

## The Transition, Transformation, and Adaptation from Modular-Printed Instruction to Limited Face-to-Face Classes: A Phenomenology

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### Abstract

The educational setting has changed when pandemic forced everyone to take a reset. The change also known as transition from one modality to another paves the way to surface different stressors and tensions among the teachers and learners. In the literature, little attention was given to the teachers who experienced transition from the change of modality as more research studies focused on the learners' academic performance. This study used a Heideggerian Phenomenology research design in explicating the lived experiences of the teachers exposed in the transition from modular instruction to face-to-face classes. Interpretative Phenomenological Analysis (IPA) popularized by Moustakas and modified by Van Kaam was used in analyzing the authentic experiences of the participants. There were 8 participants in this study when the data saturation was reached. Semi-structured questionnaire was utilized in conducting the interview. There are four emerging themes generated – The Defect, The Struggles, Pedagogical Challenges, and the Inevitable Stressors. These themes are clear manifestations of how teachers are surviving and thriving in these trying times. It is expedient to create management plans that can alleviate the teachers' circumstances which can make them ready in transitioning to any mode of teaching.

**Keywords:** Pedagogical Modifications, Stress, Academic Performance, Phenomenology

### Introduction

The disposition of the students is significantly shaped by education. One of the key components in achieving high-quality learning is the role that teachers play in the process (Riconalla et al., 2022). By empowering their students with information, teachers give today's students the chance for a better future (Ando et al., 2022). Numerous adjustments were made to the educational system as a result of COVID-19's ascent in the Philippines in March 2020. The mode of instruction that was being used by the teachers was implemented by the Department of Education to ensure that students could still learn despite the pandemic. The rise of the pandemic forced schools to adopt modular learning as an alternative to face-to-face instruction, which increased the difficulty for both students and teachers. However, the manner of instruction changed from modular to limited face-to-face learning in the latter part of 2021.

This study is important in these trying times when education is still looking for a way to move forward in the post-COVID-19 era. The first step in achieving such a solution is to analyze how prepared teachers are for the required shift of schools from modular instruction to face-to-face classes. The study by Tamban and Maningas (2020) showed how enhancement programs based on evidence may be used in practice to increase teacher capacity in providing meaningful learning experiences among learners. It is also hoped that this qualitative inquiry

may offer and construe a baseline support system to help teachers make an effective transition to face-to-face classes. This study uncovers the lived experiences of the teachers who are transitioning from one modality of learning to another.

Thus, under the new normal setup, this study emphasized the significance of teachers as instructional specialists (Anzaldo, 2021). The objective of this study is to look at the journey of the teachers' transition in reference to the shift of learning modality from modular distance learning to face-to-face instruction. This makes the primary themes and categories of teachers' experiences as instructional specialists in the new educational norm clearer. Further, this study aimed to identify themes from the informants' accounts that can be used to create a grounded construct for comprehending what it's like to be a part of the forefront of the transformation of the new normal setup of the learners and the teachers. To answer the impact of the deadly virus on the modes pertaining to instructional implementation, this article sought to thoroughly analyze the teachers' readiness for the shift to face-to-face classes.

Pursuant to the constitutional provisions on upholding quality education, as well as Executive Order no. 292 or the Administrative Code of 1987, Republic Act no. 9155 or the Governance of Basic Education Act of 2001, and Republic Act 10533 or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) is mandated and responsible in promoting and protecting the right of every citizen to have an

access to quality basic education upholding the ideals and aspirations that this country sustained. It is the legal accountability to create and, manifest in a classroom, a learner-centered, relevant, responsive, inclusive, and contextualized K-12 basic education. This highlights the necessity of pursuing education despite the threat that this pandemic brings. Hence, it is expedient to explore possibilities in forwarding quality education through meaningful learning experiences no matter what modality is being used (Ando et al., 2022).

