UNDERSTANDING THE ESSENCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS' EXPERIENCES EMPLOYING SELF-LEARNING MODULES DURING COVID-19 PANDEMIC

Arsenio, Jr. M. Nuñez, Analisa T. Amada, EdD, Emie A. Genton, PhD
Ramon Magsaysay Memorial Colleges, Graduate School, General Santos City, Philippines

ABSTRACT
This qualitative study was undertaken and employed hermeneutic phenomenology. It described the essence of the experiences of the grade six teachers in Malapatan Central Elementary School in employing self-learning modules during the COVID-19 pandemic. Five participants underwent an in-depth interview to discover their lived experiences analyzed thematically. The data gathered were categorized into three main themes: coping with the difficulties in the new normal through a passion for teaching, optimism in the face of adversities, and alienation from job, pupils, and from oneself. The study concluded that massive, sudden changes brought by the COVID-19 pandemic caused difficulties in the lives of the teachers as they were separated from their actual roles as educators, even leading to alienation from their profession, their pupils, and themselves. Nevertheless, the teachers remained optimistic, determined to find ways to cope with these challenges because deep within their hearts lies their passion for teaching.
KEYWORDS: *Experiences, teachers, self-learning modules, covid-19 pandemic, Philippines*

INTRODUCTION

The rapid proliferation of coronavirus disease (COVID-19) has affected the Philippine economy and other sectors. The pandemic has severely impacted the country's educational system. Classes were suspended immediately at all levels in most regions as early as the second week of March 2020 (CNN, 2020). The Department of Education presented blended learning as an alternative for the new normal in the educational system. Blended learning combines various distance learning modalities such as printed modules, offline digital modules, online, and TV and Radio-based instruction (Esguerra, 2020; Sahoo, 2020; Shivacheva and Nedeva, 2016; Schneider and Council, 2021).

Even before the pandemic, the education sector widely used blended learning worldwide. There is a large amount of literature about blended learning, including Padmapriya's (2015) study about self-learning modules. In the study, the proponent sought to determine the effectiveness of self-learning modules on secondary students' achievement. The proponent used an experimental method with a pretest-posttest non-equivalent group design.

One group design contains students who used the modular approach, while the other used the activity-oriented method. In the findings, students who used the modular system achieved higher means scores than those who used the activity-oriented method. This study revealed that school administrators should take necessary steps in giving teachers special training in developing modular packages. Although there have been numerous studies on the effectiveness of self-learning modules in student learning, there were few studies on the experiences of those who use them. Additionally, the literature on using self-learning modules during a pandemic has been limited because the world rarely experiences a pandemic.

Hence, the purpose of this undertaking was to unearth the experiences of teachers who used the self-learning module during the school year 2020-2021. Particularly relevant are the experiences of public elementary school teachers. The study's specific goal was to learn about the participants' attitudes and feelings toward using self-learning modules during COVID-19 learning and how the self-learning modules affected their teaching. In the Philippines, the self-learning modules were the most sought-after modality because of digital inequality.

Accordingly, this study expected participants to talk more about the inconveniences they had experienced in employing the self-learning module delivery of learning. Furthermore, the researcher sought the ones they experienced during the printing of the modules and the physical delivery or distribution and retrieval of the modules to respective pick-up points. Printing and photocopying machines are limited and not updated in most public schools. In the physical delivery or distribution and retrieval of the modules, for apparent reasons, the participants have a high chance of exposing themselves to the virus during these phases.

Moreover, despite the inconveniences caused by the modules, this study expected participants to view self-learning modules as a convenient way of teaching, mainly because all the lessons are in the modules.

Purpose Statement

This study aimed to grasp the essence of grade six teachers' experiences using self-learning modules during the COVID-19 pandemic at Malapatan Central Elementary School. This study aimed to get the meaning of their experiences using self-learning modules in classroom instruction during the COVID-19 pandemic. For educators, the transition from traditional face-to-face learning to online learning can be a completely different experience. They must adapt to it with few or no other options available. Educators worldwide have felt the unexpected ripple effect of the COVID-19 pandemic as schools have been closed to deal with the global pandemic. While governments, frontline workers, and health officials work tirelessly to contain the outbreak, education systems strive to continue providing high-quality education to all students during these trying times. Many teachers have experienced psychological and emotional distress, rendering them unable to engage in productive activities. Hence, the teachers lived experiences should undertake an investigation.

Research Questions

This study aimed to understand the essence of the experiences of grade six teachers of Malapatan Central Elementary School in employing self-learning modules during the COVID-19 pandemic. It sought to answer the following questions:
1. How do participants describe the essence of their experiences employing a self-learning module in teaching during the COVID-19 pandemic?
   1.1. How do the participants view the essence of their experiences employing self-learning modules during COVID-19 learning?
   1.2. How do the participants feel the essence of their experiences employing self-learning modules during COVID-19?
   1.3. How does the essence of their experiences employing self-learning modules affect their teaching?

Theoretical Lens

Marylene Gagné, Edward Deci, and Richard Ryan's (2018) Self-Determination Theory (SDT) is a broad theory of human personality and motivation that focuses on how individuals interact with and influence their social environment. SDT defines intrinsic and extrinsic motivation and explains how these motivations affect situational responses in various domains and social, cognitive, and personality development. SDT is grounded humanistic assumption that people naturally and actively strive for self-organization and growth.

In other words, people strive to broaden and comprehend themselves by incorporating new experiences, cultivating their needs, desires, and interests, and connecting with others and the outside world. People can be dominated, divided, and alienated if their core psychological demands for autonomy, competence, and relatedness are disrupted by an inadequate social context, according to SDT. Due to this person-environment interplay, people become either engaged, curious, connected, and whole, or demotivated, ineffective, and detached (Ryan and Deci, 2000). The theory became the anchor on the recommendations of this study.

REVIEW OF RELATED LITERATURE

This section presents the related literatures which are useful and necessary in any research and intensive undertaking. These provided significant data and additional needed information obtained from books, journals, unpublished thesis, and internet sources based on the results of several studies relative to this endeavor.

Challenges in the Implementation of Modular Distance Learning

The shift from face-to-face teaching and learning to distance learning has received widespread support from student teachers in light of the pandemic. However, because of the quick implementation of online learning, learners and teachers were unprepared mentally, financially, socially. On the technical aspect, even teachers encountered difficulties related to techno pedagogical approaches. Also, the challenge is primarily within individuals; this deficiency of unpreparedness of human resources to the sudden change of environment and mode of education. (Sahoo, 2020; Shahnama, Yazdanmehr, and ElahiShirvan, 2021).

According to one study, the main challenges for teachers are a lack of required facilities and infrastructure, low technological literacy, and poor internet quality. The interview also revealed that teachers considered improving technological literacy and providing necessary facilities to be the top priorities in addressing the challenges (Mousavi, Saidi and Mahmodi, 2021).

Furthermore, taking into account the categories and barriers during the pandemic, the challenges faced by institutions are divided into technological, pedagogical, and social challenges. Moreover, distance education promotes student-centered learning and self-learning. It provides many opportunities to educational institutions, such as scalability, research innovations, flexible learning, diversity, remote student support, adjustment of assessment methods, the opportunity for innovation, non-academic courses, and changes in pedagogical policies (Gurajena, Mbunge, and Fashoto, 2021; Salyers, Carter, Carter, Myers and Barrett, 2014).

Consequently, one of these required qualifications is digital literacy during the pandemic. Online learning necessitates the effective use of technology and digital or computer skills. Furthermore, individuals with low levels of digital literacy are unlikely to continue benefiting from web-based knowledge in online learning contexts. The term "digital literacy" first

appeared in print at the end of the 1990s, and it is the ability to evaluate information obtained from various sources using computers. Recommendations proposed include literacy and the ability to evaluate the information accessed and solve problems encountered during the process (Ferro, Helbig and Gil-Garcia 2011; Gourlay, Hamilton and Lea, 2014; Hall, Nix and Baker, 2013).

The Philippines' Information and Communications Technology (ICT) is considered a milestone in the educational system. It opens a wide variety of opportunities for teachers and students, such as transferring information, collecting data, and researching. However, most public schools do not have ICT facilities, and most teachers are not ICT literate, resulting in poor student and school performance. Furthermore, access to digital learning is dependent on available equipment and connectivity. (Lorenzo, 2016; Mhlana, Chipangura, and Twinomurinzi, 2022; Jacob and OJ, 2021; Usen, 2016).

