the learners' progress was one of the responsibilities and challenges of the teachers since it needs to be given much attention. Ways of monitoring them could be through text or chat (Dangle & Sumaoang, 2020). Home visitation to learners who need assistance and remedial instruction was also conducted and because of this teachers' health conditions were at risk due to the pandemic. Since the teachers are new to this setup, they need to be sent to various seminars to be more knowledgeable and skilled in teaching learning in new normal way. Although the teachers were having difficulties adjusting to this new normal, still they did their very best to deliver quality education.

In the study of Verde & Alcala (2021), teachers in the secondary level met a lot of challenges during the implementation of modular instruction. The challenges encountered as mentioned by Verde & Alcala were on the planning, preparation, distribution and retrieving of modules, monitoring performance of students, checking and evaluating students output and giving of feedback to the performance of students. Late claiming and returning of modules are challenges encountered by teachers during the distribution and retrieval period. In terms of monitoring the student progress, lack communication is seen as big issue. With regard of checking of modules, no answer or incomplete answer where on top of the list.

Transporting the modules in remote areas and monitoring learners progress where some of the biggest difficulties and challenges mentioned in the study of Nacar & Camara (2021). Teachers met a lot of obstacles and issues in the Modular Instruction but because of their persistent commitment and dedication, implementing it was attained. Teachers realization during the implementation of the new normal helps them a lot in adapting the new system of education. Teachers encountered a lot of difficulties in the implementation of the modular modality. The experiences of them would surely be a source of strength and determination to continue teaching their learners although they have met a lot of challenges (Cabello et al., 2022). They will be having more strength to face situations like this in the future since they were able to overcome the challenge entrusted to them during the modular modality. They were able to

implement the modular modality in an effective way even if it is new to them and was just given a very short span of time in its preparation. The difficulties they experienced right now will boost their determination to continue to serve the learners no matter what.

Methodology

Research Design

Phenomenology is the research design used in this qualitative study. Phenomenology is a study of lived experiences of people in a particular phenomenon. The study focuses on the Summed, Solicited, and Sorted Experiences of Teachers in the Modular Instruction.

Sample Technique

In choosing the participants of this study, the researchers made use of the Purposive Sampling Technique. In selecting the participants for the study, the inclusion criteria were the following: (1) public school teachers in kindergarten and elementary (2) participants can either be male or female (3) They can be an adviser or a subject teacher.

Data Collection

Before conducting interview of the participants, a consent letter was given to each of them. When they consented to be interviewed, they were asked with their convenient day and time for the interview to be conducted. Face to face interview was made since the risk of COVID-19 was already deteriorating and conducting an interview in this way is much better to see the reactions of the faces of the participants to the questions asked. After the interview proper, data solicited, summed, and sorted were being analyzed.

Research Rigor

Whittemore et al, (2001) was the criteria utilized to support the rigor of the study. The criteria dig into how credible and authentic the study is and into its integrity and criticality. Bracketing by Cabello and Bonotan (2021) has strengthened the rigor of the study. Bracketing is important in taking on equality in the study conducted (Alase, 2017). Participants answers were already expected (Cabello et al., 2022)

Ethical Consideration

The researchers adhered to some ethical conduct in

collecting experiences of the participants. The questions asked considered their ethical background. The rights of the participants are being protected in a way that their personal information will remain confidential. Professionalism was maintained throughout the interview conducted.

Data Analysis

In this study of Modified Van Kaam Approach, it uses the IPA which was made popular by Moustakas. The seven steps used were: (1) Horizontalizing, which is the grouping of the experiences which are relevant to each other; (2) Reducing and taking away the experiences into invariant constituents from redundant and ancillary information; (3) Generating themes; (4) Examining the themes generated; (5) Creating individual analysis of the textural description; (6) making a description for composite structure of all the outlined themes from the participants of the study; and (7) Synthesizing and consolidating all the participants lived experiences.

Table Analysis

Horizon	Textural Language	Themes
"Teaching amid the pandemic is quite challenging for me. As a seasoned teacher, I am not knowledgeable enough to use computers in preparation for my class. I always ask for my colleagues to help me and this takes so much of my time as well as my colleagues in helping me to prepare and print my modules" P1	Technologically challenged	Challenges and Problems
"My problem in teaching during the pandemic was the shortage of bond papers and ink in printing the modules" P4	Scarcity of Supplies	
"The challenge that I had encountered in teaching during the pandemic was difficulty in contacting my learners due to in active contact numbers" P5	Communication Barriers	