In pursuance to DepEd memorandum no. 017, series of 2021 also known as the Preparations for the Pilot Face-to-Face, Expansion, and Transitioning to the New Normal issued last October 18, 2021, the school must conduct a self-assessment procedure using the School Safety Assessment Tool (SSAT) for the preparation of the expansion phase in the process of having the limited Face-to-Face classes. This was further exemplified in DepEd memorandum 065, series of 2022 also known as the Interim Guidelines on the Expansion of Limited Face-to-Face Classes wherein identified pilot schools are expected to roll out the said policy. It is the concern of the researcher on the existence of the different challenges, programs, and discrepancies that the school administrator and the teachers encountered which may serve as a good ground for formulating a management plan (Cabello, 2022).

This focus of the study underscores the teacher's preparedness of how ready they are in the transition from modular to face-to-face classes right after the post-covid situation. It is believed that teachers went out of their way to give their best when they transitioned to modular during the rise of the pandemic (Cabello et al., 2022). But this time, the researchers are trying to evaluate how the teachers are preparing for the face-to-face classes, how are they feeling and coping with the challenges (Alea et. Al, 2020), amidst the pandemic and the mode of instruction, and also to assess the materials to be used by the teachers in teaching, teaching methodologies and pedagogies for the learners, and the connection of teachers and learners and the level of readiness they have (Saga et. al, (2021).

This study can be used in the future as a basis for learning and investigation and to develop the plans of the schools to better understand the situation of teachers and learners and the whole community. This will also help in the readiness not only for the teachers alone but also for the institution as well and will also serve as a tool to be prepared for whatever the future may bring.

## Research Objectives

The objective of this study was to explicate the lived experiences of the teachers' readiness in transitioning from modular (print) instruction to face-to-face classes. Furthermore, this study also aims to understand the challenges and hardships the teachers encountered during the modular learning instruction as well as for the transition of the face-to-face classes and those underlying factors affecting it.

## Literature Review

Teachers play a vital role in the continuity of learning despite the challenges brought by the COVID-19 pandemic (Agayon et al., 2022). The related literature used in this study provides an understanding to the construct of the study. These literature and local studies focus on the journals and real-life experiences of teachers during this global crisis. Diagnostics, both from our community and other distant countries are utilized to further comprehend the nature of this study. In addition, the chosen published articles below give emphasis on the different factors that significantly affect teachers' efficiency and capacity to deliver face-to-face classes. To give into account, these articles address teachers' concerns in conducting limited face-to-face classes to further measure their readiness in the new normal education towards effective and efficient learning despite the COVID-19 pandemic.

According to Alqabbani et al. (2021), universities especially their instructors were advised to use remote teaching in order to continue the classes. The readiness of the schools during the pandemic (Wakhida et al., 2021) necessitates the importance of being effective in the teaching-learning process, especially in Higher Education institutions (HEI). Remote teaching was used in order to continue education despite the COVID-19 threat (Mohammed et al., 2020). The anxiety and attitudes of the instructors (Talindog & Toquero, 2020) in the university in terms of their readiness play an integral role in knowing if the sudden shift can compromise the standard of instruction forwarded to the learners. The study of Alqabbani et al. was a cross-sectional study assessing the different parameters as coined with the instructor's readiness in the sudden shift of teaching modality. The study concluded that a positive attitude with regard to the utilization of remote learning showed no anxiety and with high satisfaction levels (Olleras et al., 2022). Hence, the instructors in the university are having high

satisfaction and perceived effectiveness in delivering instruction using the remote teaching modality.

Online learning that occurs suddenly has been shown in numerous studies to be ineffective (Riconalla et al., 2022). The key factor preventing the teaching and learning process from being efficient and successful is the infrastructure's lack of readiness. Both parents and children miss the in-person teaching and learning that takes place in the classroom. The study of Sewang & Aswad (2021) set out to look at how prepared parents and kids were for face-to-face instruction within the new normal era whereas according to findings, parents were prepared for their kids to learn in person at school. Sadly, the kids had a hard time getting acclimated to following the health rules that had been set up for the new normal time (Bahinting et al., 2022).

