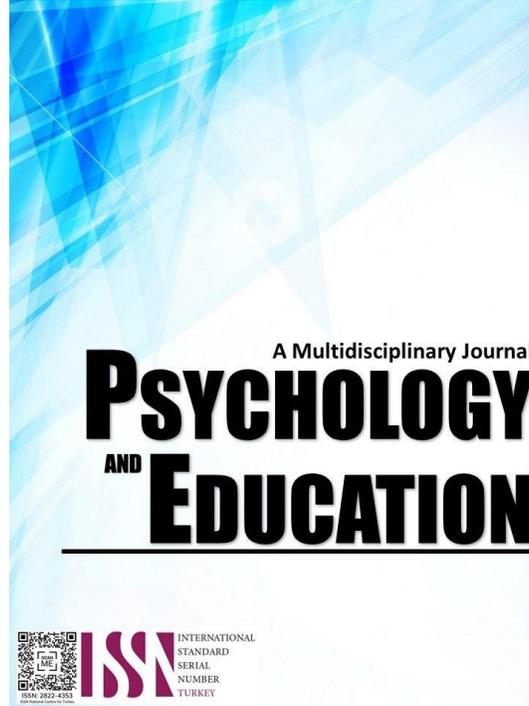


PHENOMENOLOGICAL EXPLORATION OF ENGLISH TEACHERS' EXPERIENCES IN MODULAR DISTANCE LEARNING



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Phenomenological Exploration of English Teachers' Experiences in Modular Distance Learning

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Abstract

This research paper described the lived experiences of English teachers in Modular Distance Learning. Specifically, the study tried to find out the views and experiences of English teachers in Modular Distance Learning (MDL), how the teachers face the implementation of MDL, and what intervention plan can be proposed for an effective implementation of MDL. The participants for this hermeneutical phenomenological study were eleven secondary English teachers. In-depth interviews were used to gather responses, and data were transcribed and eventually grouped into five major themes, with keywords and terms from participants supporting each theme. The five themes that emerged when identifying and describing the challenges and lived experiences of the respondents in MDL were Existential Discontent, Constraint and Lack of Control, Work-Life Balance Constraints, Mental Strain, and Physical Exhaustion. Although their responses demonstrated some differences in categories or terms that were identified, each response was still supportive of the five major themes. Key findings of this study revealed the impact of implementing MDL on the emotional, social, mental, and physical aspects of teachers.

Keywords: *Modular Distance Learning, English teachers, phenomenological study, lived experiences, teacher well-being*

Introduction

The COVID-19 pandemic has drastically transformed the landscape of education worldwide. This crisis pushed several government agencies and educational establishments around the world to design education continuity plans and adopt learning methods that allow learners to continue learning without being exposed to the deadly virus. Education policies were designed to mitigate the adverse effects of the pandemic by promoting flexible learning approaches. Furthermore, educational institutions in many countries transitioned from traditional in-person classroom settings to online learning.

All of these abrupt changes that students need to face and hurdles seemingly cause inequity among them. Not all are well-equipped with gadgets and devices to immerse in the new normal learning set-up. During the temporary closure of schools, approximately 40% of low and lower-middle-income countries were unable to adequately support disadvantaged learners, according to estimates by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Chopra (2022) elaborated that underprivileged children have been unable to fully benefit from the technological resources available to more fortunate peers. Many lack access to the internet and stable electricity. She added that electronic device shortages are common, with some households having only a single cell phone. She asserted that it's essential to consider these limitations when designing online learning initiatives for underprivileged communities.

All those concerns cited above and the collective effort to address the continued provision of education amidst the odds of the pandemic have led to the development of various learning delivery methods that offer different combinations of channels. (Caganan and Buenvenida, 2021). One of them is the modular distance learning modality.

The modular distance learning approach addresses equity concerns by providing adaptable and inclusive educational access. This is an asynchronous modality in which students have the flexibility to advance at their individual pace, complete ongoing assessments, and engage in learning without relying on face-to-face interactions with teachers or peers (Agaton and Cueto, 2021).

In the Philippines, when schools closed due to a government-imposed total lockdown on March 16, 2020, the Department of Education (DepEd) introduced DepEd Order No. 012 series of 2020. This order outlined the "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency." The Learning Continuity Plan (LCP) for the school year and beyond incorporated novel learning delivery methods across all educational levels (Guiamalon et. al., 2021 in Agayon et. al., 2022). Under the BE-LCP, educational institutions are adopting various teaching approaches for distance learning. These include modular distance learning (in printed or digital formats), e-learning, blended learning, and TV/radio-based instruction. Notably, modular distance learning has become the default modality for delivering education to students in most public schools (Cabardo et. al., 2022; Agayon et. al., 2022). The limited availability of devices and connectivity means that only a small number of learners, especially those in remote areas, have internet access.

Modular Distance Learning (MDL) enables learners to utilize self-learning modules (SLMs) in either printed or digital formats. This type of learning modality emphasizes independent learning in which the learner progresses through the learning task at his own rate since there are no teachers providing immediate feedback during the learning process (Lim, 2016; Caganan and Buenvenida, 2021). Furthermore, Castroverde and Acala (2021) mentioned that these self-learning modules comprise comprehensive learning packages that incorporate pre-tests, discussions, and ongoing assessments aligned with the "Most Essential Learning Competencies".

The use of modular distance learning in teaching resulted to unique experiences and challenges for teachers, especially in the emotional,

social, and mental aspects. Cabardo et. al. (2022) revealed that the sudden transition to modular distance learning caught teachers off guard and left them unprepared. Teachers found themselves scrambling for ways to meet all their tasks. These tasks include preparing and modifying modules, making instructional videos, attending to the overwhelming amount of paperwork, distributing and collecting the SLMs, and coordinating with parents, among others (Abrazado et. al., 2021). Also, public school teachers acknowledged feeling unfamiliar with the current state of the Philippine educational system, leading to anxiety and apprehension about teaching students in the new normal (Jamon et.al., 2021).

As reported by Castroverde and Acala (2021), teachers face difficulties when students submit modules without names or with incomplete answers. This not only challenges teachers' monitoring responsibilities but also highlights the struggle of witnessing students learn very little during the pandemic. In Abrazado et. al. (2021), teachers shared that they felt frustrated knowing that some of the modules were not answered by the students themselves. This is supported by Soriano et. al. (2022), who also revealed that teachers also face challenges with students' learning because parents and tutors often complete the modules instead of the learners themselves.

Furthermore, the teachers voiced that they are also expected to perform other tasks in school, in which affects their time and efficiency in checking students' outputs. With this, the teachers would resort to bringing the students' outputs at home which results in them not having enough time for their families (Castroverde and Acala, 2021). Additionally, educators face challenges in keeping students informed about their progress and offering feedback on their assignments (Soriano et. al., 2022). This is because some learners live in places with low or no internet access or live in far-flung barrios.

Teachers face challenges in assessing students when there is no evidence of their learning process. As revealed by Castroverde and Acala (2021), teachers face challenges in assessing student work when there are no answers, as it implies that they lack documentation of the student's performance. This situation indicates that students who leave their outputs blank may lack interest in the learning process. Likewise, Aperribai et. al. (2020) shared that teachers often feel confused and stressed due to uncertainty about their responsibilities and how to effectively maintain connections with students to support their learning.

In the confines of the Palompon National High School, where the present study was conducted, self-learning modules (SLMs) were also used to cater to their learners. The teachers also experienced the same challenges with the teacher-respondents mentioned above. As the school year 2020-2021 began, the teachers were tasked with making SLMs on an assigned subject and grade level without proper training.

Aside from the fear of COVID-19, teachers were pressured to meet deadlines, especially in printing and making copies of their SLMs (though later on, the Local Government Unit provided a risograph machine for the 7 public high schools) since they were distributed and retrieved on a scheduled date to 19 clustered barangays. Although the school has several printers, they were still not enough to make copies of SLMs of the different subjects for more than 2,000 junior and senior high school students. With this, some teachers bought and used their own printers. They stayed in extended time at school just to complete the printing as scheduled.

Aside from the preparations of modules, teachers faced some challenges in assessing students' learning since some SLMs were not submitted on time, and some did not bear the name of the owner of the answered sheets. The use of printed self-learning modules has resulted in additional burdens for teachers, health risks, and increased expenses. These challenges are particularly evident in the emotional, social, and mental aspects of education. However, Agayon et al. (2022) argued that despite the challenges and adjustments the teachers had to make for the new normal educational setting, they still managed to cope with it and completed their tasks.

To contribute to the growing literature on the lived experiences of teachers in modular distance learning during the pandemic, the researcher is prompted to investigate the experiences and challenges that English teachers are facing in the modular distance learning implementation, particularly in the emotional, social, and mental aspects. At present, there is minimal literature available that explores the lived experiences of English teachers within the locale of Palompon. Hence, it anticipates that this study will provide valuable insights for developing future interventions aimed at restoring and maintaining educators' well-being, especially in the emotional, social, and mental aspects.

Based on the interview data, English teachers have difficulties in identifying learners who are in the independent, instructional, or frustration reading level. They have also reported that there are students who have difficulty in following the instructions in the Self-Learning Modules, indicating that there are learners who are only focused on finishing a task or activity and not on how well they learn. Moreover, in sentence writing, teachers reported that some of the learners cannot make a grammatically correct sentence, which makes them believe that the teaching-learning process has faced significant challenges during the COVID-19 pandemic.

Furthermore, in support of the Department of Education's (DepEd) commitment to strengthen education, provide a positive learning environment, promote learner well-being, and accelerate the delivery of basic education services for all learners, including those who are disadvantaged and are at risk of dropping out, the researcher crafted an intervention plan for English teachers to equip them to ensure learning continuity, especially now that DepEd has introduced Alternative Delivery Mode to address various emergency situations. These modes are utilized during calamities, shortages of educational resources (such as teachers and classrooms), unfavorable peace and order conditions, and when classrooms are authorized for use as temporary evacuation (DepEd Memo No. 326 s. 2023).

Research Questions

This study aimed to describe the lived experiences of English Teachers in a Modular Distance Learning. Specifically, this study sought the answers to the following questions:

1. What are the views and experiences of the English teachers in the implementation of Modular Distance Learning?
2. How do English teachers face the implementation of modular distance learning?
3. Based on the findings, what intervention plan can be proposed for an effective implementation of Modular Distance Learning?

Methodology

Research Design

This study employed the qualitative research design, which focuses on phenomenology since it intends to describe the lived experiences of English teachers in a Modular Distance Learning. The phenomenological design describes the interpretations of the participants from their experiences (Jamon et al., 2021). Additionally, as a method, it aims to uncover the significance of an individual's experience related to a specific phenomenon by focusing on concrete, real-life accounts rooted in everyday situations (Langdridge, 2007).

Specifically, the present study utilized a hermeneutical phenomenological approach since the researcher, having firsthand experience with the implementation of the modular distance learning modality, gained valuable insights into the participants' experiences. This allows the researcher to have a better understanding of the experiences of each participant (McPherson, 2020).

Participants

In this study, the participants were the teachers who were handling English subjects at Palompon National High School for the school year 2021-2022. There are 9 English teachers in the Junior High School Department, including the researcher herself, and 2 English teachers from the Senior High School Department. Of the 11 teachers, 8 are classroom advisers and 3 are non-advisers.

These teachers were purposively selected to participate in this study. Their first-hand exposure and active involvement in the implementation of the MDL during the new normal qualified them as a rich source of information or appropriate informants for the in-depth exploration of the phenomenon under study. They were interviewed by the researcher in their respective offices or classrooms during their most convenient time. The participants shared their personal journey and lived experiences during the MDL implementation, which served as a powerful ingredient in this study.

Teacher A is a 59-year-old female who has served DepEd for 34 years. She was a Grade 7 English teacher when the MDL implementation started. Teacher B, on the other hand, is a 32-year-old female who was a teacher for 6 years in DepEd. She was a former English teacher from San Guillermo National High School who also implemented MDL. In the second year of MDL implementation, she was transferred to Palompon National High School.

Teacher C is a 29-year-old female who is also a Grade 7 English teacher who has served DepEd for 7 years. Teacher D is a 41-year-old female who has been teaching English of Palompon National High School for 13 years. During the MDL implementation, she was assigned as a grade 8 English teacher.

Teacher E is a 27-year-old female who has been serving DepEd for 4 years. During the MDL implementation, it was also her first time handling English 8 since she was previously assigned to MAPEH subjects. Teacher F (39) has been a teacher in DepEd for 4 years. She was assigned to English 9 during the pandemic.

Teacher G (37, male) is the English department head who has served DepEd for 11 years. He is a master teacher I who was teaching English 9 during the MDL implementation. Teacher H (53, female) served DepEd for 22 years. During the MDL implementation, she was assigned in Senior High School (SHS) English subjects. Teacher I, 48, female, has been a teacher in DepEd for 18 years. She was also assigned to SHS English subjects.