Hences, DepEd together with the Department of Information and Communications Technology (DICT) collaborated to hold ICT seminars (DICT, 2020). Topics covered in the seminar included creating electronic books (e-books). Moreover, other topics rendered were open education resources and an introduction to programs and applications which are helpful in classroom teaching (Mateo, 2020; Jacob and OJ, 2021; Dharmawan, Muljono, Hapsari, and Purwanto, 2021; Haryudin and Imanullah, 2021).

Modular Learning

Today, modular learning is the most popular learning method in the country. For the first time, modular learning has been implemented in the Philippines to prevent the spreading of the COVID-19.The teachers' perception of their experiences as unfamiliar and viewing themselves as unprepared is a phenomenon explained by anatomy. Since humans recognize and process familiar people and situations, the brain is less engaged and empathic when someone or something is unfamiliar. It has to exert more effort as well (Hernando-Malipot, 2020; Erniati, Hastuti, Kasmah, and Hasnah, 2020; Rahmawati, and Putri, 2020).

Accordingly, the module is one teaching material that the teachers can use. As a result, it is an organized written learning tool systematically. It contains learning material, methods, learning objectives based on essential competencies or indicators of competency achievement, instructions for self-learning activities. It also provides opportunities for students to test themselves through the exercises presented in the module (Wigati, Maharta, and Suyatna, 2015; Salingay and Lomibao, 2021).

Additionally, the role of printed modular-based learning materials in supporting students' learning is critical. Published modular-based learning materials can significantly improve outcomes by encouraging learning activities. A worksheet, for example, may provide an essential opportunity for a student to practice a new skill learned in class. These materials make it possible for students to learn on their terms.

The printed modular learning materials facilitate the student learning process (Pribadi and Susilana, 2021; Asgar and Satyanarayana, 2021; Yuliani, Wiji and Mulyani, 2021).

The Department of Education (DepEd) suggested that modules include motivation and assessment sections that serve as a comprehensive guide for the teacher's and students' desired competencies. However, self-learning modules may not be practical. First, without a knowledgeable person who can explain confusing or complicated concepts written in the module, the student would have difficulty understanding it. Second, the lack of a standardized system in drafting module content and limited examples differs from one school or region. Third, not every family has access to gadgets and reliable internet service, so social bonds cannot form between students and teachers. Last, the teachers' lack of feedback once modules have been answered and delivered to them (Estrada, 2021; Mgonja, 2021; Nikonova, Sharonov, Sorokoumova, Suvorova, and Sorokoumova, 2016; Panganiban and Madrigal, 2021).

Also, preparing the devices and tools for teaching in the new normal is essential. Effective command in distance learning requires a range of equipment, including computers, laptops, webcams, and internet modems. However, not all teachers have complete devices to facilitate teaching in distance learning. Generally, the standard devices and tools that the participants are preparing are limited only to laptops, desktops, and pocket WIFI. In the current situation, electronic means and digital tools are essential to keep the constant communication among students and teachers, distribute educational materials, and access online platforms (Sadeghi, 2019; Brown, 2020).

According to UNESCO (2020), the Institute for Capacity Building in Africa emphasizes the importance of governments' support for teachers. However, since necessity is the key to its success, this situation may present an opportunity for educators and students to become more empowered, creative, and innovative. Furthermore, online training and webinars were available to educators to continue expanding and effectively supporting and guiding their students with their knowledge and wisdom (Global Peace Foundation, 2020).

Agreeing to the educational theory and practice of Joseph Jacotot, one could teach a subject even if he/she did not even know the topic in the first place (Kotsko, 2013). For Jacotot, teaching is not a matter of expertise but determination. Moreover, elementary teachers must be generalists when teaching different subject matters (Heggart, 2016). It is an essential requirement for elementary school teachers to graduate from general education courses, particularly Bachelor of Elementary Education. For those teachers who have difficulties guiding their pupils on subjects that are not of their expertise, it is essential to design methodologies like evaluations and training in order for them not to jeopardize their teaching.

In the Philippines, Article IV, Section 2 of the Professional Code of Ethics for Teachers, states that each teacher shall fulfill the highest quality education standards. He shall make the best preparations for a career in teaching. Therefore, he should be at his best at all times in the exercise of

his line of work." Meanwhile, Article V states, "Teachers shall, at all times, endowed the spirit of professional devotion, confidence, and belief in one another, self-sacrifice, and service to others" (R.A. 7836).

Passionate teachers are committed to their profession. Beyond their sworn oath, teachers' passions drive them to find ways to impart learning to their pupils. In his study, Serin (2017) emphasized the role of passion as a motivator for high-quality learning and teaching. Passion is the desire to discover and experience new ideas. In addition to that, passionate teachers create effective learning environments to endeavor to increase the learning potentials of their students.

Coping with the Challenges of the Pandemic

To override the discomfort of unfamiliarity, setting up structures and processes that enhance trust will increase engagement (Pillay, 2014). Before the official implementation of modular learning, schools prepared their teachers for the new normal. Thus, conducting activities such as webinars on topics such as mental health, psycho-social debriefing (Baker, Peele, Daniels, Saybe, Whalen, Overstreet, and The New Orleans, 2021; Cipriano and Brackett, 2020) and the new normal in the Philippines primary education (Luz, 2020).

However, change is inevitable. Sometimes, people know a change will occur. Other times it comes suddenly and unexpectedly. The general population experienced psychological distress due to the COVID-19 pandemic. Responses to Stress model posit that there are three coping dimensions. One of which is voluntary coping (i.e., coping responses that involve conscious effort, e.g., problem-solving, cognitive restructuring) versus involuntary coping (i.e., temperamentally based and conditioned reactions, e.g., emotional numbing, rumination, intrusive thoughts). Voluntary coping responses are viewed as goal-directed efforts to maintain, increase, or alter one's control over the environment or the self. Despite the difficulties they experience, the teachers are finding ways to cope with the changes in the educational system (Dubow and Rubinlicht, 2011; Gellegan-Alivio, 2021; Castillo, 2021; Gayola and Janer, 2021).

Non-classroom duties are the leading causes of educators' low morale and professional burnout. Teachers added tasks are to serve committees and fulfill administrative duties. These tasks take their time and energy away from helping their learners learn. Hence, teacher morale could suffer due to the persistent stress of meeting educational objectives or changing leadership or policies. Additional professional development may help teachers feel more confident about accomplishing some of these non-instructional tasks (Clark, 2020; Chaplain, 2008; Johnson and Birkeland, 2003; Skaalvik and Skaalvik, 2015).

One of the beneficial consequences for mental health from the current pandemic is the opportunity for personal growth. Moreover, it harmonized community, helping project community members' psychological ties by constructing a sense of community identification and unity during the pandemic, which anticipated increased well-being and reduced depression

and anxiety. Personal growth is an experience of psychological development. Thus, successful management of stress and trauma can lead to personal growth, reinforcing the sense of competence and becoming a protective factor for coping with future stressors (Fegert, Vitiello, Plener, and Clemens, 2020; Zoellner and Maercker, 2006; Modini, Joyce, Mykletun, Christensen, Bryant, Mitchell and Harvey, 2016).

Moreover, teacher morale may suffer due to the constant stress of meeting educational goals or changing leadership or policies. Burnout, even if it is a moderate or significant concern by teachers, with nearly one-quarter indicating that they planned to depart from the teaching profession. As the pandemic dragged on, the adverse effects on teachers' well-being worsened, as evidenced by three-quarters of teachers reporting lower morale than before the pandemic. School principals, too, have reported low confidence and anxiety (Kaufmanand Diliberti, 2020; Brackett, Cannizzaro, and Levy, 2020; Will, 2021).

Moreover, the professional development of teachers is essential to the successful improvement of education. The professional development of teachers is the position of the future. Their experiences and the new challenges will be needed to face and to guide all students to a higher level of learning and development. In addition, professional development is a continuous process in which individuals practice specific occupations. Participating in continuing professional development has goals: for instance, they are to help teachers change their perceptions or conceptual understanding, as well as their classroom practices, in order to improve student's learning outcomes. They maximize sustained learning and applicability (Prestridge, 2017; Ibrahim and Kavlu, 2020; Martinet, Gauthier, and Raymond, 2001; Badawi, 2009).

A passionate teacher is defined as someone enamored with the field of knowledge, is ecstatic about the ideas that change the world, and is deeply interested in the potentials and dilemmas of students. Similarly, passionate teachers are enthusiastic about their work. Quality and practical learning require passion. It is a factor that improves teachers' performance and encourages them to achieve higher levels of student achievement. Teachers who are genuinely enthusiastic about their profession are committed to creating an effective learning environment and improving their students' learning potential (Serin, 2017; Fried, 2001; Gellegan-Alivio, 2021; Benacquisto, 2021).