In spite of the epidemic, educators have a big obligation to take deliberate action and make sure that all students receive an excellent, inclusive, and equitable education (Seboowala et al., 2020). Modular learning has emerged as the most popular distant learning method (Anzaldo, 2021) because learner considerations are made in rural regions that do not have an avenue to participate in the digital world, ensuring continuation pertaining to learning in the Philippines' public basic education system. This qualitative study used grounded theory to undertake an in-depth investigation of teachers as instructional specialists in the education transition as it returns to face-to-face learning (Ando et al., 2022). The theory can serve as a frame of reference for educational institutions and leaders, enabling them to develop rules and other policies that are sensitive to the requirements and practical knowledge of the teachers in achieving the goals of face-to-face instruction in the public basic education system. Overall, the idea emphasizes how teachers served as instructional specialists during the shift in education from modular online learning to face-to-face training (Abucejo et al., 2022). In this educational transformation, teachers' appreciation, flexibility, and resiliency are amplified as their adaptive determinants (Secuya et al., 2022).

To ensure learning continuity in our country's education both in primary and lower secondary levels, modular (print) instruction has become the most popular distance learning technique, as it could cater to the need to provide the necessary education to learners who don't have cellphones and other gadgets as one of the supplementary tools for online instruction. As education returns to a face-to-face mode of learning delivery (Secuya & Abadiano, 2022) qualitative study used grounded theory to conduct an in-depth

exploration of teachers as instructional specialists in the education transition. Four emergent themes and a central category emerged from in-depth interviews with participants about the teachers' experiences as instructional specialists in the education transition. The core category emerged as "Teacher's adaptable determinants," which included four essential themes: (1) understanding of function; (2) recognition and acceptance of the inevitability of the circumstance; (3) efforts made in response to ongoing difficulties; and (4) ability to adjust in the face of adversity.

Besides, the grounded theory of appreciation-accommodation-resilience: teachers' adaptable determinants in educational transition reveal an understanding that being a teacher in this time of transition necessitates teachers appreciating their function (recognition and understanding), accommodating certain initiatives (adjust), and being resilient in difficult circumstances (efforts) for the learning continuity to thrive amid the prevailing challenges and other adversities can serve as a framework for educational leaders and institutions in the future. Overall, the theory emphasizes teachers' accounts as instructional specialists in the education transition from modular distance learning to face-to-face learning. Teachers' appreciation, flexibility, and resilience are amplified as adaptable determinants in this educational transition (Secuya & Abadiano, 2022).

For an instance, the COVID-19 pandemic leads learning institutions, especially those in colleges to utilize online learning instruction. There were several instances where learning stayed on campus, though. Both learners' participation and tools to be used for studying are affected by the sudden change in the learning delivery. The minimal number of learners, low desire for learning, and difficulty in obtaining learning outcomes, also impacted how people interacted with one another during practical tasks (Khan, U. R., et al., 2021). Because of spending a longer time lecturing in a "COVID-19 safe" atmosphere, weariness harmed both the learners' and teachers' capacity to conduct a class. The study of Khan, U. R., et al. offers significant evidence on the live experiences of teachers who are still having face-to-face instruction despite the pandemic wherein in, it is more important to fairly distribute educational resources and on maintaining positive attributes to strengthen learners' involvement in the classroom settings.

It is reported that teachers are now facing high level of stress (Cachón-Zagalaz et al., 2020) especially while under lockdown considering that they must quickly

convert the traditional teaching into online instruction instead (Besser et al., 2020). Furthermore, according to the earlier research that teachers who are working home-based utilizing communication technologies are described to be more exposed to some emotional weariness making them more drained while doing their job (Cuervo et al., 2018). In another case, learning institutions are dissatisfied to the rules they must follow whenever classes resumed, which stated that they are responsible for different safety health measures (Zafra, 2020). Also, learning institutions and its community faces psychological health issues among teachers even though rising levels of symptomatology have already been observed in the community among with the specific health care providers (Chen et al., 2020; Dosil et al., 2020). Hence, making it in need the implementation of necessary reinforcements for the teachers to withstand themselves upon on their reinstatement to school's despite to what we are facing currently (Dalton et al., 2020; Holmes et al., 2020; Wang et al., 2020). The study of Ozamiz-Etxebarria et al., 2021 assessed the teachers' emotional states in the span from resumption of their classes until after a school's break.