Teacher J (31, female) has been a Senior High School teacher for 5 years. She handled grade 11 English subjects during the pandemic. Lastly, Teacher K (31, female) is also an SHS English teacher for 6 years who handled grade 12 English subjects during the pandemic.

Instrument

The researcher utilized a self-made semi-structured questionnaire which serves as a guide to direct the flow of discussions during the interview with the participants on their lived experiences in the implementation of modular distance learning modality in Palompon National High School. The questionnaire was pilot-tested with 2 high school teachers from Cantuhaon National High School and from Taberna National High School.

After the pilot testing, the questions were revised according to the responses of the interviewees. After the revision of the questions, the researcher presented it to her adviser, and it was validated.

The interview guide consisted of questions that facilitated uncovering information necessary for the present study. The questions were categorized based on the three aspects of the teachers' lived experiences, namely, the emotional, social and mental aspects.

Procedure

After being given permission to proceed from the College of Graduate Studies, the researcher obtained the approval of the principal of the Palompon National High School to allow her to conduct the study. Upon the approval of the request, the researcher sent letters to the prospective teacher participants. A consent form was also distributed, which was voluntarily signed by the participants. A total of nine Junior High School teachers and two Senior High School teachers were selected. All of them are working in the same school except one, who was a teacher from San Guillermo National High School during the implementation of the MDL and was transferred to Palompon National High School after the pandemic. The research participants experienced and were actively involved in the implementation of the MDL modality.

After completing the selection of participants, a schedule of interviews was set and agreed. The researcher made it a point to assure the participants of the confidentiality of their identities. The researcher conducted one-on-one interviews with teachers using semi-structured questions to collect essential information. Participants were invited to share their experiences related to the phenomenon under investigation. The study employed a semi-structured interview protocol to explore and understand participants' lived experiences. During the interviews, the researcher encouraged open conversations, allowing participants flexibility in their responses. Notably, following hermeneutical phenomenological principles, the researcher occasionally shared her own experiences and guided the discussions toward participants' experiences in managing modular distance learning.

The participants were given the liberty of choosing which language to use during the interview. Probing questions were asked to clarify and expound certain points or issues. The interview questions were intentionally open-ended, allowing participants to guide the discussion. This approach aimed to capture their lived experiences as authentically as possible (McPherson, 2020). With the permission of the teachers, the entire interview was audio-recorded. The researcher not only documented verbal communication but also sought to comprehend and record implicit messages conveyed through inference and participants' body language.

Meanwhile, the researcher has been an educator since 2013 and has been teaching in a traditional educational setting. With the pandemic, teachers in public schools were forced to implement the MDL modality, which exposed the researcher to the difference between face-to-face and modular distance educational practices. With these experiences, the researcher wants to discover the positive and negative sides of modular distance learning, particularly on the emotional, social, and mental aspects of the teachers compared to the face-to-face setting.

A phenomenological researcher gathered data from individuals who had directly experienced a phenomenon and aimed to create a comprehensive description of the essence of that experience shared by all participants (Brown, 2015). As an educator who has been immersed in the same phenomenon being investigated, the researcher assumed the roles of observer, interviewer, and interpreter of the participants' experiences. Additionally, the researcher drew upon her own experiences that were relevant to the phenomenon under investigation.

Given her personal and professional familiarity with the implementation of the Modular Distance Learning modality, it was both necessary and appropriate to interpret and explain the experiences and insights of the participants. Consequently, the participants' responses were considered from the researcher's perspective. However, it is crucial to highlight that significant attention and effort were devoted to the task of accurately capturing and representing each participant's voice and experience in the study's findings (McPherson, 2020).

Data Analysis

The data analysis occurred after transcribing the interviews, with the resulting text serving as empirical evidence for examining its psychological implications (Javilla and Fabella, 2019).

The descriptive phenomenological method in psychology followed a five-step approach for data analysis, drawing upon principles from phenomenological philosophy (Amedeo Giorgi, as mentioned by Javilla and Fabella, 2019). In each phase, the researcher offered a rationale for the steps taken, linking them to the underlying philosophical framework that informed their purpose and nature. Consequently, after transcribing the interviews, the researcher proceeded with data analysis, using the transcribed text as empirical evidence to delve into its psychological implications (Javilla and Fabella, 2019).

The first stage of the phenomenological psychological approach began with the researcher embracing the phenomenological stance. This perspective contrasted with the ordinary way of perceiving the world. When adopting the phenomenological stance, the researcher consciously refrained from relying on their everyday understanding in order to approach the data with a new perspective. In essence, the researcher temporarily puts aside any prior assumptions, theoretical models, cultural influences, personal experiences, or other preconceived notions (Javilla and Fabella, 2019).

During the second phase of data analysis, the researcher thoroughly reviewed the complete naïve description to grasp a comprehensive understanding of the experience (Giorgi, 2009, 1985; Giorgi & Giorgi, 2003). This description, given by the participant, reflected a natural attitude—that is, how the individual experiences things in their everyday life, without deliberate analysis (Javilla and Fabella, 2019).

In the third stage of data analysis, the researcher delineated meaningful segments within the narrative to facilitate handling the data in manageable sections (Giorgi, 2009, 1985; Giorgi & Giorgi, 2003). Through successive readings of the narrative text, the objective was to pinpoint changes or transitions in meaning throughout it. The stream of conscious experience contained landmarks, akin to how we observe bends, rapids, and waterfalls in a flowing stream.

In the fourth stage, the researcher translated the identified meaning units into descriptive expressions that are sensitive to psychological nuances. This approach operated at the psychological level, emphasizing scientific inquiry rather than the transcendental level associated with philosophy. At the psychological level, experiences were individual, contextual, and personal, rather than being universal or independent of personal context (Giorgi, 2009).

During the analysis phase, the fifth step entailed synthesizing the overall psychological framework from the individual psychological components of the experience. These components, unlike isolated elements, are contingent on context (Giorgi, 1985). They were interconnected and integral to the entire structure, reflecting the phenomenological principle of comprehending both parts and wholes. Javilla and Fabella (2019), highlighted that this concept of parts and wholes was not exclusive to phenomenology but has historical roots in Greek philosophy, notably articulated by thinkers like Plato and Aristotle.

Hermeneutic phenomenology did not follow a fixed sequence of steps or stringent analytical criteria. Instead, it promoted a flexible interaction among research processes, emphasizing the exploration of fundamental inquiries, examination of lived experiences, iterative description of phenomena through writing and revision, and the consideration of both individual components and their cohesive entirety (Kafle, 2011).

Transcribed data from the interviews were coded using the deductive coding method. According to Kuckartz (2014), in studies where categories were directly derived from data, text passages can be allocated to subcategories without first using predefined main categories for initial coding. In this specific research, the main categories were inferred from the primary themes in the research questions—specifically, exploring the emotional, social, and mental dimensions of teachers' experiences. Additionally, deductive coding based on the works of Hattie (2009) and Maulana, Helms-Lorenz, and de Grift (2017) was employed to further refine these broader categories.

Ethical Considerations

Ethical consideration in research is significant for this research, such as mutual respect and fairness between the researcher and participants.

Beneficence. The researcher focuses on areas of interest to minimize harm and maximize benefits. The study is meant to explore the lived experiences of English teachers in modular distance learning.

Respect. Participants were treated with kindness and respect by being allowed to demonstrate informed consent to demonstrate respect for human dignity. The researcher emphasizes honesty and avoids dishonesty.

Justice. The value of fairness tackles burden distribution and ensures appropriate, non-exploitative, and well-considered procedures that are administered fairly and equally in a fair allocation of benefits to research.

Transparency. In the absence of specific and explicit informed consent authorizing the researcher to release such information, the researcher is expected to prohibit the dissemination of information that might be used to identify the respondents.

Inclusion and exclusion criteria were used to determine which individuals from the target population meet the criteria for inclusion or exclusion in a research study.

Participants' Status. A letter from the researcher, approved by the dean of the College of Graduate Studies (CGS), was attached to each instrument distributed to the participants. It explained the purpose of the study and the types of data that the researcher provided, how these data were used, why they were chosen as respondents, and how the study benefited them.

Study Goal. The findings of this study were used to explore the lived experiences of English teachers in Modular Distance Learning.

Type of Data. Data on English teachers' lived experiences were obtained using a validated interview questionnaire.

Procedure. The researcher submitted a letter of intent to the Dean of Palompon Institute of Technology's College of Graduate Studies. Once approved, a letter was sent to the school principal of Palompon National High School citing the major intention and outcome of the study.

Nature of Commitment. The researcher ensured that the participants had the option of answering or not answering any question during the interview. Their privacy was protected because they completed the questions at their most convenient time.

Confidentiality Pledge. The researcher assured that all of the study's responses and data would be kept strictly confidential. Furthermore, the identities of the respondents were revealed through letter codes.

Voluntary Consent. The volunteers' participation in this endeavor is entirely voluntary. They have the freedom to reject participation

and can withdraw their consent at any moment.

Confidentiality Procedures. The information gathered from the respondents during the interview was kept strictly confidential. The right to privacy of the participants was maintained by several confidentiality processes.

Anonymity. During the study, the researcher did not link participants to their data. It was established in the study that privacy was a basic human right and protecting confidentiality is a professional commitment.

Results and Discussion

This section consists of the presentation, analysis, and interpretation of data. The discussion is thematically based on the four aspects of the teachers' lived experiences, namely, emotional, social, mental, and physical aspects.

Throughout the study, the researcher aimed to explore and understand the lived experiences of teachers in terms of emotional, social, and mental aspects. The researcher engaged in questioning and eliciting responses from teachers to capture the pivotal, fleeting moments that educators encountered during the implementation of MDL. Based on the results of the analysis, one additional aspect emerged from the verbal accounts of the teachers, and that is the physical aspect.

Views and Experiences of English Teachers in the Implementation of Modular Distance Learning

In this study, the researcher aimed to capture the lived experiences of eleven secondary teachers who shifted from face-to-face teaching to Modular Distance Learning. As is customary in research, the interview questions were based on the core themes. Individual face-to-face interviews were conducted with each participant. All participants were secondary teachers who had made the transition from traditional face-to-face teaching to implementing Modular Distance Learning.

To capture the lived experiences of the teachers, the four aspects were further refined into five themes. These comprised of the following: constraint and lack of control, existential discontent, work-life balance constraint, mental strain, and physical exhaustion. Discussions on the results of the study were done thematically, coupled with the narrative passage and direct quotes of the teacher participants.

To address the initial inquiry, each secondary teacher participant was invited to discuss their views and lived experiences with the implementation of modular distance learning, focusing on emotional, social, mental, and physical dimensions. Despite the challenges and unanticipated nature of this transition, the eleven teachers shared their personal experiences regarding modular distance learning and its impacts across these dimensions. Table 1 presents the response codes and highlights various themes identified through frequency analysis.

From the three mentioned broad categories, a new set of five categories or themes was formed. These themes were labeled as: 1.) constraint and lack of control; 2.) existential discontent; 3) work-life balance constraint; 4.) mental strain; and 5.) physical exhaustion. Each thematic perspective and experiential theme emerged based on its prevalence among the teacher participants. Specifically, if three or more (out of 11) teachers expressed similar or related views and experiences, their responses were grouped together to define specific themes. This clustering method was adapted from the approach used in the research of Ibañez and Ocampo (2010).

Table 1. *Categories, Codes and Themes as Product of the Data Analysis Conducted*

<i>Categories</i>	<i>Codes</i>	<i>Themes</i>
Emotional	Doubted	Existential Discontent
	Worried	
	Bored	Constraint and Lack of Con
	Unsatisfied	
	Forced	
Social	Frustrated	Work – Life Balance Constraints
	Limited family and personal Time	
Mental	Collaborative interaction v Co- teachers	Mental Strain
	Stressed	
	Frustrated	
	Challenged	
Physical	Disoriented	Physical Exhaustion
	Tiresome	
	Burdensome	
	Physically Strained	

As a result of this procedure, numerous codes emerged. Given the nature of this hermeneutic phenomenological study, the information was coded in relation to the participants' lived experiences. Presented in Table 1 are the categories, codes and themes generated from the data analysis conducted.

Emotional Aspect. Under the category of the emotional aspect, the codes such as “doubted”, “worried”, “unsatisfied”, “forced”, “frustrated”, “stressed”, and “pressured” were all identified as the effects of modular distance learning on the emotional aspect of a teacher. Every code word was meticulously tracked and quantified throughout the coding process, noting the frequency with which teacher participants employed each word. Table 2 shows the results.