"It is very hard for me to adjust to modular learning since it is new to us but as a teacher I need to be flexible and must be ready to adapt to changes." P2	Flexible to Changes	Adjustment
"With my dedication in my teaching profession, it is of great help to adjust to situations like this" P3	Dedication to the Profession	
"I attended various webinars for me to be guided on the things to do" P6	Professional Development	
"I was able to adjust to it by the help of my principal, co-teachers and especially the parents who are very supportive also with the implementation of the modular learning" P8	Support System	
"Learner's progress was monitored through cellphone by calling or sending message and with the use of social media like messenger, e-mail and Facebook" P2	Online platform Assessments	Monitoring
"Assessments-tests, quizzes and other graded course activities or any means by which learners receive input and guiding feedback on their performance to help them improve" P3	Paper and Pencil Assessments	
"Having a record of the pupils performance to track their progress" P4	Tracking Record	
"The effect of modular learning when it comes to the academic performance was poor. For their answers were answered by someone who has a knowledge about topic" P5	Poor Academic Performance	Effects
"Many of the learners were struggling in reading and comprehension during pandemic" P7	Struggling Readers	
"I do some home visitation to those learners who have difficulty in answering the modules" P1	Home Visitation	Aid
"Make a simplified task for them." P6	Easy to do task	
"Gave enrichment activities" P9	Additional Activities	
"I conducted in person tutorial observing proper health protocol" P10	In-person Tutorial	

Results and Discussion

Theme 1: Challenges and problems

The teachers played a crucial role in the new normal situation in the field of education, struggle with the new transition of instruction. According to the

researchers' study, the COVID-19 pandemic presented the different experiences of teachers at selected kindergarten and elementary school in San Jose Central Elementary School when implementing the modular mode of instruction. This comprises the method used to create, distribute, and gather modules, track students' progress, examine and assess their work, and give feedback on students' performance. Indeed, teaching during pandemic was challenging, some teachers have difficulty reaching out their learners, difficulty in terms using of technology those who were not literate in computer and difficulty in contacting some of their learners those who doesn't have cellphones.

Participant 1 said that,

"Teaching amid the pandemic is quite challenging for me. As a seasoned teacher, I am not knowledgeable enough to use computers in preparation for my class. I always ask for my colleagues to help me and this takes so much of my time as well as my colleagues in helping me to prepare and print my modules."

This is the most challenging problem that participant one had experienced in the modular mode of instruction amid the pandemic due to her unfamiliarity with using technology to prepare for class. The same challenge also affects teachers who are not computer proficient.

Participant 4 stated that,

"My problem in teaching during the pandemic was the shortage of bond papers and ink in printing the modules."

For participant four, shortage of supply is her problem since MOOE of the school is not enough to supply the demand of materials for printing of modules. The same sentiment has been felt by teachers who doesn't receive enough supplies for the printing of modules that's why they ask other stakeholders for donations for them to complete the printing of modules and provide all the learners that they are handling.

Participant 5 mentioned that,

"The challenge that I had encountered in teaching during the pandemic was difficulty in contacting my learners due to inactive contact numbers."

The issue with participant number four is that the parents' contact information is unreliable and occasionally includes inactive phone numbers, which makes it difficult to get in touch with them. There are some parents who do not respond to the teachers' questions which interferes with the distribution and retrieval of the modules' scheduled times.

Theme 2: Adjustment of Teachers

The sudden switch of classes from face to face to modular instructions cause a lot of struggles and challenges to teachers. Teachers need to adjust to this situation in order to provide the learners with the quality education that they need. Adjustment is a way to adapt and to be use to a situation that it new. Modular instruction is very new to teachers especially in the public school and during the pandemic it is the best way to be used in order for the learners to still learn despite the closure of the schools. A lot of adjustments teachers made to be used to this kind of modality. Teachers has to be more flexible and be always ready whatever changes has come. Dedication was the thing that helped teachers adapt the new normal situation. To help them cope up the changes, they attended various seminars that would help them to be more guided to the new situation.

Participant 2 said that,

“It is very hard for me to adjust to modular learning since it is new to us but as a teacher I need to be flexible and must be ready to adapt to changes.”

One important quality a teacher must possess is being flexible. Not everything will go according to plans; there are changes that may come along the way. As a teacher, be ready to possible changes that may be encountered and smoothly adapt and overcome these.

Participant 3 stated that,

“With my dedication in my teaching profession, it is of great help to adjust to situations like this”

Once you are dedicated to your work, you are very willing to adjust to changes because you want the best for it. Once a person is dedicated to her work, she will do everything and nothing will be impossible in achieving the positive result. Participant 3 dedication to her teaching profession helped her adjust to the sudden switch of classes from face to face to modular instruction.

Participant 6 shared that,

“I attended various webinars for me to be guided on the things to do”

There are many webinars conducted by private and public institutions during the pandemic to help the teachers in adjusting to the new teaching and learning modalities. These series of webinars are of great help to the teachers on the implementation of the new modality. Teachers learned new strategies that can be used. Participant 6 attended these webinars in order for her to gain knowledge and skill in the delivery of the

modular modality. These webinars also helped in her professional development.