Teachers' concern about conducting their classes onsite despite today's pandemic has been reported to be useful because it highlights the causes of their fears connected to health and in education even though corona virus vaccine is widely available and utilized around the world. This appeals the need to consider our teachers' well-being in order to create appropriate solutions that will cater their concerns for the learners to acquire quality education (Wakui et al., 2021). A data revealed that numerous teachers are distressed in their health and in their responsibility being an educator as a result on the administered cross-sectional questionnaire survey among the teachers in Tokyo. Based on the highest partial regression coefficient value, Wakui et al. pointed out that mostly female teachers are anxious to their safety especially in connection to the health security of their families, wherein only four out of six causes of educational anxiety were discovered to be statistically crucial. In addition, concerns about in the learners' lives and in their education's, lag also bring greater impacts to teachers' distress (Ando et al., 2022)

Nonetheless, teachers' expertise and area of working station could affect learners' readiness in adapting distance learning mode of instruction (Cabello et al., 2022). However, teachers' preference, span of service, and area of working station have greater impacts to the quality of learners' readiness (Olleras et al., 2022). The data gathered about this research could be utilized

as a foundation to improve our education system towards better service among teachers and other educational sectors (Cabello, 2022). In addition, the results could be used to cater the needs and lapses of the learning institutions in the delivery of continuous education despite the pandemic and to equip the educative pastoral community to phenomenon and other calamities (Alea et al., 2020).

After months of blended learning, learners who are allowed and classified to safely attend the reopening of limited classes re-experience the traditional learning instruction though, with limitations. This is one of the reasons why teachers being learning frontliners experience an abrupt change to their way of teaching as one of the impacts brought by the COVID 19 pandemic, face-to-face classes to modular (print) instruction and vice versa. It is evident that the previous academic year is totally different from what we used to have, and definitely not anyone's intends to experience. Yet, through the collaborative efforts of the educational and community sectors, a significant progress was experienced to some of our learners when reopening of classes was made possible and face-to-face classes are allowed, though it is still limited because of COVID 19. These articles we collected from the different sites can provide essential understanding related to our study on how prepared the teachers are in the transition period from modular (print) instruction to limited face-to-face classes.

This study would be beneficial to the other researchers who want to gain additional information about teachers during the time of COVID 19. The insights that would be gathered from this study could provide solutions to problems that may arise on the incoming face to face classes for the next school years. In addition, teachers' needs may be catered directly to ensure that effective learning is still and possible to happen. Furthermore, the results could be a basis for an action plan towards education quality.

## Methodology

This qualitative study utilized the Heideggerian Phenomenology research design where it focuses on exploring the live experiences of the participants. This study's main goal is to investigate the participants' lived experiences about the continuity of learning delivery and conducting limited face-to-face classes despite COVID 19. The phenomenon lies on the word – transition. The journey of the teachers in transitioning will be explicated in order to provide a rich interpretation of the teachers lived experiences.

Additionally, this study addressed the participants' concerns and those factors affecting it through understanding their live experiences which in turn can be the basis for a management plan.

### Sampling Technique

This study used a purposive sampling technique in such a way that participants will be interviewed to detail their experiences as teachers during the COVID 19 pandemic. Furthermore, an inclusion criterion is provided to give more information about the qualifications of the participants voluntarily participated in this study.

### Inclusion Criteria

1. Participants should be teaching at Cabutongan Elementary School from year 2020 up to the present.
2. The participants are permanent teaching personnel of the said school.
3. Participants are utilizing modular (print) instruction in school year 2020-2021 and blended learning instruction in school year 2021-2022 which is face-to-face classes.
4. There is no specific teaching experience or years in service required to participate in this study.

### Data Collection

A letter for approval to conduct an interview was sent to the school head of Cabutongan Elementary School. Upon the grant of the letter's request, the participants will be given transmittal letter for the approval in conducting the interview. After gaining participants' approval, schedules are arranged to set an interview with guide questions in a face-to-face basis following the mandates set by Inter-Agency Task Force (IATF) for safety protocols. The interviews were recorded with the permission of the participants. A structured interview with guide questions will be used to analyze the lived experiences and performances of the participants (Smith, 2019; Hartwell et al., 2019). The researchers crafted their own questionnaire for the interview which will be sent to the experts for approval and validation (Cabello & Bonotan, 2020). In the process of gathering the needed data, appropriate ethics is strictly observed to evade participants' manipulation (Walker, 2007).