Table 2. *Teacher Frequency of Response Codes: Emotional Aspect*

<i>Theme</i>	<i>Code</i>
Existential Discontent	Doubted Unsatisfied Worried Bored
Constraint and Lack of Control	Frustrated Forced

During the interview, each of the teacher participants was asked about what they felt during the implementation of MDL and how it affected them emotionally. Each participant described significant emotions and feelings during the implementation of the modality. From the codes derived, two themes were generated namely, existential discontent and constraint and lack of control

Existential Discontent. This theme delves into deeper existential concerns and encompasses feelings of doubt, worry, boredom, and dissatisfaction. Individual teachers in this study grappled with questions about meaning, purpose, and fulfillment in their respective work in the midst of the implementation of the MDL, leading to a sense of existential unease or dissatisfaction. The subsequent discussions elaborated on teachers’ lived experiences relative to their existential discontent as they expressed their doubts, worries, and feelings of burdensomeness and dissatisfaction.

Doubted. Based on the interview data, transitioning to modular distance learning resulted in teachers being doubtful of the effectiveness of the materials used on the students’ learning. Teacher A shared,

“I am not sure what to do. I am in doubt if ako bang mahatag ug insakto ang learning sa mga bata because of the situation where we are not facing each other in an actual classroom.”

This participant continued to share that she did not have any idea what kind of students she was dealing with because they were in Grade 7 and did not have any background on their level of reading comprehension and grammar. This finding supports the research finding of Tagudando (2022) in his study, in which he revealed that teachers encountered challenges in monitoring students’ actual activities at home, conducting reliable assessments, and providing interventions for struggling learners.

The above statement shows that teachers teaching English in this type of modality are experiencing difficulties in giving assistance to learners of English who needs remediation and intervention. This is also supported by Collantes et al. (2022), who claimed that with the absence of traditional face-to-face contact with students, the assurance that learning has taken place has often left educators’ uncertainty and doubt to themselves as to whether their teaching became successful or not. The statements above suggest that teachers harbor concerns about the quality of education they provide to their students. This can be supported by the statements of Teachers C, D, and E, which reveal that students’ outputs are half done and are submitted for the sake of compliance and that most of the learners do not really understand the lesson. In the interview, teachers also verbalized that the contents of the modules were difficult for most of the students.

“...most of their outputs were half-done and some students submitted their outputs for the sake of completion only..” (Teacher C)

“...magsubmit sila’g output nga wala sila kasabot..” (Teacher D)

“...knowing that maglisod gyud sila ug sabot..” (Teacher E)

Furthermore, Teacher B also recalled her experiences during the modular distance learning and succinctly stated it this way,

“At first, nakulbaan ko unya di ko kahibaw unsay akong buhaton kay pinakalit ra baya to.”

This situation highlighted the challenge that teachers encountered during the MDL implementation, particularly related to the lack of training and preparation. The transition to this new mode of education posed difficulties for educators as they had to adapt to their roles in this changing landscape. Lapada et al. (2020), gave clarification on this observed phenomenon. According to them, the difficulties faced by the teachers during the modular distance learning implementation included the challenges in knowledge and skills required in delivering modular distance learning.

However, teachers C, F, G, and I acknowledged that the transition to modular distance learning (MDL) posed a dilemma for them, as they lacked full preparation in terms of knowledge and skills for the new normal in education.

“There was no extensive training for teachers to help them adapt to this MDL.” (Teacher C)

“I was not completely trained and oriented with this modality.” (Teacher F)

“...kay naa tooy training but dili enough. Puro rasad to webinars because of COVID-19 unya during webinars, dili gyud makafocus and teachers kay naa raman gihapon checkanan kay maayu nalang maibanan ang trabahoon...” (Teacher G)

From this, they can deduce that the training provided to teachers was insufficient in familiarizing them with the teaching method through modular distance instruction and adequately preparing them to address the needs of students who were struggling with the subject. Moreover, the rest of the teachers revealed that they have difficulty gathering Self-Learning Modules (SLM) suitable for their students since there were no ready-made SLMs provided by the Leyte Division. The participants also complained that they have to download SLMs from other Divisions, such as SOCSARGEN, Bicol, and Mandaue. The lack of available and downloadable quality-assured SLMs supports the findings of Besonia and Magnate (2022), who revealed that the scarcity of resources in the local area makes implementing modular distance learning challenging for teachers.

Yet, the teachers were able to survive and provide Self-Learning Modules to their students by looking for available ready-made SLMs from different Divisions, which they also shared with their colleagues. In addition, as teachers became multitaskers, the current paradigm shifts made them realize their full potential. Never did they think becoming a multidimensional teacher.

Unsatisfied. As to the teacher responses, the majority of the participants' responses that mentioned the word “unsatisfied” relate to the student outputs and to the feeling that teachers cannot fully provide the quality of education to their learners. During the study, each participant discussed and emphasized the challenges they faced related to student outcomes, expressing dissatisfaction with their own performance as teachers.

Teacher C commented on how unsatisfied she was with the outputs of her students. Subsequently, she dejectedly stated that “most of the outputs were half-done and some of the students submitted their outputs for the sake of compliance only.” She added that she felt unsatisfied because she got to limit herself as a teacher by not being able to explain the lessons. This statement was supported by Teacher D, who emotionally shared how students submitted their outputs without any learning and that students copied their answers from another source because they could not do anything about it. Furthermore, the majority of the teacher participants reported that they were displeased with the outputs of the students due to the fact that some of them were not answered by the students themselves.

The above statements are similar to the account of teacher B who, while recalling her experiences, said in an upset manner that,

Kay dili man jud nako makita ang sincerity sa bata sa pag answer sa module kay wala man jud ko kabalo ug sila bajud mismo nag answer. Unya dili pud nako ma weigh ang ilahang learning ug maayu.”

Teachers B, E, G, J, and K also expressed uncertainty about the students' response to their assignments. They added that there were some learners who really worked on their modules, but there were also students who “do not mind the instructions”, “cram with answering the modules”, “answers without carefully analyzing the “assigned tasks” and, “and “copies from other classmates”.

Some even let their adults or friends answer the modules which can be heard from the response of Teacher G, who sadly said, “naay papers sa students nga agi sa adult.” As an English teacher of the same school who implemented MDL during the pandemic, the researcher personally experienced wherein a certain grandmother was the one who answered her grandson's modules from when he was in Grade 9 (first year of implementation) until Grade 10 (second year of implementation).

Soriano (2021) affirmed the above findings by stating that teachers expressed dissatisfaction with the quality of education they provide to their students, which also includes the incapability of some learners to learn independently in modular distance learning. Moreover, as exposed by Besonia and Magnate (2022), Agayon et al. (2022), and Dangle and Sumaang (2020), due to the penmanship observed in the activity sheets, scores are an unreliable basis for assessing learners' understanding. Furthermore, teachers believed that the parents or someone else had done it for them. These occurrences made teachers think that modular distance learning was not effective and that they were unsatisfied with the type of modality because only a few have learned using the modality.

Despite all these, the teachers remained empathetic to the students. They remained considerate and understanding of the situation. Furthermore, teachers also saw the good side of the condition, such that they shared that over time, they gradually adapted to the new normal. Another thing was that the implementation of MDL taught them the art of surviving in teaching in the new normal.

Worried. Another subtheme that emerged during the interview is the feeling of worry. Interview participants all admitted that they were worried about their students' health and the delivery of instruction. Furthermore, the majority of the teacher participants shared that they are worried about the level of learning of the students and that they feel worried that learners did not learn anything from MDL.

Based on the responses of the teacher participants, it was shown that they were worried for their students. Teacher G, who believed that modular distance learning doubled his burden, exclaimed,

“Nagworry ko ug unsaon kaha paglearn sa students nga maglisod man gali sila ug learn nga naa ta, unsa nalang kaha ug naa ra sila sa ilang balay?”

In addition to that, Teacher I, with a sad look on her face as she recalled her experiences during the implementation of MDL, conferred that MDL is only effective for learners who can learn independently and that during the pandemic, she was anxious about the idea that some of her learners did not learn something from the lessons delivered because she was “not there to bridge the gap.”

Teacher G and Teacher I's statements are also reinforced by Teacher B's responses, as she gloomily said that the MDL is effective for those students whose parents are educated and have the financial capacity to even hire a tutor. However, Teacher B continued that for those students who do not have someone at home who can guide and teach them and those students who are working, MDL is ineffective. With these responses, it can be deduced that teachers considered a lot of factors that affected the kinds of outputs submitted by the learners.

The above claims corroborate with the research finding of Geverola et al. (2022), who confirmed that teachers are concerned about whether their students can truly grasp the content, as concepts are often best understood when demonstrated directly. Although the teachers in the present study acknowledged the factors that affected the outputs of the learners, their statements about being worried for their students' learning indicate that teachers are compassionate to the learners and considerate of the situation during the implementation of MDL. This finding implies that teachers are concerned about the quality of education they deliver through MDL. Most importantly, as in the responses of the participants, they are aware that they play a significant role in the process of teaching and learning.

Nevertheless, despite the challenges, teachers have made efforts to uphold high-quality teaching by utilizing various platforms for their classes. Furthermore, teachers did not just depend only on the modules given but provided other tasks and activities in order to supplement the lessons and the skills that the learners needed to learn.

On the other hand, the teacher participants were also worried about their health during the implementation of MDL. The feeling of worry about the threat of COVID is evident from the responses of Teachers D, G, and H:

"I was not prepared to go back to school and to teach because of worry that I will be contracted with COVID.", "My family and I contracted COVID, I was so worried about the preparation of modules because I was the one assigned to prepare the modules.", "Nag-gool ko kay basin magdugay (referring to the pandemic)."

As part of the implementation, teachers were tasked with delivering and retrieving the modules to their assigned barangay. In Palompon National High School, there are 19 clustered barangays, which include barangays from neighboring towns. The travel of delivering and retrieving the modules of more than 50 learners to their assigned cluster was already a great challenge. In addition, teachers were at risk of contracting COVID since they were the frontliners during the distribution and retrieval. Despite the risks posed by the virus, teachers were also expected to conduct house-to-house visits to assess parents' and learners' issues. These statements created feelings of worry for the teachers.

When Teacher D was asked to describe what she felt during the implementation of MDL, she exclaimed that she was also worried for her and her family because of COVID-19. She added that she was also worried about the preparation of modules at the time she contracted COVID since she was the one assigned to prepare and print the modules for their grade level. Teacher D was just one of the English teachers who contracted COVID while implementing MDL. These findings corresponded with Jamon, et.al. (2021), as they discovered that teachers are bothered by the threat of COVID-19 in their workplace. Thus, the threat of contracting COVID and infecting their family members also affects the emotional aspect of the teachers implementing modular distance learning.

Despite having adaptive expertise, which traditionally empowers them to make decisions that enhance and benefit students' academic progress, still, teachers understandably became anxious and worried for their health. However, they wholeheartedly accepted the challenges and worked hand in hand to provide quality education for the betterment of their learners. Moreover, as 21st-century educators, they had no alternative but to address their learners' needs and adapt to the changes imposed by the pandemic.

Bored. During the interview, a few of the teacher participants shared that they felt bored while implementing modular distance learning. Based on the responses, boredom was felt due to a lack of interaction with the learners, which saved them their energy and time. Teacher G shared that she would only just prepare the modules. She did not need to use her voice all day to discuss with their students. This supports Teacher C's statements when she mentioned that "there was no discussion which made the teachers' voices reserved". On the other hand, Teacher J shared that she felt that she did not use her brain since she only was giving the modules to the learners. She will just wait for the submission of the modules and check it based on the key answers provided in the module.

With the sudden shift, teachers' roles also changed. Jayani (2021) mentioned that the role of the teacher is evolving—from being a mere translator of knowledge to becoming a guide along the educational journey and a facilitator. Henceforth, since their role during MDL changed, it can be gleaned that the teachers felt that the tasks lessened in some aspects of the teaching-learning process making them feel bored and unproductive.

Constraint and Lack of Control. Another theme related to the emotional aspect of the teachers is constraint and lack of control. This theme revolves around the notion of feeling restricted or powerless in the situation at-hand, as indicated by the codes "no choice" and "frustrating". This suggests that teachers perceive themselves as having limited agency or options in their current situation, leading to feelings of frustration and dissatisfaction.

Frustrated. The teacher participants in this study stated that they felt frustrated due to underlying reasons. This feeling is associated with the participants' challenges with regards to the preparation and assessment. Frustration, as defined by Abrizado et al. (2021), happens when a person is hindered from achieving a desired outcome. It is experienced when the results of goals do not meet the

expectations based on the efforts exerted.