Also, the COVID-19 pandemic has thrown teachers into an unpredictable situation. The lockdown has sped up the transition from traditional to online learning practices. Avoiding direct contact with others affected relationships, resulting in their mental health issues. Hence, it is critical to facilitate physical activity at home to prevent health problems among teachers in similar situations in the future. Moreover, training programs in blended or online learning practices would be essential for their successful career advancement. (Aperribai, Cortabarria, Aguirre, Verche, and Borges, 2020).

Perspectives in the Implementation of Modular Distance Learning

The participants' feelings about their self-learning modules experiences are positive and negative. More importantly, these revealed their optimism in the face of adversities. Maintaining a positive outlook in life amidst the current pandemic is essential to move forward. The teachers may experience emotional distress characterized by demotivation, frustration, burnout, confusion, doubt, fear, and sadness. However, they are still determined and resilient, allowing them to continuously provide their services to the learners with happiness, excitement, and a sense of satisfaction. That is why they feel gratitude when other people see their experiences as something that would help them grow and resentment towards those who saw their experiences as irrelevant.

Being a teacher has traditionally been one of the most stressful professions to undertake. However, they are no strangers to feelings of grief. Thus, teacher well-being contributes significantly to job satisfaction and productivity, benefiting student well-being and academic achievement (Spilt, Koomen, and Thijs, 2011; De Nobile, 2017; Gonzalez, Brown and Slate, 2008). Stress and overall health are essential factors in deciding whether or not to stay in class. The reality that many teachers work in environments hostile to their well-being, and indeed, maintaining well-being when potentially exposed to COVID-19 adds additional stress to the daily role of teachers. (Naghieh, Montgomery, Bonell, Thompson, and Aber 2015; Day and Qing, 2009).

Teacher wellbeing is vital. Additionally, teachers who experience demotivation and anxiety are less effective in supporting student wellbeing and outcomes. Even though the teaching profession now faces unique problems and demands from students, families, and a constantly changing system, the COVID-19 pandemic is likely to add to the profession's anxiety and weariness (Ferdig, Baumgartner, Hartshorne, Kaplan-Rakowski, and Mouza, 2020; Ozamiz-Etxebarria, Idoiaga Mondragon, Bueno-Notivol, Pérez-Moreno, and Santabárbara, 2021; Dabrowski, 2021).

Furthermore, stress is a common occurrence in the daily life of human beings. With varying degrees of frequency, all individuals have experienced it at some point in their lives. Stress is being under intense pressure or feeling frustrated. Suppose one finds his/herself in situations where he/she has little control over circumstances such as health or illness crises. Such a situation will directly impact his/her overall well-being. Moreover, stress levels have recently increased due to the pandemic. (Urcos, Urcos, Ruales and Urcos, 2020).

Moreover, the pandemic brought the education sector to a fundamental shift in teaching and learning globally. Hence, teachers confront a wide range of challenging circumstances in trying to cope with these changes (Reimers and Schleicher, 2020; Di Fronso, Costa, Montesano, Di Gruttola, Ciofi, Morgilli, and Bertollo, 2020; Liu, Lithopoulos, Zhang, Garcia-Barrera, and Rhodes, 2021; Guillasper, Soriano, and Oducado, 2020; Mondol andMohiuddin, 2020; Moralista andOducado, 2020).Teaching has a rich history of dissatisfaction and upheavals despite its reputation as a noble profession. Previous research has revealed a moderate to a high percentage of stress among teachers and faculty, and staff in low to middle-income countries such as Ethiopia, Macedonia, and the Philippines (Pagayanan, 2016; Tan, 2017; Alson, 2019; Alves, Lopes, and Precioso, 2021; Agai–Demjaha, Bislimovska, and Mijakoski, 2015).

Determination is the desire to accomplish something, and it frequently goes hand in hand with persistence and resilience. It is the ability to persevere in the face of adversity (Ash, 2016; Toste, Raley, Gross Toews, Shogren, and Coelho, 2021; Tuysuz and Ugulu, 2021). Resilience derives from the Latin term resilio, which means "to go back, highlight, and bounce." As a result, this concept's incorporation into the social sciences, including psychology and the health sciences, is relatively new. When confronted with the challenge of a crisis experience and stress, *resilience* is the ability to overcome adversity, adapt, recover, and live a meaningful and productive life (Urcos, Urcos, Ruales, and Urcos, 2020).

The sense of autonomy, self-sufficiency, stability, rational thought process, self-esteem, optimism, happiness, emotional intelligence, meaning, purpose, humor, altruism, love, and compassion are strengths, traits, and coping mechanisms highly correlated with resilience. Teachers can surpass the challenges of employing self-learning modules by keeping a positive outlook to feel these positive emotions (Ackerman, 2021; Noughabi and Amirian, 2021; Kim, Leary, and Asbury, 2020; Kim, Oxley, and Asbury, 2021).

For David (2018), the first concept of alienation identifies a distinct psychological or social ill, explicitly involving a problematic separation between a self and another that should adequately belong together. Marx's Theory of Alienation introduced the concept of labor alienation. Marx discusses four aspects of labor alienation in the Economic and Philosophic Manuscripts: alienation from the product of labor, alienation from the activity of work, alienation from one's specific humanity, and alienation from others, from society (Horowitz, 2011; Kumari, 2021; Øversveen, 2021; Kociatkiewicz, Kostera, and Parker, 2021).

According to Marx's Theory of Alienation, alienation from the product and labor activity leads to alienation from the self or the human essence. It is not only the product that transforms into an alien power. Moreover, changes in working conditions during a pandemic have negative consequences for employees in alienation from work. (Horowitz, 2011; Guo, Cheng, Luo, and Zhao 2021; Denis, Côté, Fleury, Currie and Spyridonidis, 2021).

Marx's fourth aspect of alienation contends that alienation from one's self leads to alienation from other people or society because "human nature" must be understood as "the ensemble of social relations" (Horowitz, 2011). Teachers' roles have shifted, causing them estrangement from their students. The lack of face-to-face classes and direct communication

between teachers and students prevented teachers from learning more about their students (Li, Fu, Fan, Zhu, and Li, 2021; Atmojo, and Nugroho, 2020).

It stems from the notion that all acts of labor implicate some activity that produces some object, performed by a human being (rather than a work animal or a machine) in some social context. In the context of the teachers' experiences in self-learning modules, the sudden changes in their environment, particularly the prohibition of face-to-face classes and the centralized production of modules that altered their responsibilities as educators, led to their alienation from their profession, their pupils, and themselves. The COVID-19 Pandemic has separated them from their essential roles as educators who prepare lesson plans, conduct class discussions, assess their pupils' performance, and other responsibilities in teaching (Horowitz, 2011; Tingley, and Vowles, 2021; Guo, Cheng, Luo, and Zhao 2021).

Meanwhileparent-led education has been practiced globally for many years (Ray, 2011). However, this is relatively new to Filipino families. As schools suspended in-person instruction, teachers and parents felt overwhelmed and stressed about teaching their children at home. Social distancing and stay-at-home edicts disengaged millions of kids from in-person education. They left parents with little time to prepare to support their children's education at home. Parents assert that this 'home schooling' scenario is unfavorable to the students. The literature agrees that homeschooling is a massive shock to parents and the social life and learning of the students. (Lee, Ward, and Chang, 2020;2020; Ancheta, and Ancheta, 2020).

Parents are the children's first instructors, significantly influencing their personalities. The combination of home and school education shape the student's actual learning. Parental encouragement has been critical in the success of students. Their role extends beyond the home to include participation in school activities. Parents are the teachers' partners in education. They are home facilitators offering educational support to children from their parents concerning issues such as homework would help children create an everyday learning routine when children are doing their task, parents' should stimulate it by praising, vaunting, and rewarding (Lebaste, 2020; Bin Nordin, Iqbal and Bajwa, 2021; Ceka and Murati, 2016; Rizaldi, Nurhayati, Fatimah, and Amni, 2021).

This transition to effective crisis teaching appears easier for some educators than others. Most of it is related to what they were doing in classrooms prior to COVID-19. Of course, much depends on the context of the school community, and even the most successful teachers have encountered difficulties with student engagement, accessibility, well-being, and motivation. However, it appears that teachers and leaders who used student-centered approaches with relational pedagogies built strong communication channels with parents and families and used digital technologies. Growth-oriented assessment practices fared better during the transition. Finally, we believe these educators should lead the system moving forward. (Hollweck, and Doucet, 2020; Berry, Doucet, and Owens, 2020).