### Research Rigor

The researchers used standard criteria to the study's rigor sustainability (Whittemore, et al., 2001). Furthermore, these standard criteria examined the

Reliability and Validity; Necessity and Integrity through bracketing that is necessary on the neutrality and on the fair share supervision during the study (Alase, 2017).

### Ethical Consideration

The Bryman and Bell (2007) Ten principles on ethical considerations were used in this investigation. The following significant ethical standards were followed during the study's conduct: (1) it was clear that the research subjects had not been compromised and injured in any way; (2) the importance of demonstrating the participants' regard for human dignity; (3) with no threats or coercion, the volunteers gave their consent; (4) among the participants, there was no invasion of privacy; (5) the information collected from the participants was respected and handled with the utmost secrecy; (6) the organizations engaged in this study and the participants were all anonymous; (7) it was clear that the goals and objectives of the current study were fulfilled without any exaggeration or dishonesty; (8) the document explicitly stated any declaration of partisanship from various financing sources and financial engagement, if relevant ; (9) honesty, integrity, and transparency were qualities employed in this research project to reach out to participants and communicate with them in order to collect relevant data; (10) there was no objectivity nor bias in providing the specs of this investigation.

### Data Analysis

This study utilized the Interpretative Phenomenological Analysis (IPA) popularized by Moustakas and modified by Van Kaam with 7 steps. (see appendix, Table 1. Analysis)

## Results and Discussion

After data analysis, the following are the themes: (1) The Ineffectiveness (2) The Struggles (3) The Challenges (4) The Concerns (5) The Stressors. These four themes detailed the lived experiences of the teachers during modular (printed) instruction and their transition to limited face-to-face classes.

### The Ineffectiveness

Teachers' utilization of modular printed instruction is ineffective. One main reason is that the modules they received with incomplete and incorrect answers, thus, there is only a little learners' participated during the learning process (Saga & Agua, 2021). Moreover, it

had been found out that parents are the one who answered and even did all the activities in the modules for them to accomplish all the tasks immediately, not minding the negative effects it may cause to their children being the learners.

As it is said by participant #4, *“I can’t say that the modular printed instruction is effective in relation to teacher’s efficiency because some modules are answered by the parents, though they get the correct answer, but then, some of the modules passed by the learners were without answers or incorrect answers or incomplete answers.”*

Teachers received modules that are commonly having incomplete and incorrect answers. Additionally, some learners passed their modules without even answering them, making the instruction used to be ineffective.

Participant #1 stated that *“Dili jud cya effective kay ang parents ang nag- answer sa modules especially in Grade 1, kay Grade 1 learners don’t know how to read. In terms of percent, gamay ra kayo, lesser than 25% percent (PI #1). (It’s not effective because parents are the one who answered the modules especially that Grade 1 learners don’t know how to read. In terms of percentage, it’s so little that it is lesser than 25%).”*

Since learners who are in the first grade are not yet able to read, parents are there to assist them in answering the modules. Evidently, parents’ primary role in modular printed instruction is to guide and help their children understand the lessons in the provided instruction. Sadly, parents fully embodied all those learners’ roles, making them tagged as “Parents as Learners”. If learning takes place, it is only limited because learners are not doing their responsibilities and are only dependent to their parents.

### **The Struggles**

Teachers as frontliners towards continuity of learning on today’s pandemic are doing their best to deliver education in the most possible way. The struggles brought by the limited face-to-face classes significantly affect both the performance of teachers and learners (Cabello et al., 2022). Poor reading ability constitutes to the effectivity of the instruction being employed. This was further elaborated by the participant.