One of the reasons why teachers felt frustrated during the implementation of MDL is the lack of sufficient training prior to the operation of the modality. Most of the teacher participants claimed that they did not receive enough training to prepare them for the modular distance learning modality. MDL was something the teachers have not done before. As Teacher C expressed during the interview, that “there was no extensive training for teachers to help them adapt to this MDL.” This statement is supported by other teacher participants who also claimed that although there were webinars, but they felt that it was not enough to prepare them for the MDL. Teacher G blurted out that although there were webinars, it still did not help her because she cannot focus well on the training since she has to multitask in order to meet deadlines and that she had a lot of papers to check. This claim accords with Teacher C’s utterance wherein she thinks that

“the trainings and webinars conducted during the Modular Distance Learning were idealistic but not realistic. Using Zoom, online classes, and webinars, we cannot really check whether the participants really understood the topics given to them.”

She laughed when she added that when she participated in webinars, she would just turn her phone on and would continue checking her students’ outputs without even listening to the speaker.

With these claims, it can be gleaned that one of the reasons why teachers felt frustrated was because of the lack of experience with MDL implementation. Nonetheless, teachers were still expected to deliver the lessons using the readily applicable and available teaching and learning pedagogies. Herrera and Caballes (2022) mentioned in their study about the challenges of teachers amidst the pandemic that teachers have undergone various seminars and training conducted by the Department of Education, which made teachers equipped with things they need to know to deliver instruction.

However, Aviles et al. (2021) revealed that most participants have received minimal training specifically related to modular learning delivery. Additionally, Carreon (2021) believed that extensive trainings and webinars are still a great need of educators to make their classes more meaningful and much more appropriate to the context of the pandemic. This further explains that despite the training conducted by the Department of Education, the teacher participants still faced significant challenges due to their lack of exclusive training in teaching through modular distance learning. This highlights the importance of providing teachers with proper training to enhance their chances of success in this format.

Based on the participants’ responses, another cause of frustration among them was the availability of ready-made Self-Learning Modules or SLMs. When I interviewed Teacher E, she replied that she had mixed emotions. She added that “I felt frustrated because I had a hard time looking for materials that are suitable for my students knowing that maglisod gyud sila ug sabot.”

The above claim is also supported by other teacher participants.

“Nagmodular nata but wala pata’y modules. Naghagilap pata kung asa ta nga region or division makakuha. Ang DepEd Leyte, wala sila naghimo ug nagprovide ug module. Ako nakapangita ko sa Davao...unya wala sad ta giingnan kanus-a muabot ang modules, kita nalang nangita.” (Teacher A)

“At first implementation, kita pay naghimo ato ug Learner’s Activity Sheets (LAS). Di jud to lalim. Nakalitan ko ato kay wala’y extensive training unya pahimoon ug deretso sa LAS. Nagexpect rata at first nga naa ra’y materials ihatag sa atoa nga ready na. Unya kato, kita gyud naghimo. Di lalim na trabaho.” (Teacher H)

“Since wala’y naabot sa amoa, initiative nalang namo na we made our own module basing from other divisions and created modules nga gi weave nga mga information. Gipanguha lang namu kung unsa’y makaya sa bata.” (Teacher K)

The above verbal accounts coincided with the findings of Maravilla et al. (2022) in their study about the preparedness and the challenges among the teachers in Ormoc City, Leyte, wherein they mentioned that “teachers expressed dismay that DepEd modules were late”. Chan et al. (2021) also suggested that the need for modules to be prepared in advance suggests that there may be delays in receiving the module copies, leading to frustration among teachers.

Moreover, teacher participants are also heavily concerned with the outputs of the learners, which also adds up to their frustration. Teachers A, E, and K shared that they mostly based the learner’s grades on their answers in the modules. However, the teachers are aware that some of the learners were not the one who answered the modules, and while others were able to look for ways to be able to comply with the required tasks, such as copying the answer keys.

“...in grading, we just based it on their modues...” (Teacher A)

“...dili ta makasure nga sila bajud naghimo kay there were instances nga gipahimo ra diay, ang uban nagpatabang ra sa lain..” (Teacher E)

“...mostly sa ilang answers is kinopya ang mga answers from social networks...” (Teacher K)

This is apparent in the response of Teacher C, who said that “the challenge was to identify whether it was really the learner who answered the activity”. Teacher K also revealed in the interview that “mostly sa ilahang answers is kinopya ang mga answers from

social network” which made it frustrating for the teachers when it comes to assessing the learners and what they have learned. This finding is supported by Delas Peñas (2022) and Agayon et al. (2022) in their study that the MDL was challenging for the teachers since they cannot personally witness the performance of the students in various activities and that parents are the ones answering the modules. This implies that teachers found themselves feeling frustrated in assessing students’ learning progress since the unreliability of the learners’ outputs became evident because of the handwriting and the way it is answered.

The participants also shared that they were not sure whether the learners have read the assigned reading text at home or whether they really understood the lesson found in the modules. As Teacher E exposed, “there are students who can hardly read or comprehend”, this shows that there are students who find it difficult to learn the lessons in the MDL set-up since they lack the skills needed to be an independent learner. This claim is supported by Teacher I, who shared with a face full of pity that “there is failure of learning kay ang standard sa modular, dili siya match sa available skills sa learners kay dili man sila independent learners.”

The above statements are supported by Dangle and Sumaoang (2020), as they revealed that the validity of students’ answers in their modules is questionable, and achieving mastery of the lessons may be challenging.

Despite of these challenges, teachers were still able to look for ways to bridge the gap in learning and to deliver quality education. Connecting with the learners using Messenger, Facebook Groups, and Instant Messaging Apps, calling the learners on their mobile phones, and even visiting the students in their homes in times of COVID-19 are the teachers’ way of providing intervention, especially to struggling learners.

Despite having adaptive expertise, which traditionally empowers them to make decisions that enhance and benefit students’ academic progress, the outcomes of this study revealed that teacher participants faced challenges due to a lack of expertise when dealing with the sudden and unprecedented changes in the teaching-learning process. However, despite the frustrations, the participants developed an optimistic outlook and trusted that everything would eventually fall into place according to their plans.

Forced. Based on the participants’ responses, a frequency of 18 revealed that the teacher participants felt that they have no choice but to implement modular distance learning modality. This subtheme can be observed in the response of Teacher F when she remorsefully said that if she had a chance not to do if (MDL), she would rather not adopt this modality. This concurs with the statements of Teachers B, D, and K when they said, “wala tay choice kundi mu follow ra sa giingon sa naas babaw”, “dawaton nalang, kay ako maning trabaho”, “wala man tay choice kundi magconform nalang kung unsay giingon sa babaw”, “wala man tay choice, go with the flow nalang”. With these statements, it can be gleaned that teachers felt that they had to implement MDL despite the struggle between knowing “what should be done” versus “what was happening”.

The above statements are supported by Abrazado et al. (2021) in their study on SPED teachers on modular distance learning, which claims that one of the reasons why teachers felt that they were left with no choice was when they accepted worksheets that they knew were not answered by their students. This finding resembles the findings of Resoles (2021) in his study on the performance of educators in distance learning, which revealed that reluctant educators have no alternative but to adjust to the current learning setup. Furthermore, he argued that unwilling educators, despite being integrated in this learning setup may affect learning outcomes if remedies are not presented.

On the other hand, the teacher participants’ positive well-being contributed to addressing the challenges of modular distance learning. Establishing new routines, effective planning, and making adjustments with adaptive expertise allowed them to continue performing their duties and responsibilities despite the challenges they faced in implementing MDL. In this study, teachers acknowledged and embraced the challenges arising from the pandemic. Their recognition and acceptance of these difficulties signify their commitment to ensuring uninterrupted learning for their students (Secuya and Abadiano, 2022).

Social Aspect. Meanwhile, MDL had also socially impacted the lives of the teachers. All participants reported that the implementation limited their family and personal time. However, some participants also claimed that the modular learning set-up also improved their relationships with their colleagues, which became beneficial for them. In Table 3, the frequent appearance and referencing of specific numbers led to their classification as important categories or keywords.

Table 3. Teacher Frequency of Response Codes: Social Aspect

<i>Theme</i>	<i>Codes</i>
Work-Life Balance Constraints	Limited Family and Personal Time Collaborative Interaction with Co-Teachers

Both the researcher and the participants referenced the category ‘Social Aspect.’ The researcher’s personal experience with Modular Distance Learning implementation likely influenced this choice. During the interviews, the teacher participants were specifically asked about their personal experiences and how the implementation of Modular Distance Learning impacted their social interactions. Every participant unequivocally discussed substantial shifts in their relationships with family, friends, colleagues, administrators, and students upon adopting the Modular Distance Learning approach. This particular aspect is aptly themed as work-life balance constraints.

Work – Life Balance Constraints. This theme encapsulates the challenges teachers face in balancing their professional commitments with personal and family responsibilities. It highlights the constraints imposed by work demands on individuals’ ability to allocate time

for personal pursuits and maintain meaningful connections with family members.

Subsequent discussions delve into the coded words or categories frequently referenced by participants, reinforcing the concept and significance of the third theme.

Limited Family and Personal Time. Cabardo et. al. (2022) mentioned that the sudden shift to modular distance learning, which was unprecedented, caught teachers off guard, and the implementation of the modality was significantly time-consuming. They contended that the implementation of this modality required ample time due to the tasks teachers needed to complete. With modular distance learning, teachers needed to edit the modules to suit the learners' ability and capacity. After editing, the teacher will then print and sort it. In Palompon National High School, teachers need to reproduce more than 50 copies for each section they are handling. This was evident in the response of Teacher J who claimed that in a semester, she had around a total of 600 students.

Before the pandemic, the teachers thought that they would just distribute the modules to the students. Throughout the implementation process, teachers faced a barrage of tasks related to editing, reproducing, and organizing modules. Unfortunately, these responsibilities encroached upon their personal and family time. This is supported in the answer of Teacher D, who irritably said that “hago kay ang mga estudyante ato baling daghana. Ikaw ray magprint.”

For many teachers, Modular Distance Learning had greatly affected their social lives. Teachers A, I and C related,

Because the students are not present in the classroom, I feel there is a gap of the students actual learning (Teacher A).

Affected akong social life kay na limited ako'ng interaction sa mga bata (Teacher I).

There is less interaction with learners and parents that affected my social aspect as a teacher. It does not give a good feeling not having met your learners in face-to-face classes (Teacher C).

They stressed that the MDL implementation affected them socially since they could not interact with their learners as well as the parents. They feel that the interaction between them and the students and parents is essential in their lives as a teacher.

Meanwhile, they confided,

Dili nako makala-ag kay halos akong time sa balay nahurot aning modular distance learning kay magdala pako sa balay ug checkanan. Unya daghan pud mga bata muchat nako kay daghan sad sila'g queries nga need nako ianswer. Ilabi na pag-answer sa module. Unlike kung face-to-face, dali ragyud nimo paghatag sa instructions kay magkita man gyud mo sa bata (Teacher B).

Na less akong la-ag tungod sad sa pandemic. Mahurot akong oras maghimo sa module. Dili pa gani mahuman sa akong gicheckan, naa nasa'y muabot. Wala kaayu ko'y halos time sa akong social life (Teacher G).

The modular distance learning affects me in a way that I really do not have much time to be with my family and friends since I am not from Palompon, I have been staying here most days (Teacher E).

I spent most of my time preparing the modules for my learners. (Teacher C, on a question about the emotional aspect)

Ma-affected akong family. Akong family time kay ma spend na noon sa modules. (Teacher H on a question about mental aspect)

Nawad-an ko'g time to play ang enjoy my life. (Teacher I, mental aspect)

The teachers' contentions revealed that modular distance learning affected their social lives. They could not spend their extra time with their family and friends since they have to prepare the modules for the next distribution or check the learners' answers. Furthermore, the COVID-19 pandemic prevented them from travelling a lot for fear of being contracted, which lessened their social interactions with their peers and family.

Caganan and Buenvinida (2021) supported the above claims as they stipulated that the teachers devoted a significant amount of time to creating and printing learning materials, as well as evaluating students' answers. That is, teachers were bombarded with different tasks, which limited their social interaction with their friends and family. These tasks included searching, downloading, preparing, and modifying the modules to fit the learners' needs, printing and sorting modules, traveling to deliver and retrieve modules from students or parents, checking learners' outputs, coordinating with the students or parents to provide feedback, making instructional videos, and attending webinars, among others.

Besides, due to the lack of sufficient resources such as printers and the availability of modules, it was not a startling knowledge that some teachers would meet conflict with their colleagues. During my interview with Teacher H, she tearfully conversed that she had a conflict with a co-teacher because of the module. She cried when she disclosed that “Naa gyud toy time na nagka-away mis sa usa sa akong co-teacher tungod sa module. Wala mi nagkasabot ug kinsa'y maghimo sa among duha sa LAS (Learner's Activity Sheet) for that grade level.” This experienced teacher also shared her observation that there are teachers who met conflict with other teachers because of the printer since the school only provided one printer for each department at first. She added “Aburido na ang mga teachers ato nga time tungod sa time nga gi-apas ug sa availability sa equipments. Para nako, naka create gyud to'g conflict tong Modular Distance Learning.”