Amid the pandemic, passionate professionalism entails educators being anchored in the principles of ethics and sound judgment while doing their best for the students in their care. It needs reflecting on and critically thinking about one's teaching practice, holding oneself accountable for one's actions, and seeking out expertise, resources, and research as needed (Hollweck, and Doucet, 2020; González, Fernández, Pino-Yancovic, and Madrid, 2020).

PROCEDURES
The Rationale for Qualitative Approach
This study utilized the qualitative research design. Accordingly, qualitative research focuses on gathering information through open-ended and conversational communication. Furthermore, it entails collecting and analyzing non-numerical data (e.g., text, video, or audio) to comprehend concepts, opinions, or experiences. Qualitative research can be used to gain in-depth insights into a problem or generate new research ideas (Bhandari, 2020; Cristobal and De La Cruz-Cristobal, 2017).

Phenomenological Research Approach
While phenomenology study seeks to understand the meaning of people's lived experiences, it explores what people experienced and focuses on their experience of phenomena. This research approach describes the essence of a phenomenon by examining it from those who have experienced it. The goal of phenomenology is to explain the meaning of experience and how it was experienced (Arcilla-Serapio, 2016; Neubauer, Witkop, Varpio, 2019).

Moreover, utilized in this study was Hermeneutics phenomenology. Hermeneutics is thus the art of hearing. This method elicits participant stories as a source of understanding. It enables researchers to investigate how experiences, traditions, and culture shape ordinary daily practices. The goal is to understand the speaker's mental process and true meaning, which in this study are the teachers (Oerther, 2020; Pratiwi, Herman and Suryadi, 2020; Pérez Vargas, Nieto Bravo and Santamaría Rodríguez, 2020).

Samples and Site
Malapatan Central Elementary School at South Cotabato-Sarangani Road, Malapatan, Sarangani, is the location of the conduct of the study. The participants of this study were the grade six teachers of Malapatan Central Elementary School. The researcher chose five participants for the study. Employing the convenience sampling method, the researcher only selected Grade 6 teachers of the school as his participants.

Based on the Region Memorandum AD No. 31, s. 2020, DepEd SOCCSKSARGEN region and division offices, including all schools, are directed to continue implementing a combination of skeleton workforce and work from home

arrangements as alternative work arrangements (AWA) for teaching and non-teaching personnel. Therefore, the schools must have fifty percent (50%) of the total number of employees working from home (WFH) or telecommuting for three days and the other two days to report as skeleton workforce in the office. The school heads will alternate such arrangements with 50% of the office/school employees.

In observance of this mandate, the school is implementing an alternative work arrangement that involves separating teachers residing outside Malapatan borders from the teachers living within the municipality. Additionally, Grades 3 to 5 are primarily from General Santos City, and only a few are from Malapatan. Furthermore, the remaining Grade 3 to 5 teachers are residing in Malapatan. These age groups are at risk for severe illness from COVID-19. With the rampaging COVID-19, these mechanisms were deemed vital.

The research utilized the convenience sampling method. Hence, the researcher collected the research data from a readily available pool of participants. Furthermore, rapid and low-cost; convenience sampling is appropriate for generating quick ideas, consulting on perspectives, or fostering community engagement. Moreover, the researcher used this sampling to select participants and only chose participants based on their length of service; hence, those who have been teaching for at least five years. The researcher collected a large amount of data for the study. (Pierce, McManus, Jessop, John, Hotopf, Ford and Abel, 2020; Sedgwick, 2013).

Access and Permissions

The researcher gave informed consent to the participants containing the study's objectives, procedures, risks, benefits, compensation of the interview, and the confidentiality of their data. Moreover, the researcher gave time to the participants to read the informed consent and answer any questions and concerns regarding the study. After the interview, the researcher transcribed the audio recordings and returned them to the participants. Furthermore, the researcher gave the participants the transcript to edit and verify their answers. After the participants agreed to their transcript, they signed a verification form of their interview data. In an era of growing public skepticism, accessibility and verification contribute to the credibility of research in general (Pool, 2017; Polit and Beck, 2014).

Data Gathering Strategies

Upon the approval of the research adviser to conduct the study, the researcher wrote a letter to the principal of Malapatan Central Elementary School, asking permission to conduct a research study in the said school. After the principal agreed to the request, the researcher wrote a letter asking permission from the grade level chairman of the school. After the latter agreed to the request, the researcher conducted the study.

The first step in the data gathering was to identify the qualified participants for the study. As mentioned above, five Grade 6 teachers who have been teaching for five years were selected to participate in the study. The researcher has given informed consent to qualified participants. Those who agreed to the terms and conditions of the informed consent were the official participants of the study. Ensuring voluntary informed consent is all researchers' ethical and legal responsibility (Anderson, Newman and Matthews, 2017).

The researcher then interviewed the participants one at a time. At the start of the interview, the researcher read aloud the informed consent they had signed to confirm their participation. After the participants confirmed their participation, the researcher explained the interview procedure and asked them any questions or concerns about the process. During the interview, strictly observed were the minimum health protocols. The participant and the researcher's distance was at least six feet away, wearing a face mask and face shield, and using alcohol or hand sanitizer were also observed. Furthermore, the researcher gave enough time to the key informants to ask questions and express their concerns (Polit and Beck, 2014).

The researcher read the questions twice or more with clarity to the participants. In addition, the researcher gave the participants' time to think about their answers. Then the researcher verbally summarized the response of the participants in each question to ensure that there was no misconception regarding their solutions. The researcher only addressed the participants to their given code names or pseudonyms during the whole interview. In this manner, the researcher observed confidentiality. The participants' confidentiality was maintained by not disclosing their names (Arifin, 2018).

The researcher recorded the entire interview on a smartphone. Following the discussion, the researcher transcribed the audio recordings and returned the transcript to the participants. Participants could edit the transcript. After they agreed to the transcript, the participants signed a form confirming the accuracy of their interview data (Pool, 2017).

Data Analysis Approach

The researcher examined the data to regularly identify common themes or topics, ideas, and patterns of meaning. Familiarization, Coding, Generating Themes, Reviewing Themes, Defining and Naming Themes, and Writing Up are the six steps in this approach. The researcher then studied the interview transcript and used thematic analysis to answer the study's main research questions. Accordingly, thematic analysis is a qualitative methodological approach used to describe a group of texts, such as interview transcripts (Caulfield, 2019).

In general, during data analysis in qualitative research, the researcher engaged in a unit of analysis selection, subjective observation of the realities of the phenomenon, becoming an instrument for data analysis, looking for multiple facts behind the data, categorizing and finding themes from categories, and presenting an overall storyline of data through analytical insights (Connelly and Peltzer, 2016).

According to Braun and Clarke (2006), as cited by Maguire and Delahunt (2017), it is the first qualitative method that a qualitative researcher should learn because it teaches core skills useful for conducting many other types of analysis. The thematic analysis seeks to identify themes or essential or interesting patterns in data and then use these themes to address the research or say something about an issue. Finally, an excellent thematic analysis does more than summarize the data; it interprets and makes sense of it (Maguire and Delahunt, 2017).

RESULTS

This study explored the experiences of grade six Malapatan Central Elementary School teachers in employing self-learning modules during the COVID-19 pandemic. The researcher used a qualitative framework design in this study. Methods common to phenomenological research guided data collection and analysis. This chapter presents the findings. It consists of the description of the participants in the study and the study of the themes.

Description of the Participants

The participants of the in-depth interviews consisted of five (5) teachers from Malapatan Central Elementary School located in Barangay Poblacion, South Cotabato-Sarangani Road. They are female grade six teachers varying in age, subject taught, and length of service.

A code was assigned to each participant to maintain confidentiality.

Participant 1 is a 40-year old teacher who handled ESP, Science, Araling Panlipunan, and MAPEH classes. She has been teaching for 11 years.

Participant 2 is a 27-year-old teacher who handled ESP, Araling Panlipunan, Science, and TLE classes. She has been teaching for five years.

Participant 3 is 33 years old and taught Science, Filipino, Araling Panlipunan, and ESP. She has been in the profession for 11 years.

Participant 4 is a 27-year old teacher who handled ESP, Math, Araling Panlipunan, and TLE classes. She has been teaching for five years.

Participant 5 is 35 years old and taught ESP, Filipino, and MAPEH. She has been serving for nine years.

Analysis of Themes

The researcher discovered findings that evolved from the data collected through the in-depth interview with five (5) grade six teachers of Malapatan Central Elementary School in employing self-learning modules during the COVID-19 pandemic. The interview protocol allowed for a rich depiction of the participants' experiences through the systematic collection, organization, and analysis of textual material deduced from talk or conversation. The researcher transcribed the entire interview patiently, then read and reread the transcription thoroughly. Moreover, since collecting and analyzing data take a considerable amount of time, each lengthens the time (Creswell, 2014).