Participant 8 mentioned that,

“I was able to adjust to it by the help of my principal, co-teachers and especially the parents who are very supportive also with the implementation of the modular learning”

It is very easy to adjust and cope up with the things we are not used to most especially when the people around us are very supportive. A healthy environment can help us a lot in our adjustment. The support of our co-teachers and stakeholder can help us to easily adjust to changes.

Theme 3: Monitoring

Due to the probable health concerns of the pandemic, DepEd decided to bring education to the convenience of students' homes by having the modular mode of instruction to ensure that education is accessible to all children and that it never stops. The progress of the learners is still monitored using various monitoring tools and assessments. Even if teachers find it simpler to assess the learners during face-to-face classes compared to modular instruction (Cabello, 2022) but the teachers find ways to reach out their learners and track their performance. The best way in measuring if the learners continuously learn the new setup of the educational system of the country is by tracking the progress of the learners through collecting their test and works (Boholano & Jamon, 2022)

Participant 2 said that,

“Leaner's progress was monitored through cellphone by calling or sending message and with the use of social media such as messenger, e-mail and Facebook”

One of the biggest responsibilities that the teachers faced during pandemic is, keep tracking their learner's status of learning/having a difficulty in validating students' performance

Participant 3 shared that,

“Assessments-tests, quizzes and other graded course activities or any means by which learners receive input and guiding feedback on their performance to help them improve”

Participant 4 said that,

“Having a record of the pupils' performance to track their progress”

It is important to have a tracking record of every learner's performance since it is our basis if he/she

gain progress or not. It will also help us monitor them and provide them with remediation to improve their performance.

Theme 4: Effects

The kind of learning modality has an impact on the learners' performance (Cabello, 2022) since modular instruction was new to everyone. The teachers are coping with it as well as the learners. It is very difficult for them to do the task especially that some do it on their own. Other pupils are privilege that someone can help them out but they tend to be dependent to them also. Some learners were very dependent to their parents or siblings at home. Some can read but they don't have good comprehension. At the end, their performance was poor because they were not able to understand and learned.

Participant 5 stated that,
 "The effect of modular learning when it comes to academic performance was poor. For their answers were answered by someone who has knowledge about topic"

This was the time that learners were very dependent on their parents and siblings. For them to have a high score, they rely on someone to answer it and this will lead to their poor academic performance since they got high score but they have no knowledge of the lesson.

Participant 7 mentioned that,
 "Many of the learners were struggling in reading and comprehension during pandemic"

Modular learning has a negative impact on learners specifically on their reading level. They were struggling in reading and understanding what they had read.

Theme 5: Aid

Not all of our learners performed well in class. There are those that need much of our attention in order to understand the lesson. The modular instruction caused difficulties to our learners who are struggling even during the face to face classes. As a teacher, it is very important to aid the difficulties of these learners. Helping out these learners is challenging during this time of pandemic since our interaction with them may not be possible or limited due to certain restrictions. But we cannot leave these learners behind without helping them out so teachers do ways to reach them out and address their difficulties in answering their modules. Those learners who are struggling may be given different kinds of assistance to enable the

learners having difficulties in the lesson to progress (Pelissier, 2020).

Participant 1 shared that,
 "I do some home visitation to those learners who have difficulty in answering the modules"

Some students have difficulties in answering their modules because nobody at home can teach them due to the educational background of their parents. In order for these learners to be able to learn while at home, visiting them is much needed for them to be given the assistance that they need.

Participant 6 said that,
 "Make a simplified task for them."

Learners learn differently. Some learn from complex to simple things and there are those that best learn when simple things are first introduce to them. According to Participant 6, she make simple task to learners who are having difficulties in answering the modules. Easy to do task help struggling learners understand better the lesson.

Participant 9 stated that,
 "Gave enrichment activities"

In order to achieve the mastery of the lesson, giving of additional activities to the learners will be a good move teachers should do.

Participant 10 shared that,
 "I conducted in person tutorial observing proper health protocol"

There are some learners who cannot understand the lesson on their own, especially those in the lower grades. They need to be personally taught and some parents cannot do it because they are busy with their work. To aid the needs of this learners, participant 10 conducted an in-person tutorial to help out these learners who are struggling with their modules. Since there are restrictions due to the pandemic, proper health protocol must be observed at all times.

Conclusion

This study solicited, summed and sorted experiences of teachers in the modular instruction. Their story about the different experiences they encountered while implementing the modular modality was remarkable. Despite the challenges encountered by teachers with the sudden change of instruction, they were able to cope with it due to the dedication to the teaching

profession. Providing the learners with the quality education is the biggest aim of the Department of Education that is why teachers are monitoring every pupil's performance and helping them out in so many possible ways. It is recommended that teachers furthermore employ a number of strategies to deal with the difficulties presented by the modular distance learning modality including time management, the creation of innovative teaching techniques, adaptation to the changes brought about by the new normal trend in education, flexibility, the provision of alternative plans, positivity, dedication, and equipping oneself with the skills required for the new normal ways of education.

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