These statements of the teachers clearly indicated that modular distance learning has affected them socially. The sudden shift to modular distance learning caught teachers off guard, leaving them feeling overwhelmed due to the multitude of tasks that needed to be completed within tight timeframes. This pressure sometimes tested their patience and perseverance, especially when encountering challenges during MDL implementation.

Collaborative Interaction with Co- Teachers. Despite the increased workload, health risks, and additional expenses faced by teachers, they were still able to find ways to deal with the loops and holes in delivering such a mode of education. One of which is obtaining help and guidance from colleagues and administrators. Davis (2020) in Fonte, et. al. (2021) mentioned that teachers have the opportunity to create authentic collaborative teams, where they can share expectations, engage in mutually beneficial professional development, utilize communal tools to enhance student achievement, and further develop their own skills, expertise, and beliefs related to student learning. This means that teachers have been adaptive to the evolving demands of teaching work.

The following excerpts elaborate what is stated above:

When it comes to my relationship with other teachers, okay raman sad kay magkashare-share man mi ug ideas sa akong mga kauban. Magtinabangay gyud mi ato. (Teacher D)

I had more time to bond with my co-teachers because we were staying in one office. (Teacher F)

Maka-time ko ug chika-chika sa mga teachers kay ang teachers mag-uban man permi diri sa office. Makashare-share sad mi ug ideas ug giunsa nila. (Teacher J)

Through the experiences sa ubang teachers nga akong gipangutana, kay nagpatabang sag ko nila unsaon pag handle ang ingon ani, nakaya ra nako. (Teacher B, when asked about how MDL affected the emotional aspect of her life)

The statements of the teachers clearly indicate that they formed a stronger bond with their co-teachers since they were working in the same office unlike in face-to-face classes. With their experiences as public teachers, it is anticipated that they have been sharing and collaborating as a way of surpassing the challenges in MDL. It is also evident from the statements above that the participants have also requested assistance from them when needed: sorting modules and other concerns related to the use of ICT. This specific finding implied that the teacher's adaptive expertise and collaborative skills take part in how they approach modular distance learning.

The above claim is supported by Collantes et al. (2022), who revealed that their participants "recognized the value of harmonious collaboration with other teachers and their ability to adapt to changes as exercised by their flexibility in facing the various facets of the teaching-learning process". Additionally, the implementation of MDL brought opportunities for teachers to learn and develop new skills by exploring the use and integration of ICT in teaching and the preparation of instructional materials through collaboration among teachers and training conducted by the Department of Education.

Mental Aspect. Within the mental aspect category, terms such as "stress," "frustration," "difficulty," and "mentally affected" were frequently cited. These words were crucial in understanding the impact of Modular Distance Learning on the mental well-being of the participating teachers. As previously explained, every code word and category were meticulously tracked and quantified throughout the coding process. Table 4 shows the summary.

Table 4. Teacher Frequency of Response Codes: Mental Aspect

<i>Theme</i>	<i>Codes</i>
Mental Strain	Stressed Frustrated Disoriented Challenged

Examining the codes, one can observe that the codes mentioned in the "emotional" category have also reappeared in the "mental" category. This is because feelings and thoughts are intertwined. As Carrol, D. W. (2019) opined, that our thoughts create our feelings, which also drive our behavior. What the teacher participants experiences on the emotional aspect has also impacted them mentally and vice versa. In other words, emotional and mental aspects are interconnected and influence each other, but they represent distinct dimensions of human experience and functioning. Based on the notions inferred from the codes, one theme is generated – mental strain.

Mental Strain. The transition to modular distance learning presents unique challenges and stressors for teachers. The mental strain theme encapsulates the psychological impact of the various teachers' experiences during the MDL implementation on their mental state. This stems from situations where individual teachers perceive a discrepancy between the demands placed on them and their perceived ability to cope effectively.

In this section, the discussion expanded on the coded words that participants frequently referenced, shedding light on the development of the theme in question.

Stressed. Modular Distance Learning has affected the participants mentally. During the interview, each of the participants openly shared how the changes caused stress among them. In most cases, the stress they denoted was the shift from face-to-face learning to MDL,

lack of preparation, lack of available equipment and downloadable learning modules, and the pressure of time, among others.

As Teacher D recalled her experiences, she expressed anger and frustration in her voice,

O uy! Kay ma stress gyud ka. Halimbawa, maguba ang printer. Pag 1st year of implementation, sa English Department, usa ra atong printer unya daghan kaayu ta nga magprint. Daghan sad ta ug iprint. Limited sad ang bondpaper, maikog ta'g pangsollicit ug bondpaper. Unya na COVID pajud mi. Na stress jud ko ato kay ako man maghimo sa module kay ako man daghan ug section gihandlean sa kani nga grade level..... Maka stress gyud labaw na kanang kinahanglan maka produce nako 'g module, unya maglinya pa sa risohan, maguba sad ang printer katong gireset.

Based on her statement, Teacher D felt stress during the implementation of MDL. This is due to a lack of available printers, a lack of sufficient supply of bond papers (which teachers have to solicit from their friends or parents during the 1st year of implementation), being infected with COVID, and the pressure of time as teachers are expected to be able to reproduce more than 500 sets of modules for a scheduled distribution. Such experiences and the feeling of stress were also experienced by the researcher herself.

Additionally, in the statement of Teacher F, she explained that

"I had a hard time preparing since the subjects assigned to me did not have any ready-made modules. So, I have to ask other teachers. It stressed me out asking other teachers to help me provide these modules for my students.

Based on her statement, the lack of available learning material or modules caused her stress during the implementation. These things described by Teacher F have also been experienced by the researcher since she also had to look for downloadable modules to be edited and printed, which can also be stressful on the part of the teacher. This happened during the 1st year of implementation, wherein everyone had to look for quality-assured Self-Learning Modules from the internet. Some teachers would even resort to asking for links from other teachers of downloadable SLMs from other Division.

The stress felt by the teacher because of the lack of available learning materials supports the finding of Guiamalon et al. (2021) study on teachers' issues and concerns towards MDL, which states that the rush reproduction of SLMs is difficult, which contributed to stress among teachers.

Teacher G, on her part, describes her experiences as *"kapoy ug stress kay daghan ko'g buhatonon unya ma-stress pako inig print labi na atong first year of implementation"*. Based on her response, it can only be implied that Teacher G was stressed due to the number of tasks that she had to accomplish. Similar to the experiences of other teachers who also felt that MDL required them to do a lot of tasks, unlike the face-to-face classes.

This claim supported the finding of Villaruz et al. (2022) in their study about the impact of distance education on teachers and students, which stated that teachers were stressed because they were bombarded with paper works. Cabardo et.al. (2022) added that amidst the MDL implementation, teachers faced the demanding task of reproducing modules. This process could be draining, particularly when encountering technical issues during material reproduction. This finding implied that the implementation of MDL had an accumulated high level of stress since the beginning of the pedagogical change up until the end of the pandemic. In other words, the teachers became more stressed during the implementation of modular distance learning since they lack proper training and equipment during the MDL.

Frustrated. Excerpts from the interview data of the teachers also revealed that they felt frustrated during the MDL implementation. Though only a few mentioned the word "frustration", it can be felt by the researcher that that they were also frustrated during the implementation. This observation was so evident in the case of Teachers E and I.

Teacher E described how her lived experiences in Modular Distance Learning caused frustration on her part as a first time English teacher. She has been a teacher in the school for four years. She is an English teacher but was given other subjects such as MAPEH before the implementation of MDL. The pandemic was also her first time to teach the English subject. She described the fundamental shift that she experienced as "frustrating". She shared that she felt frustrated because it was her first time to teach English. She went on as she said, "Maglisod pakog analyze ug unsa nga mga activities ang suitable para sa akong students. Masabtan ba kaha nila?" Furthermore, she described that she had a hard time looking for materials suitable for her students knowing that some of her students cannot easily understand the material given to them without a teacher.

On the other hand, as the researcher asked Teacher I on what she felt during the implementation of MDL, she gloomily said, "First, frustration. Second, boredom. Stress pud and pressure pud." Both of these teachers explicitly expressed their frustration due to the lack of available materials, especially during the first year of implementation. Furthermore, they felt the need to revise and contextualize the given activities in the modules that they downloaded from other division or region since they felt that their students will not be able to relate to the contents.

The above statements support the findings of Encinares and Manga (2022) in their study on the reading comprehension strategies of English teachers during the pandemic. They revealed that teachers felt frustrated in their profession because they believed that they were not able to impart knowledge because of the pandemic. That is, the lack of readily available contextualized materials contributed to the frustration among teachers.

Disoriented. Each of the eleven participants mentioned how MDL affected them mentally. Specifically, they claimed that MDL has affected them more in the mental aspect compared to the face-to-face classes. These claims are seemingly based on different factors such as the availability of materials and equipment, the lack of preparation for the sudden pedagogical transition, health concerns, and the worry whether they have transferred learning or not, among others. The field notes provide supporting evidence for the mentioned statement.

I am thinking if I have transferred learning. Because we haven't met especially that I am teaching Grade 7 English. [Teacher A]

It's heavy at first pero kadugayan, nakaya raman nako. [Teacher B]

Not being able to address their immediate queries regarding the activities in the module challenges my mental aspect as their teacher. [Teacher C]

O uy! Kay ma-stress gud ka. Halimbawa, maguba ang printer. Sa first year of implementation, usa ra atong printer sa English Department unya daghan kaayu ta magprint ug daghan sad ta ug iprint....Unya na COVID pagyud mi. Na stress jud ko ato kay ako paman maghimo sa module kay ako man daghan ug section gihandlean sa Grade 8. Na drain jud ko mentally, physically, emotionally, kay ako pa mangita ug module, magsend pako sa akong kauban unya gihagpatan pa nako ang module kay di man sad tanan akong iprint. Kana rang makaya sa bata.... Makastress gyud labaw na kanang kinahanglan maka-produce nako ug module unya maglina pa sa risohanon or maguba sad ang printer. [Teacher D]

I felt frustrated because I am new to the subject. Ang lisod pako 'g analyze ug unsa nga mga activities ang suitable para sa akong students. Masabtan ba kaha nila? Kana magsige ko ug hunahuna ug unsa nasad akong buhaton or unsa nasad na activity. [Teacher E]

I had a hard time preparing since the subjects assigned to me did not have read-made modules. So, I have to ask other teachers. It stressed me out asking other teachers to help me provide these modules for my students. [Teacher F].

Kapoy ug stress kay daghan kog buhatonon unya ma stress pako ini 'g print labi na atong first year of implementation. [Teacher G]

Paghimo sa LAS (Learner's Activity Sheet), naglisod gyud ko ato kay wala ko kahibaw asa ko magsugod, asa kog source. Kuwang pako's tulog. [Teacher H]

Na imbalance akong mental health kay nawad-an ko 'g time to play and enjoy my life. [Teacher I]

I feel na wala nagyud nako nagamit akong utok kay di nako magtoon sa akong mga lessons kay igo nalang ko maghatag sa modules unya magcheck nalang in which the answers are given. [Teacher J]

Since nagbag-o ang tanan, nagsige paka ug hunahuna ug unsaon nimo pagtudlo kung kamao bagyud sila, kung nakuha bagyud ang goal sa teacher. [Teacher K]

Collectively, the teacher participants claimed that modular distance learning affected them mentally. Moreover, it can be gleaned from the above statements that teachers were mentally affected, especially during the first year of implementation of MDL. This also indicates that the mental health of the teachers was affected during the MDL implementation.

This supports the findings of the study of Hernandez (2021), which exposed that the different and unexpected impact of MDL affects the teachers physically, emotionally, mentally, and socially. It only revealed "shrivel of the most common dilemmas that compound their everyday lives as teachers." However, due to their ability to adapt to new experiences, they were able to adjust to the situation.

Challenged. Most of the participant responses that mentioned the word 'difficult' focused on the challenges faced by teacher respondents during the pandemic. Teacher E shared that she found it difficult to analyze what appropriate materials she could give that were suitable for her learners' needs. As a teacher who handled English subjects for the first time, Teacher E felt that she was starting from scratch during the MDL implementation. Also revealing were the questions she raised for herself whether her students could really understand the material well and what could be the next suitable activity for her learners.