After reading each transcription multiple times, the researcher entered phenomenological reduction by delineating units of meaning. The researcher accomplished it by noting patterns in how participants described their experiences in employing self-learning modules during the COVID-19 pandemic. According to Moser and Korstjens (2018), the researcher should familiarize oneself with the data by attentively reading and rereading transcripts to grasp the textual data better. It is what is now called thematic analysis.

Consequently, the researcher generated three main themes from the participants' responses concerning their experiences in utilizing the self-learning modules during the COVID-19 pandemic. The first theme is coping with the difficulties through a passion for teaching. The second theme is optimism in the face of adversities—finally, alienation from job, pupils, and oneself as the impact of employing self-learning modules.

This study explored the experiences of grade six Malapatan Central Elementary School teachers in employing self-learning modules during the COVID-19 pandemic. The study sought to answers the following questions:

1. How do participants describe the essence of their experiences employing a self-learning module in teaching during the COVID-19 pandemic?
   1.1. How do the participants view the essence of their experiences employing self-learning modules during COVID-19 learning?
   1.2. How do the participants feel the essence of their experiences employing self-learning modules during COVID-19?
   1.3. How does the essence of their experiences employing self-learning modules affect their teaching?

Research Sub-question Number 1: How do the participants view the essence of their experiences employing self-learning modules during COVID-19 learning?

Main Theme	The participants are coping with the difficulties in the new normal through a passion for teaching.	
Research Question	Cluster Themes	Emergent Themes
1. How do the participants view the essence of their experiences employing self-learning modules during COVID-19 learning?	1. Experience is viewed as not usual (P3) 2. Never experienced employing self-learning modules before (P2) 3. Employing self-learning modules is not easy (P1)	Unfamiliarity and unpreparedness
	4. Need to find ways to teach to the pupils (P3) 5. They become front liners too because they deliver modules house to house (P1) 6. Effort in reaching far-flung areas where their pupils reside (P1) 7. Assist pupils when having difficulty with subjects through text, group chat, or home visitation (P4)	Coping with challenges in the new normal
	8. Feeling like a "printing press" (P2) 9. Not teaching actual lessons (P2) 10. Distributing and retrieving of modules instead of teaching (P5) 11. Teachers are trained for classroom teaching (P3)	Low morale as an educator
	12. No face-to-face teaching is done (P5) 13. Doubting whether the pupils learn from the module without the teachers explaining the lessons themselves (P2) 14. So many considerations on children's level of understanding (P3)	Lack of confidence in the current education system
	15. Reproducing self-learning modules enhance ICT capacities in reproducing module (P1) 16. By enhancing ICT capabilities, teaching is possible even at a distance (P3)	Digital literacy
	17. Determined to give good education to the pupils despite the pandemic (P1) 18. Believe that pandemic is not a hindrance to quality education (P4) 19. Can still teach through communicating virtually and home visitation (P4) 20. Monitoring pupils one by one (P4)	Passion for teaching
	21. Need to establish connections with parents make it easy to monitor pupils (P3) 22. Physical delivery of modules lead to closer involvement of parents with their child's education (P4) 23. Does not give pressure to parents on passing modules (P4)	Parent-teacher relationship
	24. The vital stage of her career (P1) 25. Teaches them lessons in life (P1) 26. I never experienced anything like this before (P2) 27. Experiences are part of teaching growth (P1)	Perceived significant impact of the experiences to their career

Several emergent themes emerged during the analysis of the qualitative data. They are: *Unfamiliarity and unpreparedness, Coping with challenges in the new normal, Low morale as an educator, Lack of confidence in the current education system, Digital literacy, Passion for teaching, Parent-teacher relationship, and Perceived significant impact of the experiences to their career*.

Accordingly, the emergent themes led to the creation of the main theme "*The participants are coping with the difficulties in the new normal through a passion for teaching*".The teachers find ways to cope with these challenges because deep within their hearts, teaching is their passion. They have to be resourceful and versatile and enhance their digital literacy to perform their duties as educators continuously.

Professional development of teachers is essential to the successful improvement of education. The professional development of teachers is the position of the future. Their experiences and the new challenges will be needed to face and to guide all students to a higher level of learning and development. In addition, professional development is a continuous process in which individuals practice specific occupations. Participating in continuing professional

development has goals: for instance, they are to help teachers change their perceptions or conceptual understanding, as well as their classroom practices, in order to improve student's learning outcomes. They maximize sustained learning and applicability

(Ibrahim andKavlu, 2020; Martinet, Gauthier, and Raymond, 2001; Badawi, 2009).

Research Sub-question Number 2: How do the participants feel the essence of their experiences employing self-learning modules during COVID-19?

Main Theme	Optimism in the Face of Adversities	
Research Question	**Cluster Themes**	**Emergent Themes**
2. How do the participants feel the essence of their experiences employing self-learning modules during COVID-19?	1. Rise to the challenges and prove pandemic is not a hindrance to education (P4) 2. Wants to prove to those who comment that the government should stop giving them salaries that they are wrong (P3) 3. Take negative comments as a challenge to prove they are capable to teach (P4) 4. Courageous to ignore negative comments (P4) 5. Beliefs learning can still happen despite the pandemic (P3)	Determination and resilience
	6. Fears for her health and her family's health (P1) 7. Feels that printing and sorting modules are laborious (P3) 8. Feels burdened due to bulky modules that need to be reproduced (P3) 9. Feels disgusted seeing the modules (P5) 10. Bored after delivering (P5) 11. It feels like a failure (P4) 12. Affected negatively on the quality of instruction (P3) 13. It feels when someone says that their experiences in implementing modules are irrelevant (P4)	Emotional distress: demotivation, frustration, burnout, confusion, doubt, fear, sadness
	14. Excited about employing self-learning modules (P1) 15. Feels excited about the results (P3) 16. Excited and anxious during delivery and retrieval of modules (P3)	Excitement
	17. Happy when reproducing modules because they will not have to find materials (P1) 18. Happy with parents active participation in getting their pupils' modules (P2) 19. Still happy because they can still teach despite the pandemic (P1) 20. Feels relieved after producing modules (P3)	Happiness
	21. Feels accomplished and ready to distribute modules (P3) 22. Satisfied because they can still fulfill tasks despite the pandemic (P1)	Satisfaction
	23. Thankful if told that experiences will help them grow (P4) 24. Thankful for people who appreciate their work (P2) 25. Agree when people say that their experiences in implementing modules will help them grow (P2)	Gratitude
	26. Insulted if told that their efforts to deliver instructions to the schoolchildren are irrelevant (P1) 27. Feels insulted when someone questions or comments something about their teaching during the pandemic (P5) 28. Rebuke those who question their experiences during the pandemic (P3)	Resentment towards negative views on teachers

Quite a few emergent themes surfaced during the qualitative data analysis. They are: *Determination and resilience, Emotional distress, demotivation, frustration, burnout, confusion, doubt, fear, and sadness, Excitement, Happiness, Satisfaction, Gratitude, Resentment towards negative views on teachers*.

Consequently, the subsequent emergent themes led to the conception of the major theme *"Optimism in the Face of Adversities"*. The participants' feelings about their self-learning modules experiences are positive and negative. More importantly, these revealed their optimism in the face of adversities. Maintaining a positive outlook in life amidst the current pandemic is essential to move forward.

Being a teacher has traditionally been one of the most stressful professions to undertake. However, they are no strangers to feelings of grief. Thus, teacher well-being contributes significantly to job satisfaction and productivity, benefiting student well-being and academic achievement (Spilt, Koomen, and Thijs, 2011; De Nobile, 2017; Gonzalez, Brown and Slate, 2008).

Research Sub-question Number 3: How does the essence of their experiences employing self-learning modules affect their teaching?