Participant #1 said that *“Dili effective gihapon ang limited face-to-face classes kay kulang ang time. 4<sup>th</sup>*

*Grading naman nag limited face-to-face classes pero murag nagsugod gihapon sa uno mura og sa Kinder, nag struggle pa gihapon ang bata. Sa part pud sa teacher, dili jud effective especially on reading time, naglisod ang mga bata kay ang 4<sup>th</sup> Quarter when in regular classes, the learners in Grade 1 are expected to already read. Nisulod naman sila during 4<sup>th</sup> Quarter, murag nibalik sa First Grading. Lisod jud ang effectivity sa part sa teachers (PI #1). (Limited face-to-face classes is not also effective since the time allotment is not enough. Limited face-to-face classes started during 4<sup>th</sup> Quarter yet, it seems that I am teaching beginners, just like Kindergarten who still struggles in the lesson. On teacher’s part, it is not effective especially on reading time, since they are struggling for when in regular classes, they are already expected to read on 4<sup>th</sup> Quarter. It seems like, I am still in 1<sup>st</sup> Quarter. It’s really difficult to be effective on teacher’s part.)”*

Participant 7 said that, *“Stress since daghan na ang learners then we cannot abide nga naay mga on the spot reports related to our coordinatorship/ ancillaries. Making the teacher to be overloaded of works”. (Stress since there already many learners then we cannot abide those on the spot reports related to our coordinatorship/ ancillaries.)*

There was an abrupt transition of limited face-to-face classes during the 4<sup>th</sup> Quarter of the previous school year. At this quarter, learners are expected to already master their reading ability. Yet, during the transition, it seems that the teachers is teaching learners who still at the beginning stage. This results to the struggling on understanding the lesson and making them behind on the intended competencies for the quarter. Poor reading ability is evident throughout the transition. Furthermore, teachers had a hard time during reading time since learners’ abilities are behind and they are comparable to kindergarten learners.

### **The Pedagogical Challenges**

Along the used of modular printed instruction and limited face-to-face classes, it is inevitable that teachers may face different problems along the way. Printing and checking of modules are time consuming since most of their arrangements encircle with the mentioned tasks (Alea et al., 2021). Learners with poor comprehension hampered their chance to have better learning. In addition, limited time in class discussion and learners’ poor attention brought negative impacts

to quality education. Fever and cough are some of the health reasons wherein teachers and learners missed their classes creating a gap to their learning. This was explained by the participants.

Participant 5 said that, *“The challenges I have encountered so far was, it consumed a lot of time in printing the modules and also checking of the modules because there were so many exercises and many students so it will take a lot of time for the teacher to print and check the modules”*

Participant 5 admitted that one of the reasons that compromised the delivery of instruction was the time element. In checking and preparing the modules and the supplementary activities of the students, time was the primary enemy of the teachers. It eats so much of the time knowing that there are so many students and this will be multiplied by the number of subjects.

Another participant elaborated those learners are having problems in reading comprehension. Participant 3 said that, *“Learners’ inability to read, no comprehension since dili pa kabasa. For parents’ part, poor comprehension gihapon since they also have limited vocabulary. No interest from the parents also, daghang modules ang walay answer pud. Dili ma pass ang module on time due to parents’ work. Inig check sa modules, wala pud mostly answer kay naglisod pud og sabot ang mga parents”* (Because of learners’ inability to read and no comprehension. For parents’ part, still poor comprehension they also have limited vocabulary. Parents have no interest resulting to unanswered modules. Modules are not also passed on time due to parents’ work. During checking, most of the modules don’t have any answers since parents, as home tutors don’t understand the lesson.)

One of the participants said that during the transition, health is at risk. Participant 6 narrated that, *“During the limited face-face classes, I don’t encounter any challenges because they were so eager to participate the limited face-to-face. Parents are very supportive during limited classes, though there were, sometimes, learners who missed classes due to health reasons, like they have fever or cough”*

The words of the participants are essential in understanding challenges they encounter in transitioning from modular to face-to-face classes. The element of time, poor reading comprehension, and health reasons surfaced during the transition. Knowing all of these can give credit to all teachers who manage

to still survive despite of all these challenges.

### The Inevitable Stressors

In every change, stress comes along. During the transition, there are a lot of stressors that emerged. These stressors are evident in all major changes in one’s life. In the educational realm, stressors are normal but these were worsened because of the change of modality (Cabello, 2022). The modular instruction was used in order to continue education despite of the threat of the pandemic. This instruction is just temporary because as everyone goes back to normal, the modality of teaching also transitioned to the old one but with precautionary measures (Simon et al., 2021). These measures brought so much challenges and distress among the teachers. These experiences were all discussed and narrated by the participants.