Teacher F, on the other hand, found the preparation difficult since she had to look or research for ready-made modules. She added that she felt embarrassed whenever she asked for other teacher's assistance especially in downloading available modules on the internet. Similarly, Teacher H confided that she found the new modality difficult because she did not know how to start. Moreover, she said that she had to look for a source from the internet to be able to download and edit material to suit the learner's needs. Teacher participants shared with the researcher that when they downloaded a Self-Learning Module, they would edit the contents to localize and contextualize the material to fit their learner's needs.

The above statements support the study of Aviles et al. (2021), which emphasized the critical importance of carefully crafting modules for modular distance learning. High-quality materials are essential for effectively delivering instruction. However, the teacher participants were able to look for materials that they could easily edit for localization and contextualization. Moreover, the Leyte Division had conducted webinars for material contextualization during the MDL implementation, which equips teachers to revise their downloaded materials.

Physical Aspect. As the researcher interviewed the teacher participants, another category emerged from their responses. The codes such as “burdensome”, “tiresome”, and “delivery and preparation of modules” exemplify the physical aspect of the lived experiences of English teachers in MDL, which is themed as “physical exhaustion”.

Table 5. *Teacher Frequency of Response Codes: Physical Aspect*

Theme	Codes
Physically Exhaustion	Burdensome Tiresome Mobility

The subsequent discussion concretized the physical exhaustion that teachers experience all throughout the implementation of MDL. The individual subthemes were looked into to provide an in-depth discussion of the theme.

Burdensome. The views of the teacher participants involving the word “burdensome” primarily involved on their experiences in looking and downloading for a Self-Learning Module from other division or region. Teacher D described MDL as burdensome since she had to look for available Self-Learning Modules in other region or division.

“Ang DepEd-Leyte wala sila naghimo ug nagprovide ug module. Ako nakapangita ko sa Davao. Unya wala gani ta giingnan kung kanus-a muabot ang modules. Lisod kaayu to kay kita nalang nangita.” (Teacher D)

Furthermore, as a teacher handling more English subjects at a grade level, it was her task to edit and reproduce the modules for the students. However, this teacher participant also shared that even if she felt the burden of looking for available Self-Learning modules, she was still grateful for her teacher friends from other schools who were willing to share their sources of Self-Learning Modules.

Also, Teacher G said that he had to look for links that he could use to download the modules that he needed for his class. He added that teachers who attended webinars conducted by DepEd-Leyte could not focus because of the many papers that the teachers had to check. Thus, he thinks that they cannot really check if the participants have understood the topics discussed to them since most of the teachers were checking and preparing the modules while listening to their webinars. He added, *“Na double ako’ng burden kay gawas nga daghan pa’g studyante, nagworry sad ko ug unsaon kaha paglearn sa students?”*

On the other hand, Teacher E’s pedagogical journey was a bit different. It was her first time to be given an English subject since the day she was hired at the school. She confided that it was burdensome for her since she had to study the subject again compared to other English teachers and run through the materials to pick whatever was suitable for her students.

Moreover, Teacher H considered Modular Distance Learning as a great burden considering her existing health condition. She was afraid that it would last longer than expected. This was because aside from looking for sources for her LAS (Learner’s Activity Sheets), she also had to do all the tasks such as sorting, distributing, segregating, and checking of papers unless she paid for someone to check the papers using her own money.

Teacher B, however, had to bring the papers to be checked at home, which also added to her burdens. Aside from that, she had to answer all the queries about the modules the learners were asking her through Messenger even at night.

Further analysis of data indeed showed that aside from the lack of available materials, teachers were burdened with the checking of the learner’s outputs. This particular result supports the findings of Butron (2021), who found that most of the teacher’s burden is on the checking of student outputs. Meaning, the teachers felt a burden from checking the outputs of more than 50 learners per section that they are handling.

Tiresome. The participants in the study admitted how tiresome modular distance learning is. The teachers found the first year of implementation challenging. During the start of the implementation, teachers were tasked with making Learner’s Activity Sheets since there were no available Self-Learning Modules that could be downloaded directly from the internet. Teacher H shared, *“At first implementation, kita pa baya’y naghimo sa LAS. Di jud to lalim.” As also experienced by the researcher, teachers had to spend sleepless nights to produce and submit the LAS on a given date.*

During the first quarter of the MDL implementation, teachers were given links from other division where they can download the Self-Learning Modules (SLMs). However, these SLMs do not fit with the learner’s needs since they came from a different region. With the initiative of the teachers, the teachers tried to contextualize and localize the contents of the modules. In the statements of Teacher K, she shared that “we made our own module basing from other division and created a module nga gi weave nga mga information. Gipanguha lang namu kung unsa’y kaya sa bata.” Meaning, teachers were physically tired since they have to spend some time on their laptops to contextualize and localize the contents of the modules that they downloaded.

Moreso, Teacher C felt tired because “I spent most of my time preparing the modules for my learners”. This activity includes the editing, printing, and sorting of the modules. Teacher D also shared how the MDL implementation was tiresome for teachers. She said, *“Katong first year sa implementation, kapoy gyud to kaayu. Hago kay ang mga studyante ato baling daghana. Ikaw ra’y magprint. It can be gleaned that preparing the SLMs was tiresome for the teachers considering that they have more than 50 students per class.*



This conforms with the findings in the study of Collantes et. al. (2022) that identified printing, sorting, and distributing a huge number and bulk of modules as one of the struggles that teachers encountered during the MDL implementation. Thus, it can be concluded that the MDL implementation was also tiresome on the part of the teacher since they have to prepare the modules for each student.

Mobility. The experiences and challenges that were experienced by each of the teacher participants involved the delivery, which also affected them physically. Teacher F described her experiences as “very hard in terms of preparation because it was new and I have not done something like the modular distance learning modality before.”

Additionally, teachers also found MDL challenging in terms of the number of students. Teachers in public schools commonly handle more than fifty students in a class. In the case of Teacher B, she would have to prepare the SLMs for 64 students in her advisory class. Although she was assigned to a different school during the start of the MDL implementation, she still had to deliver the modules to her assigned barangay. She described, “Mubyaha pa mi unya lisod sad ang pagbyaha kay ang agi-anan didto kay 1-meter ra ang semento.” She added, “bug-at pagdala sa module. Imagine kinaron or dako na box among sudlan sa modules unya amo pa gyud ang gasoline.” Other teachers, including the researcher herself, had to also deliver modules to far-flung barangays. They had to ride motorcycles and travel along bumpy roads to reach our assigned station.

Teacher D, on the other hand, described the experience as “hago kay kita’y maghinakwatay ug asa ta na assign nga barangay para magdeliver ug mag retrieve. Sa amo lang na assigned na barangay, 80 kapin among dalahon times 8 pa ka subjects.” Teachers during the pandemic were the ones tasked to deliver and retrieve the modules in an assigned cluster or barangay. A brown envelope will be brought by the teachers to the assigned barangay, which already contains modules from the 8 subjects. Since Palompon National High School has enrollees from the different barangays and neighboring towns of the municipality, the barangays were divided into 19 clusters. In this connection, the assigned teachers had to bring the envelopes of more than fifty learners for a specific cluster.

However, Teacher B, still considered the experiences and challenges as a blessing since they get to visit the houses of their students. Additionally, she got to eat seafoods every time she would deliver modules, which she was thankful for. Teacher I also supported the distribution of the SLMs since it made the lives of the learners easier since they only had to retrieve them within their barangay or cluster.

The above statements support the study of Villarejo, Mamburao, and Lumapenet (2022), who studied about occupational burnout among public school teachers during the modular distance learning implementation. They claimed that the distribution and collection of self-learning modules is an added effort in their already challenging nature of work. Furthermore, they mentioned that it can be expected that “teachers would end up suffering burnout due to their occupation” and if it persists, it would lead to low self-efficacy.

In summary, Modular Distance Learning has affected teachers mentally, socially, emotionally, and physically. This finding further implies that MDL has caused teachers to be mentally, emotionally, and physically exhausted. However, through MDL, the teacher’s relationship with his or her colleagues has improved since they have worked hand in hand in the MDL implementation.

Challenges and Difficulties Met by Teachers during the MDL implementation

To determine the challenges met by the teachers in the aspect of teaching during the MDL, the researcher asked the teachers the question “*What are the challenges and difficulties you’ve met in teaching English in Modular Distance Learning?*” Through the responses of the teachers, the researcher found four themes: preparation, teacher-student relation, feedback and assessment, and students’ performance. Presented in Table 6 are the categories, codes, and themes generated from the data analysis conducted.

Table 6. Teacher Frequency of Response Codes: Challenges and Coping Mechanisms

<i>Themes</i>	<i>Codes</i>
Challenges and Difficulties met By Teachers during the MDL Implementat	Preparation Teacher-Student Relation Feedback and Assessment Student’s Performance
Coping Strategies of Teachers during th Modular Distance Learning Implementati	Positive Experiences

The proceeding discussion deals with the teachers’ challenges and difficulties they have met during the Modular Distance Learning. The teachers’ perceptions about the kind of learning among students during MDL implementation and the strategies and techniques employed by teachers are also explored, offering valuable insights related to the constructs under investigation.

The whole discussion aims to describe the challenges and the strategies or techniques they used to overcome those challenges they met during the MDL implementation.

Based on the interview data, it could also be gleaned that teachers have positive and negative experiences during the modular distance learning implementation. When asked what other experiences or things that they would like to share in teaching English utilizing a modular approach, some of the participants did not hesitate to share those experiences. The following information taken from the interview supports the said statement.

Preparation

The teachers have shared that they met challenges with regards to the preparation of modules or activities to be given to the students. With the sudden transition in the educational setting, the teacher participants did not feel prepared during the modular distance learning. In the previous questions, teacher participants expressed their unreadiness since there was “no extensive training for teachers about MDL”, “there were no SLMs provided by the DepEd Leyte”, and “lack of materials and equipment”.

In the study of Baloran and Hernan (2020), they said that DepEd mentioned that they will offer Self-Learning Modules (SLMs) as alternative learning modalities for diverse types of learners throughout the Philippines in printed format or online. However, as experienced by the teachers at Palompon National High School, they were the ones who searched for ready-made Self-Learning Modules from other division since they were not given any printed or online copies of SLMs from the Division of Leyte during the implementation of MDL.

Some teachers, including the researcher, were even asked to make a Learner’s Activity Sheet without proper training, as we were only told about the format. Moreover, these self-made Learner’s Activity Sheet were used during the onset of the MDL without being quality assured. This concurred with De Pedro and Derasin (2022) in their study on the development of English modules, who revealed that the teachers who were module writers during the pandemic did not experience any trainings as they were only oriented on the format and the parts and how the Most Essential Learning Competency should be reflected on the modules. They added that there were no seminars, training, or write shops on module writing and that the writers experienced difficulty in finding reliable information.

With the availability of downloadable Self-Learning Modules from the other division, the teacher participants shifted to downloaded SLMs from other regions and edited them to fit the needs of their learners. This kind of preparation had been challenging and difficult for the teacher respondents, as they also had to make the materials suitable for their students by contextualizing and considering their learning styles.

The above statement is supported by Collantes et al. (2022), who found out that the preparation of modules was also one of the challenges that the teachers met during the MDL since they have to prepare, print, sort, distribute, and retrieve these modules in bulk. Moreover, teachers need to have technical skills to troubleshoot printers and patience for those learners or parents who could not submit the material on time. Furthermore, they revealed that “inadequacy of resources was also a challenge related to instructional material preparation.”

For Teacher E the Modular Distance Learning gave her enough time to prepare for the modules and the other teaching-related tasks since she did not have to deal with the students physically. However, when asked about the challenges and difficulties she met in teaching English during the Modular Distance Learning, she mentioned that she was “not sure what kind of activities to be given as I want to make sure that the students understood the instruction of the activities being provided.” This finding shows that the teacher-respondents in this study were having difficulties in contextualizing and editing the SLMs to fit their learners.

The above finding corresponded with the findings of Alban and Alieto (2022) in their study on the instructional material development for modular distance learning, which revealed that teachers find it “difficult to develop activities to be included in the modules because they are not aware of the learners’ performance and level of understanding”.

Teacher-Student Relation. Another interesting challenge that the teacher participants faced during the MDL implementation is their communication with their learners. The majority of the teacher participants did give comments on how they find it difficult to reach out to their learners. The interviews with Teachers C, F, G, and H reveal that these educators face similar challenges, as indicated in the subsequent entries.