Main Theme	Alienation from job, pupils and oneself	
Research Question	Cluster Themes	Emergent Themes
3. How does the essence of their experiences employing self-learning modules affect their teaching?	1. Does not understand the tasks in teaching pupils (P1) 2. Not being able to study the lessons to be taught because there is no face to face classes (P2) 3. Overlooks which specific competency belongs to a particular quarter (P3) 4. She cannot give her 100 percent effort in teaching because there is no face to face classes (P5)	Estrangement from profession
	5. Classroom management is affected because the teacher only gives and retrieves modules (P3) 6. Can only measure performance based on the modules (P3) 7. Cannot conduct online-based classes to assess pupils further (P3)	Difficulty in assessing pupils
	8. Does not know if pupils gave their best in answering the module (P1) 9. Does not know who the pupils are, including their attitudes (P2) 10. Does not know the pupils' way of understanding the lesson (P4) 11. Cannot observe pupils' behavior (P4)	Estrangement from pupils
	12. Seeing parents most of the time instead of pupils (P4) 13. Continuously monitor the parents on pupils' performance (P3)	Parent-led education
	14. Undergo virtual training (P1) 15. There are seminars but only done virtually, listening but not participating (P2) 16. Prefers to be in a venue meeting the speaker (P2)	Online Professional Advancement
	17. Forgets parts of the lessons (P2) 18. Forgets experiences in classroom management (P4) 19. Forgets which topics belong to a specific quarter (P3) 20. Knowledge is somewhat declining (P5)	Decline in knowledge
	21. An expert in some subjects matter (P3) 22. Not confident enough to teach other subjects (P5) 23. Not used to teaching lessons which are not her subjects (P2) 24. Feels she might confuse learners (P5)	Lack of expertise on the subject matter
	25. Experiences do not affect commitment to teaching because she loves her profession (P5) 26. Commitment to the profession is still strong (P3) 27. Exerted great efforts to be an effective teacher still (P3) 28. Needs to have adjustments (P4) 29. It needs to review again (P2)	Unwavering commitment as an educator

A number of emergent themes appeared during the qualitative data analysis. They are: *Estrangement from profession, Difficulty in assessing pupils, Estrangement from pupils, Parent-led education, Online Professional Advancement, Decline in knowledge, Lack of expertise on the subject matter, Unwavering commitment as an educator.*

Based on the emergent themes identified, a major theme was formulated and identified as *"Alienation from job, pupils and oneself"*. In the context of the teachers' experiences in self-learning modules, the sudden changes in their environment, particularly the prohibition of face-to-face classes and the centralized production of modules that altered their

responsibilities as educators, led to their alienation from their profession, their pupils, and themselves.

Incidentally, the COVID-19 Pandemic has separated them from their essential roles as educators who prepare lesson plans, conduct class discussions, assess their pupils' performance, and other responsibilities in teaching (Horowitz, 2011; Tingley, and Vowles, 2021; Guo, Cheng, Luo, and Zhao 2021). Moreover, Moreover, changes in working conditions during a pandemic have negative consequences for employees in alienation from work. (Horowitz, 2011; Guo, Cheng, Luo, and Zhao 2021; Denis, Côté, Fleury, Currie and Spyridonidis, 2021).

DISCUSSION

This chapter presents the findings, comparison with the existing studies, limitations of the research, implication for further investigation, and the overall significance of the qualitative research on the teachers' experiences employing self-learning modules during the COVID-19 pandemic Malapatan Central Elementary School, Division of Sarangani.

The study pursued to describe the essence of the experiences of the teachers employing self-learning modules during the COVID-19 pandemic, particularly their views, feelings, and the impacts of these experiences on their teaching. Thus, the study extracted the necessary information needed from the participants during the in-depth interview. The study results may equip the curriculum partners with principles and guidelines in reinforcing the instruction in the Division of Sarangani. The DepEd authorities in the district and division levels will use this as a stepping-stone in conducting different training and workshops to recalibrate teaching strategies in the new normal. It will also improve the teaching performance and uplift the teachers' morale in this pivotal stage of their professions.

Major Findings

This qualitative research described the teachers' lived experiences employing self-learning modules during the COVID-19 pandemic. There were three main themes: Coping with the Difficulties in the New Normal through Passion for Teaching, Optimism in the Face of Adversities, and Alienation from Job, Pupils, and Oneself. They were experiencing something new for the first time in their lives. The teachers faced a massive, sudden change. Accordingly, it affected their personal lives and the course of their careers. The COVID-19 pandemic has separated them from their essential roles as educators. Preparing lesson plans, facilitating class discussions, assessing their pupils' performance, and other responsibilities that encompass the teaching profession are the things missing in their routine as teachers.

During the pandemic, the researcher discovered that teachers in distance learning education were unfamiliar and unprepared. Thus, these changes have caused low morale as educators and doubts about the current situation of the educational system. They experienced emotional distress characterized by demotivation, frustration, burnout, confusion,

doubt, fear, and sadness. Moreover, the tremendous shift in their responsibilities as educators led to their alienation from their profession, pupils, and themselves.

Nevertheless, the teachers remained optimistic. They find ways to cope with these challenges because deep within their hearts lies their passion for teaching. Regardless of the danger of the COVID-19 pandemic, teachers continue to traverse the new standard education, which demonstrates their resilience. Their resilience enabled them to be happy, excited, and grateful for the experiences that allowed them to grow. Furthermore, they rejected that their experiences and role as teachers in the new normal are irrelevant. They were determined to prove that those who question them are wrong and stay relevant in the learners' journey no matter what. They take several measures such as bringing out their resourcefulness and versatility, enhancing their ICT skills and relationship with the parents, adapting to the situation, and continuously performing their duties as educators.

Comparison of Findings with Existing Studies

More than a year has passed after the national government ordered the suspension of face-to-face classes due to the highly infectious COVID-19. However, until today, the virus is still ravaging the country, and among those drastically affected is the education sector. Hence, educational leaders adopted the different learning modalities through primary education's Basic Education Learning Continuity Plan (BE-LCP). Moreover, the Department of Education (DepEd) is the program implementer (DepEd, 2020).

This study revealed that coping with the teachers' difficulties in the new normal is through passion for teaching. Accordingly, they find ways to cope with the different challenges in the new normal because deep within their hearts, teaching is their passion. In the face of adversities, they have to bring out their resourcefulness and versatility and enhance their digital literacy to perform their duties as educators' continuously. Moreover, their experiences during this pandemic have strengthened the parent-teacher relationship and significantly impacted their lives and careers.

These findings corroborate the findings of Robosa, Paras, Perante, Alvez, and Tus's study (2021) on the Experiences and Challenges Faced of the Public School Teachers Amidst the COVID-19 Pandemic: A Phenomenological Study in the Philippines. They stated that teaching is exhausting, especially in hard-to-miss or forget things. Even when grades are done, attending staff meetings, and preparing students for the next exam were still yet to be done. However, Robosa, Paras, Perante, Alvez, and Tus (2021) added that the occupations could be stretched and energized by focusing on passion. For instance, seeing an older student helping a younger peer is adorable to observe. It indicates that the things imparted to learners become more meaningful upon witnessing the results. Meaning it is just about doing the things that the people personally love.

Similarly, the study of Leer (2021) talked about passion for learning to teach during the pandemic. In her dealings with students, she found out that The COVID-19 pandemic has highlighted the importance of soft skills and intensified the need for adaptation. Still, teachers continually adapt to changing circumstances regularly. Regardless of teaching experience, those who embody fundamental principles like care for students, flexibility, and passion for the profession seem to navigate shifting teaching contexts successfully.

The second theme that came out from the analysis of the textual data was about optimism in the face of adversities. Despite the present pandemic, the teachers demonstrate positivism by retaining an optimistic attitude on life. They may also endure emotional distress characterized by demotivation, frustration, fatigue, confusion, doubt, fear, and despair. However, they remain determined and resilient, allowing them to continue to give their services to the learners with joy, excitement, and a sense of accomplishment. That is why they are grateful when others see their experiences as opportunities to learn and grow and resentful of those who see their experiences as irrelevant.

Lagat (2021) conducted a quantitative descriptive-correlational study on Factors Affecting Resiliency During the Covid-19 Pandemic on a sample of 150 teachers and discovered that resiliency among teachers amidst the pandemic was associated with a high level of optimism and a relatively low level of COVID-19 induced job stress and emotional exhaustion. In general, the study concluded that teachers are highly optimistic in the face of the pandemic.

Finally, the third theme that surfaced during the thematic analysis is alienation from job, pupils, and oneself. There was a sudden change in their environment due to the pandemic. In particular, the prohibition of face-to-face classes and the centralized production of modules altered their responsibilities as educators, which led to alienation from their profession, their students, and themselves. The COVID-19 pandemic has distanced them from their actual tasks as educators. These include preparing lesson plans, leading class discussions, evaluating their students' performance, and other duties associated with teaching.

These findings are consistent with Kozhina, Vinokurov, Neborsky, Boguslavsky, Ladyzhets, Yarmak, and Cherdymova's study (2020). Their correlational study revealed that work alienation increased during the pandemic. The second part showed that workplace distancing; temporary work flexibility, ICTs, and job insecurity are significant predictors of work alienation among university professors.