One of the participants said that one of the reasons why the transition cause so much stress is because of the different administrative and academic tasks. Participant 2 explained that, *“The top factor/top reason that hinders my readiness during the transition period is Stress, ilabina og mag patong-patong ang mga buluhaton sa teachers especially og naa pud mga reports. Personal reasons pud ni affect”*. (The top factor/top reason that hinders my readiness during the transition period is Stress, especially if teachers have many things to be done like reports. Personal reason also affect my readiness.)

Another participant said that personal reasons play an integral role in the workplace. Participant 8 said that, *“My family, kay naa nay nag skwela. So I need to wake up early in the morning to catch up for the time. So time management and the readiness in making the IMs. (My family because I have already child who start to study. So I need to wake up early in the morning to catch up for the time. So time management and the readiness in making the IMs.)”*

The experiences above were added by participant 4 who said that, *“Because there were lessons that were quite difficult for the learners to understand. It is very different when the teacher discusses the lesson in front than just to read the modules or sometimes, the learners were just answered the modules, the exercises, without reading the discussion in the modules”*

One of the reasons why teachers are stressed because of the learners. When learners are affected, teachers

are in trouble or having difficulty in dealing their profession. Participant 2 said, *“Learners’ poor attention since naglisod sila, ni diretso dayun sa 4<sup>th</sup> quarter, wherein lisod na ang topics. In general, learners are not yet ready for the lesson. Set A class needs a thorough remediation ‘cause they need more attention and time. Time ang kulang ni ma’am kay need pa mo print og module for the next class og make other preparation for the next lesson. (Learners’ poor attention since they struggled for they started already in the 4<sup>th</sup> Quarter, wherein the topics are difficult. In general, learners are not yet ready for the lesson. Set A class needs a thorough remediation ‘cause they need more attention and time. Teacher has not enough time since she needs to print modules for the next class and make other preparation for the next lesson.)*

All of these were reasons of why teachers – the participants – are having a hard time in dealing with the transition. This theme is called inevitable stress because these are something that cannot be controlled. No matter how organized a teacher is when the family needs attention, the teacher has no choice but to prioritized the family. The overload of administrative and academic tasks, personal reasons, the quality of discussion, and the unprepared learners are inevitable by nature. This is the reason behind why these should be discussed in order to find remedies such as management plan of a way to alleviate their circumstances.

## Conclusion

The lived experiences of the teachers during the shift of learning modality posed a negative impact. The participants were very open that there was a defect during the transition. The struggles are evident. The are pedagogical challenges and inevitable stressors that are seen to be detrimental to the lives of not just the teachers but also to the learners. These themes elicited from the participants study can be the basis for management and administrative action plan which elevates the morale of the teachers in this time of the pandemic where the transition of the learning modality is at its height from modular instruction to face-to-face classes.

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Table 1. Analysis

Horizons	Textural Language	Themes
<p><i>I can't say that the modular printed instruction is effective in relation to teacher's efficiency because some modules are answered by the parents, though they get the correct answer, but then, some of the modules passed by the learners were without answers or incorrect answers or incomplete answers (PI #4).</i></p> <p><i>Dili jud cya effective kay ang parents ang nag- answer sa modules especially in Grade 1, kay Grade 1 learners don't know how to read. In terms of percent, gamay ra kayo, lesser than 25% percent (PI #1). (It's not effective because parents are the one who answered the modules especially that Grade 1 learners don't know how to read. In terms of percentage, it's so little that it is lesser than 25%.)</i></p>	<p>Incomplete and Incorrect Answers</p> <p>Parents as Learners</p>	<p>The Defect</p>
<p><i>Dili effective gihapon ang limited face-to-face classes kay kulang ang time. 4<sup>th</sup> Grading naman nag limited face-to-face classes pero murag nagsugod gihapon sa uno mura og sa Kinder, nag struggle pa gihapon ang bata. Sa part pud sa teacher, dili jud effective especially on reading time, naglisod ang mga bata kay ang 4<sup>th</sup> Quarter when in regular classes, the learners in Grade 1 are expected to already read. Nisulod naman sila during 4<sup>th</sup> Quarter, murag nibalik sa First Grading. Lisod jud ang effectivity sa part sa teachers (PI #1). (Limited face-to-face classes is not also effective since the time allotment is not enough. Limited face-to-face classes started during 4<sup>th</sup> Quarter yet, it seems that I am teaching beginners, just like Kindergarten who still struggles in the lesson. On teacher's part, it is not effective especially on reading time, since they are struggling for when in regular classes, they are already expected to read on 4<sup>th</sup> Quarter. It seems like, I am still in 1<sup>st</sup> Quarter. It's really difficult to be effective on teacher's part.)</i></p> <p><i>Stress since daghan na ang learners then we cannot abide nga naay mga on the spot reports related to our coordinatorship/ ancillaries. Making the teacher to be overloaded of works (PI #1). (Stress since there already many learners then we cannot abide those on the spot reports related to our coordinatorship/ ancillaries.)</i></p>	<p>Poor Reading Ability</p> <p>Burn Out</p>	<p>The Struggles</p>