The challenge was on how to reach or ask learners who did not answer their modules especially those living in far-flung barangays where there is not signal. [Teacher C]

I could not assess the learnings of the students and I could not explain to them further the things that really need to be explained or taught to them. [Teacher F]

Mostly sa mga students kay walay internet connection. Ug tawagan sad, wala’y signal, or dili mutubag. Maglisod ko ato sa mga updates and announcements kay dili tanan makadawat. [Teacher G]

Ug face-to-face pa unta, daghan paka’g mahimo ug matabang sa bata. Sa MDL, dili ko ka follow-up kung naa ko’y gusto i-clarify sa ilaha. Unless kung nay bata na gusto jud mag-ask about sa subject. [Teacher H]

The teacher participants’ statements clearly underscore the difficulties they experienced when it comes to communicating and connecting with their learners. The lack of internet connection, the lack of cellphone signal, especially among the learners living in far-flung barangays, and the lack of motivation among learners to communicate with their teachers are the common challenges that the participants met during the MDL implementation. Generally, when looking into the teachers’ responses, it can be gleaned that teachers are having difficulties giving additional instructions or clarifications that they think could help their students understand the contents of the SLM better.

Furthermore, teachers who have students living far from the school find it difficult to update their students with the schedules or if there are changes in the schedules. On the other hand, there are also cases where teachers will try to contact the learner, especially those who failed to claim or submit their modules on time, but the learner cannot connect with their teachers since some of them are also working while learning through SLMs. This finding supports Amorado, et al.'s (n.d.) research finding that challenges like "distance barrier, procrastination of the learners, students who are hesitant to communicate with their teachers, students living in remote areas without access to resources and references, difficulty acquiring means of communication, unstable internet connection, communication barriers due to lack of gadgets" are identified as challenges and barriers to the teacher-student interaction. These barriers to teacher-student interaction are also the reasons why some students cannot submit their modules in time which added to the additional work the teachers have to do.

On the other hand, when the teachers were asked as to the quality of instruction using the MDL modality, the majority of them claimed that such is a pervasive issue. Teacher J shared that the learners did not really learn a lot since they would only read the module. She added, "Dili sad ka maka-entertain tanan sa mga mag-ask kay mabusy ka usahay. Kung interesado makalearn, makalearn gyud. Depende gyud sa bata." In a similar manner, the teacher-respondents claimed that the Modular Distance Learning Modality is not effective since some of the learners will only resort to copying from their classmates. There are also students with whom the teachers found it difficult to reach due to lack of resources or that some students do not also have the initiative to ask their teachers. The following excerpts elaborate what is stated above:

There is no guidance of the teacher. Walay tarong nga assessment. Mura'g ang purpose lang gyud is naay mahimo ang student sa balay." [Teacher K]

Naa gyuy ubang bata nga dili gyud ma inform kay walay signal or walay kwarta ikapalit ug load. Dili tanang instructions nako ma receive on time. Sometimes, maka-hearing sila pero late kaayu sa tanan. Unya ang uban nagsubmit na sa ilang outputs, ang uban, mao pay pagkahibaw. [Teacher B]

The thing is, dili tanan nga student naay instinct or initiative na magask sa teacher. [Teacher I]

Dili ra gihapon tanan maka access (ug naay isend na link) kay mostly sila walay internet. [Teacher J]

The statements of the teachers clearly showed that the teachers had struggled when it came to interacting with their students, which is vital for the teaching-learning process. With the number of factors affecting the teacher-student relationship during the MDL implementation, it is somehow expected that there is lesser learning on the part of the student, which contributed to the frustration and feeling of dissatisfaction among the teachers.

The above statements support the findings of Herrera and Caballes (2022) in their study about the challenges of teachers during the pandemic. They found out that teachers had met challenges in establishing good rapport with their learners especially in giving feedback and progress reports.

Feedback and Assessment. Four out of eleven participants shared how they struggled during the assessment and feedback stage. More specifically, the participants described how challenging it was to assess the learning of the students considering the fact that teachers face challenges in monitoring and evaluating students' actual progress.

The frustration in the participants' voice as they recalled their struggle in assessing learners' outputs and in giving feedback was evident. As Teacher B remembered, she said, "*I think nga ang pag-grade nako murag dili karapat-dapat sa bata. Kay dili man jud nako makita ang sincerity sa bata sa pag-answer sa module kay wala man jud ko kabalo ug sila bajud mismo nag answer. Unya dili pud nako ma weigh ang ilahang learning kaayu*".

Based on her statements, Teacher B found it challenging to give grades to her students since she was uncertain who is really answering the modules. During the MDL implementation, teachers have observed that some students let someone answer their own modules. As experienced by the researcher, she had a student during the pandemic whom she thought that he let his grandmother answer his modules which was evident in the type of penmanship in the answer sheets. Moreover, although the validity of some students' answers was questionable, teachers were left without a choice but to accept them.

This finding supports Castroverde and Acala's (2021) research finding that the validation of the answers of the students is challenging on the part of the teacher knowing that some students have tutors or adults answering their modules. That is, teachers find it difficult to indict students who let their adults or tutors answer their modules since they are not around while the students are answering. Therefore, the grades that the teachers gave to their learners were just based on the outputs submitted by the students, not on the validity of the learning of the students.

Additionally, Teacher E mentioned that another struggle was when she was unsure whether her learners could really comprehend what they were assigned to read in the modules. As a public high school teacher, she was worried that there are some of her students who still cannot read and that she could not measure the learning of her students. This is because the teachers could not meet the students face-to-face to see and hear their students making the performance task. This specific finding implies that one of the challenges for the English teachers is not knowing whether their students can comprehend the stories or texts found in the module they prepared for their

learners.

Moreover, during the interview with Teacher I, she recalled that in assessing the students, some outputs do not really comply with the required product. She added, “I was torn between sa angay ihatag sa bata plus unsa puy gi expect sa atoa from the higher ups ma kinahanglan despite from the pandemic”. She thinks that the students did not learn much from the Modular Distance Learning implementation because we are not there physically to bridge the gap.

Teacher K, on her part, confirmed that one of the challenges she met during the MDL implementation was when she was not sure if the student understood what he or she was reading. Moreso, some students just copied their answers from social networks, such as Brainly or some Facebook groups. Frustratingly, she added, “And since kinopya man, copy and copy lang without understanding so lisod kaayu sa teacher pag-assess sa bata kung nasabtan ba”.

The above statements concur with the findings of Dargo and Dimas (2021), as they revealed that MDL has both a positive and negative impact on learners. Although MDL had helped learners have a strengthened family bonding, learn independently, and save time and money, MDL had caused teacher-learner limited interaction which the inclusion of answer keys in the Self-Learning Modules sometimes led learners to lose interest in learning and rely solely on those provided answers. With this, teachers will no longer identify which learners has learned from the contents of the module or if it is really the work of the learners.

This finding indicates that teachers are not able to assess the students well since they were not physically around when the learners are doing the tasks. This also causes teachers to have feelings of frustration and worry since they think the grades, they gave to some of the students, do not really quantify the learning their students had during the MDL implementation.

Additionally, teachers also worry about the students’ learning during the pandemic. Seven out of eleven respondents have expressed their dismay at the learning style of some students during the pandemic. In other words, in Modular Distance Learning, the teacher can only measure based on the submitted outputs of the student, not on what the student had really learned from the lessons given through the SLMs.

The following field notes elaborate what is stated above:

Bisan simple ra kaayu nga instructions lahi man ilang answeran. Dili sila magmind diay sa instructions basta maka-answer lang sila. Grabe uy! I doubt kung naa silay nalearn. Kung naa man gamay ra jud. Kita gani nga teachers stressed sila naba kaha wala nastress? Ang ila, for survival lang jud nga at least makahuman sila. For compliance ba.... Daghan na honor pag modular but karon maglisod. [Teacher D]

I think dili gyud inana ka effective. Dili gyud ta ka measure kung nakasabot ba ang student sa content sa module. [Teacher E]

I would say that the level of learning was low since we could not guide, help, or explain further concepts in English and give examples to our students. [Teacher F]

Based on my experience, naa gyuy mga paper sa student na ang agi kay ag isa adult. Naa gyud koy usa ka student nga ang agi kay sa Lola. Dagko siyag grades kay correct man ang answers but I think dili gyud siya ang naganswer so wala siyay na learn. Ang pagpandemic na mga high performing, dili nasad kaayu mga performing ang uban karon na dili na modular. [Teacher G]

Wala gyuy nahitabo nga learning kay inanan ang mga students na dili equipped sa basic understanding sa basic English. [Teacher I]

Lesser ilang nalearn ato nga time kay igo ra sila mubasa sa module. Ang nakapait sad kay they don’t try to understand everything kay igo ra sila mubasa-basa ug lisodan sila mag answer-answer lang sila patakaan ra nila’g answer. Limited ragyud kaayu ilang nalearn. [Teacher J]

Dili siya effective kay magsinundugay nalang....Walay tarong nga assessment. Murag ang purpose lang gyud is ang student nay mahimo sa balay. [Teacher K]

The statements of the respondents indicated that the MDL implementation is ineffective. With the experiences shared by the respondents, it is somehow expected that the grades they gave to their learners were only based on the outputs submitted. It is also evident based from the respondents’ words that some learners let an adult answer their modules. This makes the grades given by the teachers to some learners invalid in terms of the students’ learning.

The above findings support the study of Agayon et al. (2022), which revealed that teachers faced difficulties in assessing and validating their students’ performance. This means that teachers cannot assess the actual development of the students during the MDL implementation since not all of the learners do their modules diligently. Furthermore, they also exposed that there are students who let their parents or guardians answer their modules. This is evident in some outputs of the learners where the writings are recognized by the teachers as parents’ penmanship. In other words, the teachers have experienced difficulty in assessing students’ learning in the MDL modality.

Students’ Performance. Amidst the shift to MDL and the time constraints, academic rigor and performance expectations in various competencies were compromised. Teachers expressed deep concern about their students’ performance, noting significant differences

compared to traditional face-to-face classes.

Teacher B revealed, *“Di nako makita ang sincerity sa bata sa pag-answer. Wala ko kahibalo ug sila bajud mismo nag-answer.”* When asked about her take on her students’ learning, she explained, *“Dili nako ma weigh ang ilang learning.”* Her concern for her students’ academic performance led her to be more considerate towards her students.

The statement above is also supported by Teachers C, D, E, J, and K. based on their answers during the interview, it could also be gleaned that some students have shown a lack of understanding towards the content or topic for several factors such as reading comprehension level, a lack of interest, and peer influence which resulted in copying. The field notes below provide supporting evidence for the mentioned statement.

The challenge was to identify whether it was really the learner who answered the activity. [Teacher C]

Didto nako nakit-an nga ang students dili kamao mubasa ug instructions. Ug ang activity naay answer key, ilang answeran. Ug walay answer key, dili rasad nila answeran. Dili gyud sila magbasa sa instructions bisan sa atubangan na gibutang. [Teacher D]

Another struggle is we really don’t know if our students can really comprehend sa ilang gibasa. Since we are in the public school, there are instances where there are students who still cannot read. Di man nato ma measure ug unsay nalearn sa students because we cannot really do the actual performance task nga kanang kita ju’y makabati ug makakita. [Teacher E]

Ang mga students kay wala gyud kaayu kasabot. Bisin sa basic na pagsuwat sa sentence magbali-bali ra ilang English. [Teacher J]

One is dili ka sure kung nakasabot ang bata sa ilang gibasa. The other thing is mostly sa ilahang answers is kinopya ang mga answers from social networking sites. And since kinopya man, copy and copy lang without understanding. [Teacher K]

On the other hand, aside from the statements above, teachers also revealed that some students do not submit their modules and answer sheets on time, which would affect their scores. For teacher A, when prompted to explain the challenges and difficulties she met in teaching English during the MDL, she answered:

Whenever we have assignments, only few students could submit. Because most of them do not have Wi-Fi connections at home and so they could hardly submit their projects on time. [Teacher A]

Teacher A’s statement clearly underscores the challenges she encountered during the modular distance learning modality. In other words, the MDL implementation was not only challenging for the learners but also for the teachers, who are the frontliners of the modality. However, despite the tests they have faced during the implementation, the teachers still had a positive mindset. As what Teacher I had shared that still, the students were still able to learn something somehow during the MDL implementation.

All in all, the teachers believed that some students were not the ones who answered the module and that some students did not understand the lesson and instructions given in the self-learning modules due to poor reading comprehension, lack of interest, and peer pressure. This finding supports the study of Dargo and Dimas (2021), which revealed that modular distance learning had caused limited teacher-student interaction, which leads to the students’ lack of interest towards learning and exploring their potential. Moreover, they mentioned that some students rely on the key answers, which gives the teachers thought that the learners were not learning well using the Self-Learning Modules. With this, it can be concluded that since there is a lack of the teacher-student interaction, students had the tendency of not grasping the lesson well during the MDL implementation.