Generally, alienation from work is a complex negative mental state associated with the destruction of interpersonal communications, expressed in the perception by employees of powerlessness and loss of meaning concerning their activity, working environment, and social environment; loss of self-identification in the role of an organizational employee; and violation and errors of interaction and communication (Vinokurov, 2019).

Limitations

This study focused mainly on the essence of the experiences of public school teachers in employing self-learning modules during the COVID-19 pandemic. Moreover, the research participants were only limited to five (5) Malapatan Central Elementary School teachers. The researcher chose participants based on their service length, specifically participants who have been teaching for five years or more. According to Creswell (2014), only a few individuals in qualitative research participate because it is easy to attain saturation. When adding more participants to the study, saturation does not result in additional perspectives or information. For phenomenological studies, Creswell (1998) recommended 5 to 25. Moreover, since collecting and analyzing data take a considerable amount of time, each lengthens the time (Creswell, 2014).

Therefore, this study cannot give the general experience of public school teachers in employing self-learning modules. The reason is that this study was only limited to the responses gathered from the five teachers of Malapatan Central Elementary School. Additionally, due to the nature of qualitative research, the data obtained may be subject to different interpretations by different readers. Moreover, the techniques of the data collector and their unique observations can alter the information in subtle ways. Finally, because of the interpretative nature of the qualitative research, the investigators may introduce their biases into the analysis of the findings.

Implications for Future Research

The research results could not generalize the public school teachers employing self-learning modules because it only involved a few Malapatan Central Elementary School teachers. Hence, a study of the same kind may be conducted in other schools, districts, and divisions to validate the results and collect additional information about teachers' experiences in the phenomenon.

In addition, future research may be undertaken with the same participants to determine whether or not their experiences in employing self-learning modules during the COVID-19 pandemic have changed over time since the possibility of face-to-face classes in the next school year is still uncertain. Further research may also be undertaken from the perspective of the pupils and the parents to extract and divert information in creating a broader view about the phenomenon. Moreover, to help the authorities develop better strategies to ensure the effectiveness of the new educational system, particularly the self-learning modules as an alternative to traditional modalities of learning.

Overall Significance of the Study

This phenomenological qualitative research may be significant to the following:

The Pupils: The study results will help the pupils understand the difficulties faced by their teachers, especially in

employing self-learning modules. In this regard, they will learn to value their teachers' efforts, become more diligent in answering their modules, and cooperate with the teachers, especially on communication. They will also benefit from the new standard educational system's improvement once relevant agencies consider this study's results.

The Teachers: The results of this study will help them understand their experiences during the COVID-19 pandemic and learn to appreciate their struggles as part of their growth. Additionally, the results will help them develop better strategies to strengthen their relationship with the learners. This study will also promote a sense of oneness in the teaching community. Furthermore, this scholarly work will give the teachers an idea that the difficulties they experience are not merely isolated but resonate across the teaching profession.

The Department of Education (DepEd) authorities: The findings of this study may be beneficial in creating institutional plans to understand better the status of teachers and educational organizations, as well as schools' readiness to teach and learn via distance learning approaches; thus, retaining and continuing educational objective during the present or prospective pandemic, as well as being prepared for any natural disasters. The results can also serve as a basis for continuous faculty training and development and the improvement of the educational system, in general.

Parents: The results of this study will also help parents understand the gravity of their role in implementing the self-learning modules. These will provide them a better insight into the current changes in the educational system as well as the efforts of the teachers in employing self-learning modules. The results will also remove the prejudices towards the role and relevance of teachers in the new standard educational system and strengthen their relationship with the teaching force.

REFERENCES

1. Ackerman, C. (2021). What is resilience and why is it Important to bounce back? Positive Psychology. https://positivepsychology.com/what-is-resilience/.
2. Agai–Demjaha, T., Bislimovska, J. K., y Mijakoski, D. (2015). Level of work related stress among teachers in elementary schools. Macedonian Journal of Medical Sciences, 3(3), 484-488.
3. Alson, J. (2019). Stress among public school teachers. Journal of Research Initiatives, 4(2), 3.
4. Alves, R., Lopes, T., &Precioso, J. (2021). Teachers' well-being in times of Covid-19 pandemic: factors that explain professional well-being. IJERI: International Journal of Educational Research and Innovation, (15), 203-217.
5. Ancheta, R., & Ancheta, H. (2020). The new normal in education: A challenge to the private basic education institutions in the Philippines. International Journal of Educational Management and Development Studies, 1(1).
6. Aperribai, L., Cortabarria, L., Aguirre, T., Verche, E., & Borges, Á. (2020). Teacher's physical activity and mental health during lockdown due to the COVID-2019 pandemic. Frontiers in Psychology, 11, 2673.
7. Anderson, E. E., Newman, S. B., & Matthews, A. K. (2017). Improving informed consent: Stakeholder views. AJOB empirical bioethics, 8(3), 178-188.
8. Arcilla-Serapio, M.P. (2016).Practical research 1. Rm. 108, Intramuros Corporate Plaza Bldg., Recoletos St., Manila, Philippines: Mindshapers Co., Inc..
9. Arifin, S. R. M. (2018). Ethical considerations in qualitative study. International Journal of Care Scholars, 1(2), 30-33.
10. Asgar, A., &Satyanarayana, R. (2021). An evaluation of faculty development programme on the design and development of self-learning materials for open distance learning. Asian Association of Open Universities Journal.
11. Ash, E. (2016). How to build determination, persistence and resilience. SmartCompany.https://www.smartcompany.com.au/peoplehumanresources/how-to build-determination-persistence-and-resilience/.
12. Atmojo, A. E. P., &Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. Register Journal, 13(1), 49-76.
13. Baker, C. N., Peele, H., Daniels, M., Saybe, M., Whalen, K., Overstreet, S., & The New Orleans, T. I. S. L. C. (2021). The experience of COVID-19 and its impact on teachers' mental health, coping, and teaching. School Psychology Review, 50(4), 491-504.
14. Badawi, M.F. (2009). Using blended learning for enhancing EFL prospective teachers' pedagogical knowledge and performance. Online Submission.
15. Berry, B., Doucet, A., & Owens, B. (2020). Teacher leadership in the aftermath of a pandemic: the now, the dance, the transformation. Independent Report, Educational International.
16. Bhandari, P. (2020). An introduction to qualitative researc https://www.scribbr.com/methodology/qualitative-research/#:~:text=Qualitative%20research%20involves%20collecting%20and,generate%20new%20ideas%20for%20research.
17. Benacquisto, K. (2021). The New normal: carrying lessons from writing instruction during COVID-19 forward.
18. Bin Nordin, M. N., Iqbal, F., &Bajwa, R. S. (2021). Challenges of parents in the implementation of teaching process and facilitation at home during movement control order for students with special needs with hearing impairment in Malaysia. Psychology and Education Journal, 58(2), 9188-9193.
19. Brackett, M., Cannizzaro, M., & Levy, S. (2020). The pandemic's toll on school leaders is palpable. Here's what's needed for a successful school year. Ed Surge.
20. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.
21. Brown. (2020, July 31). Advantages and disadvantages of distance learning. https://www.eztalks.com/elearning/advantagesand-disadvantages-of-distance-learning.html
22. Caulfield, J. (2019). How to do thematic analysis.Scribbr.https://www.scribbr.com/methodology/thematic-analysis/.
23. Castillo, E. C. (2021). Adjusting to the new normal education: Perceptions and experiences of fellow junior high school teachers on the conduct of class observation this COVID-19 pandemic.

24. Ceka, A., &Murati, R. (2016). The role of parents in the education of children.Journal of Education and Practice. 7(5), 61.
 https://files.eric.ed.gov/fulltext/EJ1092391.pdf/

25. Chaplain, R. P. (2008). Stress and psychological distress among trainee secondary teachers in England. Educational Psychology, 28(2), 195-209.

26. Cipriano, C., & Brackett, M. (2020). Teachers are anxious and overwhelmed. They need SEL now more than ever. Edsurge. https://www. edsurge. com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever.

27. Clark, A. (2020). During COVID, understanding why teachers quit matters morethan ever. Here's what schools can do.University of Florida.https://news.ufl.edu/2020/08/teacher-retention.

28. CNN. (2020). WalangPasok: Class suspensions over coronavirus outbreak. https://cnnphilippines.com/news/2020/3/7/class-suspensionscoronavirus.html?fbclid=IwAR3SkAA_Yhu2Kctwm6OrPdC6h8mG8nKBZfmFw_e-bfIcxrC6T6lWYfntuEU.