<p><i>The challenges I have encountered so far was, it consumed a lot of time in printing the modules and also checking of the modules because there were so many exercises and many students so it will take a lot of time for the teacher to print and check the modules (PI #5).</i></p> <p><i>Learners' inability to read, no comprehension since dili pa kabasa. For parents' part, poor comprehension gihapon since they also have limited vocabulary. No interest from the parents also, daghang modules ang walay answer pud. Dili ma pass ang module on time due to parents' work. Inig check sa modules, wala pud mostly answer kay naglisod pud og sabot ang mga parents (PI #3). (Because of learners' inability to read and no comprehension. For parents' part, still poor comprehension they also have limited vocabulary. Parents have no interest resulting to unanswered modules. Modules are not also passed on time due to parents' work. During checking, most of the modules don't have any answers since parents, as home tutors don't understand the lesson.)</i></p> <p><i>During the limited face-face classes, I don't encounter any challenges because they were so eager to participate the limited face-to-face. Parents are very supportive during limited classes, though there were, sometimes, learners who missed classes due to health reasons, like they have fever or cough (PI #6).</i></p>	<p>Time Consuming</p> <p>Poor Comprehension</p> <p>Health Reasons</p>	<p>The Pedagogical Challenges</p>
<p><i>The top factor/top reason that hinders my readiness during the transition period is Stress, ilabina og mag patong-patong ang mga buluhaton sa teachers especially og naa pud mga reports. Personal reasons pud ni affect (PI #2). (The top factor/top reason that hinders my readiness during the transition period is Stress, especially if teachers have many things to be done like reports. Personal reason also affect my readiness.)</i></p> <p><i>My family, kay naa nay nag skwela. So I need to wake up early in the morning to catch up for the time. So time management and the readiness in making the IMs (PI #8). (My family because I have already child who start to study. So I need to wake up early in the morning to catch up for the time. So time management and the readiness in making the IMs.)</i></p> <p><i>Because there were lessons that were quite difficult for the learners to understand. It is very different when the teacher discusses the lesson in front than just to read the modules or sometimes, the learners were just answered the modules, the exercises, without reading the discussion in the modules (PI #4).</i></p> <p><i>Learners' poor attention since naglisod sila, ni direktso dayun sa 4<sup>th</sup> quarter, wherein lisod na ang topics. In general, learners are not yet ready for the lesson. Set A class needs a thorough remediation 'cause they need more attention and time. Time ang kulang ni ma'am kay need pa mo print og module for the next class og make other preparation for the next lesson (PI #2). (Learners' poor attention since they struggled for they started already in the 4<sup>th</sup> Quarter, wherein the topics are difficult. In general, learners are not yet ready for the lesson. Set A class needs a thorough remediation 'cause they need more attention and time. Teacher has not enough time since she needs to print modules for the next class and make other preparation for the next lesson.)</i></p>	<p>Overload</p> <p>Personal Reasons</p> <p>The Quality of Discussion</p> <p>Unprepared Learners</p>	<p>The Inevitable Stressors</p>