Additionally, as the respondents shared their observations on the kind of learning that existed during the MDL implementation, they commented that some of the students have difficulty in reading comprehension, some cheat for their answers, and some would only answer the module for the sake of complying with the requirements. The following excerpts of teachers’ verbal accounts clarify the issue described:

I guess there is difficulty especially when it comes to reading. Unlike if we conduct face-to-face classes, we can easily assess students’ reading ability. Mas dali ra madetermine if they know how to read. If they can read well or not. [Teacher A]

We cannot expect to have learners with good command on the use of English language whether be it written or oral in this kind of learning that we have—modular distance learning. [Teacher C]

Lisod gyud sila ug spelling. Maoy pinakaworst. Grabe jud. Basic spelling maglisod gyud sila. Maglisod sad sila ug express sa ideas. [Teacher D]

Basic English wise. Dili gyud maka survive ang mga students kay sa simple sentence construction, dili sila makahimo and they are not enriched with vocabularies na makahelp nila to understand the modules. Wala gyuy nahitabo nga learning kung inana ang mga students na dili equipped sa basic understanding sa basic English. [Teacher I]

Based on the teachers’ statements, it is evident that they encountered various challenges such as student’s mastery of the content, poor reading comprehension level, and basic skills in English.

Another noteworthy aspect to consider regarding the challenges and difficulties encountered by teachers during the MDL

implementation is the attitude of the learners towards the subject, the learners' financial capacity to learn independently, and parental support given to the learners. This facet has also affected the teachers as they are also worried about the progress of their students. Based on the teachers' statements, it is evident that they encountered various challenges related to students' performance during the implementation of MDL:

Also, their performance tasks, dili ta makasure nga sila jud naghimo kay there were instances nga gipahimo ra diay or ang uban nagpatabang ra sa lain. [Teacher E]

Dako gyud ug deperensiya sa face-to-face. Ang bata mag-answer sa subject, lahi ra ang learning styles. Kasagaran sa mga bata mas pillion ang mag cram. Sa kung kanus-a lang nila gusto answeran ang modules. Mao ng ang uban ang answers kay half-baked kay sa kadali-dali. [Teacher H]

Okay ra siya (MDL) para sa mga kamao nga bata kay dali raman makasabot ug makasearch sa Google. Pero katong mga bata nga naglisod sa kwarta, lisod gyud. Labi na kay wala silay kapangutan-an. Labi na ang ilang parents wala nakatiwas ug eskwela or elementary grad ra. Maayu lang ang uban ug mangutana pero ang uban patakaan nalang ug answer. Mao toy nakalisod sa module distance learning. [Teacher B]

It can be noted from the above statements that the teachers were also aware of the difficulty and confusions met by their students. Additionally, teachers were left with no choice but to accept activity sheets, which they knew were not religiously answered by the students. With this, learning was not totally achieved due to the fact that teachers lack adequate facilitation, guidance, and supervision. The above finding conformed with Roman (2021) that teachers faced challenges in assessing whether students have acquired the necessary learning competencies outlined in the curriculum. Additionally, some students lack parental support due to their parents' limited knowledge or abilities in the subject.

Below, are also statements from Teachers D, I, J, and K on the challenges they encountered during the implementation of MDL. They shared:

Païta gyud ato. Draining pud sa teachers, kay sigeg follow-up unya kita pa'y basulon kung gamay ang grado sa bata. Hago pajud kay kita'y maghinawatay ug asa ta na assign na barangay para magdeliver ug mag retrieve. Sa amo lang assigned barangay, 80 kapin among dalahon time 8 pa ka subjects. [Teacher D]

When it comes to distribution, okay raman by barangay mas dali sa studyante kay dool ra. During the retrieval, I had experienced na muingon ang bata na 'nagsubmit man ko ma'am' and then wala man diay to. [Teacher I]

In checking the papers, madugay ko sa performance task. For example sa essays, it will take a long time man gyud kay let's say for a semester naa koy 600 students total, unya magdungan sila ug pass so magdungan ug check. So dapat mag set gyud ko ug time ug unsa ni nga section ani nga time. Unya duha pa gyud akong preparation. So naglisod ko sa checking. Gusto unta ko na daghan pa ko ug ma incorporate na examples but limited ang resources, limited sad ang bondpaper na ipagamit. [Teacher J]

Sa modular approach. Ang gihimo ragyud para nay supplementary ideas ang mga bata, maghimo lang gyud ko 'g videos nga ishare sa mga bata para aside sa modue, naa kay supplementary material na mas makasabot ang mga bata. Maghatag sad ug murag reaction paper about sa module nga nay mga questions nga 'how was the module?' unsay difficult, unsay easy, asa dapita ka naglisod. [Teacher K]

Generally, when looking into the teachers' experiences during the modular distance learning implementation, their responses showed that the teachers have met some problems during the implementation such as during the distribution and collection of SLMs, in the preparation of the learning materials, and in checking the students' outputs.

Coping Strategies of Teachers during the Modular Distance Learning Implementation

Despite the challenges and difficulties, the teacher-respondents encountered during the Modular Distance Learning implementation, they still have found strategies and techniques to cope with the trials during the pandemic. When asked about how they dealt with the Modular Distance Learning, different themes emerged from their responses. The themes include Bright Side, Strategies to Connect with the Learners, and Coping Mechanisms.

Table 7. Teacher Frequency of Response Codes: Coping Strategies

<i>Theme</i>	<i>Codes</i>
Coping Strategies	Bright Side
	Strategies to Connect with the Learners
	Coping Mechanisms

Bright Side

Teacher B, who was assigned to San Guillermo National High School during the pandemic, found modular distance learning challenging at first but she was able to find a bright light out of the experience at the end. She shared:

Maka-adto ko sa every barangay kay kami man ang muhatod sa module sa bata sa ilang barangay. Before mi muadto, magsabot mi sa akong co-teachers kung asa mi nga balay maniudto. Unya daghan didto ug yamang dagat. Bisan ug bug-at pagdala sa module, imagine kinarton or dako na box among sudlan sa modules unya amo pagyud ang gasoline. [Teacher B]

Other teachers also shared how they positively faced the challenges during the Modular Distance Learning Implementation. Below are the interview data of some teachers who also find MDL implementation a chance to spend more time with their families and have enough time to prepare for the learners' modules.

This time, I get to experience Work from Home where travel expense was minimized. Time with the family was extended. There was no discussion which made the teachers' voice reserved. [Teacher C]

I had more time since we do not have to deal with our students physically. Mas makahuna-huna sad gihapon ko'g tarung kung unsay buhaton for the class. We had enough time to prepare for the modules and other tasks. [Teacher E]

On the other hand, the teacher participants found a way to cope with these challenges by looking at the positive side of the MDL implementation. With a positive mind, the teachers were able to overcome these challenges brought about by the pandemic.

Strategies to Connect with the Learners

When asked about the strategies and techniques they used in teaching English with this type of modality, most of the teacher-respondents vocalized that they created Facebook Group Chat to connect with their students. The following quotations attest to the claim above:

More on updating the learners about their modules through messenger or group chat. [Teacher A]

Naa mi group chat sa kada advisory class. Naa sad mi usahay meeting with parents. Once ma meet namu ang parents, among isulti nila ang among problems, concerns, feelings. [Teacher B]

I created a GC (group chat) to reach learners. I also take advantage of DepEd programs such as Portfolio Days to give feedback to parents regarding their children's performance. [Teacher C]

Akong style is magsend ko ug video sa GC. Incase ug naa silay load, ilang matan-aw. Magsend sad ko ug Voice Message. Magrecord ko nga nag explain ko then isend sa GC. Naa say time nga ang uban mag message or magcall ug naay iask. [Teacher D]

I contacted my students through messenger, send them video clips, to help them out on some activities given to them. [Teacher F]

Naa mi group chat ug naa say Facebook page. Para ug naa silay questions, makita ra nila ang answers sa comment section. Sa Facebook page, kay daghan ang ma add kaysa sa GC. Ug naay magask, makakita rasad ang ubang bata sa interactions. Magsend sad ko didto ug pwede nilang ma tun-an or ma basa-basa. [Teacher G]

Naa mi GC. Kung naa silay concerns, magmessage ra sila. Ug naa ko instructions, ipang follow-up ang mga bata like wala ka answer sa questions anha sila magmessage. Kung naa sad silay problem about the lesson, it's either isend sa GC or mu-accept rasad ko ug PMs (Personal Messages). [Teacher H]

Being able to accommodate as much as I can all the questions through messenger. Mao na akong bridge para makadiscuss ko and maka elaborate pa sa instructions. [Teacher I]

In the case of Teacher E, she shared that one of her techniques is that she would translate the instruction to Bisaya since there are students that she finds difficult to reach, especially if the activity is a little complicated. Additionally, she shared that, "I provided more examples kung unsaon paghimo ang activity." On the other hand, Teacher J answered, "Magsend ko ug link sa video nga naay discussion sa lesson para nila." Meanwhile, Teacher K also resorted to giving her learners reading materials and would also personalize the guide questions to limit copying among students.

Coping Mechanisms

Moreover, when teachers were interviewed about how they faced the challenges in terms of adapting to a new approach to teaching, all the teacher participants shared that it was hard at first because of the lack of equipment and materials. To alleviate this challenge, teachers enhanced their skills by participating in webinars, looking for ways to be able to download modules by asking from other teachers, hiring student assistants for sorting out and checking tons of papers, and even using their personal printers to meet the deadlines. As stated by one of the teacher-respondents, "Gibuhat ra nako ug unsay need buhaton. Nangita ko ug ways na makadownload ko ug modules, unya para ma lessen akong stress, naghire nalang ko ug student assistants nga muhela nako ug check sa papers kay daghan sad baya kaayu atong students."

Some teachers also accepted the challenge without a choice since it is part of their job as a teacher. As Teacher D complained, "Gi-face nalang kay wala man tay choice kundi mag conform nalang kung unsay giingon sa ibabaw. So whatever challenges, gi embrace nalang. Wala man tay choice kundi mag adapt kay kuan man daw ta COVID-resistant, COVID-proof, rain-proof. So, mag-adjust jud ta." This finding conforms with Agayon, et al. (2022) in their study about the challenges and coping mechanisms of teachers in

secondary schools which states that despite the risks to their own lives, teachers persevered in serving and educating students to ensure quality education for all learners. This shows that teachers have no choice but to follow the mandate of the administration despite the circumstances they will be facing. This attested how passionate, committed, and dedicated the teachers are in providing quality education to the learners.

All in all, based on the findings of the present study, the views and experiences of teachers during the Modular Distance Learning Implementation affected their emotional, social, mental, and physical well-being. Their views and experiences in the preparation of learning modules, feedbacking and assessment, and students' performance shows that they needed more training, equipment, and materials to prepare them for this kind of modality. This finding implies that the teachers were not prepared during the MDL implementation and lack "distant education expertise" (Agayon, et al., 2022). However, the participants were able to find ways to develop a positive perspective in coping with the challenges they encountered as implementors of MDL.

Furthermore, this implied that teachers have accepted the experience as a challenge and tackled those challenges met in the implementation of MDL by being resourceful and by obtaining help and guidance from colleagues and administrators. Indeed, being able to cope with modular distance learning demonstrates the teachers' flexibility, adaptability, and innovativeness.

Conclusion

Based on the findings of the study, it can be concluded that the implementation of the modular distance learning has impacted the emotional, social, mental, and physical aspects of the teachers. With no prior experience in MDL modality, teachers were left on their own devices. They confronted the daily issues of their work based on what they think are appropriate and beneficial for them and for their students, without any certain guidance and training from the authorities. Albeit all the identified pervasive issues in the MDL implementation, teachers were able to hurdle and overcome such a herculean phase of the educational landscape in our country. They may feel disheartened at the start of their MDL journey, but in the end, they find fulfillment as they looked back on how their sacrifices and hard work paid off. Notwithstanding, it is the teachers' ingenuity and resourcefulness that helped them overcome those trying days of the MDL implementation.

Based on the findings and conclusion of the study, the following recommendations are given:

There is a need for an intervention plan for teachers to address their concerns on the various pervasive issues with the MDL implementation. The proposed training design entitled "Capacity Development Training and Workshop for Teachers and Staff on Modular Distance Learning is highly recommended.

The overarching topic of educational disruption could be examined in the context of student achievement, teachers' mental health, or parents' involvement. Within the context of the class interruptions such as heat index, orange rainfall warnings, LAWIG Festival preparations, calamities, and instances when classrooms are used as billeting for events and how it impacts education, possible directions for research include teacher-student interaction, teachers' readiness, and coping strategies.

Teachers and administrators may find means to facilitate the students to reach them during the implementation of MDL and provide mechanisms that students will find ways to learn independently during Modular Distance Learning.

Future research may be done, as well, on the effect of the pandemic on parents' perceptions of teachers' roles and responsibilities and on the notion of how adaptations teachers made during distance learning directly impact their future practice in either a face-to-face or distance environment.

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