29. Connelly, L. M., &Peltzer, J. N. (2016). Underdeveloped themes in qualitative research: Relationship with interviews and analysis. Clinical nurse specialist, 30(1), 52-57.

30. Creswell, J. W. (2014). Research Design: Qualitative, quantitative and mixed   methods approaches (4th ed.).

31. Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among   five traditions.

32. Cristobal, A.P. & De La Cruz-Cristobal (2017). Practical research 2 for senior   high school.839.

33. Dabrowski, A. (2021). Teacher wellbeing during a pandemic: Surviving or thriving?. Social Education Research, 35-40.

34. De Nobile, J. (2017). Organisational communication and its relationships with job   satisfaction and organisational commitment of primary school staff in Western   Australia. Educational Psychology. 37(3), 380-398.

35. DepEd. (2020). Official statement department of education. https://www.deped.gov.ph/2020/05/06/official-statement-2.

36. DepEd. (2020). The basic education learning continuity plan in the time of   COVID-19.https://www.deped.gov.ph/wp-content/uploads/2020/07/DepEd_LCP_July3.pdf.

37. Dharmawan, L., Muljono, P., Hapsari, D. R., &Purwanto, B. P. (2021). Digital information development in agriculture extension in facing new normal era during COVID-19 pandemics. Journal of Hunan University Natural Sciences, 47(12).

38. DICT (2020). DICT to provide ICT trainings to teachers. https://dict.gov.ph/dict-to-provide-ict-trainings-to-teachers/.

39. Di Fronso, S., Costa, S., Montesano, C., Di Gruttola, F., Ciofi, E. G., Morgilli, L., ...&Bertollo, M. (2020). The effects of COVID-19 pandemic on perceived stress and psychobiosocial states in Italian athletes. International Journal of Sport and Exercise Psychology, 1-13.

40. Denis, J. L., Côté, N., Fleury, C., Currie, G., &Spyridonidis, D. (2021). Global health and innovation: A panoramic view on health human resources in the COVID-19 pandemic context. The International Journal of Health Planning and Management, 36(S1), 58-70.

41. Dubow, E.F., Rubinlicht, M. (2011). Coping. Encyclopedia of adolescence.Academic

42. Press.https://www.sciencedirect.com/science/article/pii/B9780123739513001071.

43. Emory University (2007). Cognitive skills & normal aging. http://alzheimers.emory.edu/healthy_aging/cognitive-skills-normal-aging.html.

44. Erniati, E., Hastuti, H., Kasmah, K., &Hasnah, S. (2020). Evaluation of lecturers in online learning during the Covid-19 pandemic.

45. Esguerra, D.A. (2020). Briones: Philippines used to blended learning.https://newsinfo.inquirer.net/1288063/briones-philippines-used-to-blended learning.

46. Estrada, L. P. R., (2021) https://www.rappler.com/voices/imho/opinion-are-self-learning-modules-effective Retrieved: November 4, 2021

47. Fegert, J., Vitiello, B., Plener, P., & Clemens, V. (2020). Challenges and burden of the Coronavirus 2019 (COVID-19) pandemic for child and adolescent mental health: a narrative review to highlight clinical and research needs in the   acute phase and the long return to normality. Child and AdolescentPsychiatry and Mental Health. 14:20. https://doi.org/10.1186/s13034-020-00329-3.

48. Ferdig, R., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R., &Mouza, C.(2020). Teaching, technology, and teacher education during the COVID   19 pandemic: Stories from the field. Association for the Advancement ofComputing in Education (AACE)
. https://www.learntechlib.org/p/216903/.

49. Ferro, E., Helbig, N. C., & Gil-Garcia, J. R. (2011). The role of IT literacy in defining digital divide policy needs. Government Information Quarterly, 28(1), 3-10.

50. Gellegan-Alivio, M. (2021). Teachers in the new normal: A Grounded theory. Psychology and Education Journal, 58(3), 4235-4250.

51. Gagné, M., Deci, E. L., & Ryan, R. M. (2018). Self-determination theory applied to work motivation and organizational behavior.

52. Gayola, J. M. G., &Janer, S. S. Resiliency in the new normal of the teachers in the senior years.

53. Global Peace Foundation (2020). Educators conduct online webinar series to   transformeducationinthePhilippines. https://www.globalpeace.org/blog/educators-conduct-online-webinar- series-transform-education-philippines.

54. González, A., Fernández, M. B., Pino-Yancovic, M., & Madrid, R. (2020). Teaching in the pandemic: reconceptualizing Chilean educators' professionalism now and for the future. Journal of Professional Capital and Community.

55. Gourlay, L., Hamilton, M., & Lea, M. R. (2014). Textual practices in the new media digital landscape: Messing with digital literacies. Research in Learning Technology, 21(4).

56. Gonzalez, L., Brown, M., & Slate, J. (2008). Teachers who left the teaching   profession: A qualitative understanding. Qualitative Report. 13(1), 1-11.

57. Guillasper, J. N., Soriano, G. P., &Oducado, R. M. F. (2020). Psychometric properties of 'attitude towards e-learning scale'among nursing students. International Journal of Educational Sciences, 30(1-3), 1-5.

58. Guo, L., Cheng, K., Luo, J., & Zhao, H. (2021). Trapped in a loss spiral: how and when work alienation relates to knowledge hiding. The International Journal of Human Resource Management, 1-30.

58. Gurajena, C., Mbunge, E., &Fashoto, S. (2021). Teaching and learning in the new normal: opportunities and challenges of distance learning amid COVID-19 pandemic. Available at SSRN 3765509.

59. Hall, M., Nix, I., & Baker, K. (2013). Student experiences and perceptions of digital literacy skills development: engaging learners by design?. Electronic Journal of e-Learning, 11(3), 207-225.

60. Haryudin, A., &Imanullah, F. (2021). The utilization of kinemaster applications in the making of multimedia based teaching materials for english E-learning in new normal (Covid-19). PROJECT (Professional Journal of English Education), 4(2), 341-352.

61. Heggart, K. (2016). How important is subject matter knowledge for a teacher?. Edutopia.

62. https://www.edutopia.org/discussion/how-important-subject-matter-knowledge-teacher.

63. Hernando-Malipot, M. (2020).DepEd: Most students prefer 'modular' learning over online. https://mb.com.ph/2020/07/03/deped-most-students-prefer-modular-learning-over-online/.

64. Hollweck, T., &Doucet, A. (2020). Pracademics in the pandemic: pedagogies and professionalism. Journal of Professional Capital and Community.

65. Horowitz, A. (2011) Marx's theory of alienation. https://www.yorku.ca/horowitz/courses/lectures/35_marx_alienation.html.

66. Ibrahim, M., &Kavlu, A. (2020). Professional development needs of private and public high schools EFL teachers in Erbil-Kurdistan. International Journal of Social Sciences & Educational Studies, 7(3), 191-207.

67. Jacob, O. N., & OJ, A. N. (2021). Perception of secondary school teachers on the causes of inadequate infrastructural facilities in public secondary schools in Gwagwalada Area Council of FCT, Abuja, Nigeria.

68. Johnson, S. M., &Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. American educational research journal, 40(3), 581-617.

69. Kaufman, J. H., &Diliberti, M. K. (2021). Divergent and inequitable teaching and learning pathways during (and Perhaps Beyond) the pandemic: Key findings from the American Educator Panels Spring 2021 COVID-19 Surveys. Data Note: Insights from the American Educator Panels. Research Report. RR-A168-6. RAND Corporation.

70. Kim, L., Leary, R., & Asbury, K. (2020). 'We need clear directions, if we're going to move forward. It's as simple as that': Teachers' narratives during partial school reopenings in the COVID-19 pandemic.

71. Kim, L., Oxley, L., & Asbury, K. (2021). "My brain feels like a browser with 100 tabs open": A longitudinal study of teachers' mental health and wellbeing during the COVID-19 pandemic in 2020.

72. Kociatkiewicz, J., Kostera, M., & Parker, M. (2021). The possibility of disalienated work: Being at home in alternative organizations. human relations, 74(7), 933-957.

73. Kotsko, A. (2013). The courage to be ignorant. Inside Higher Ed. https://www.insidehighered.com/views/2013/12/03/essay-value-teaching-outside-your-area-expertise.

74. Kozhina, A., Vinokurov, L., Neborsky, E., Boguslavsky, M., Ladyzhets, N., Yarmak, O., &Cherdymova, E. (2020). Work alienation during COVID-19: Main factors and conditions (An Example of University Professors). Psychology in Russia. State of the Art, 13(4).

75. Kumari, S. V. (2021). Sartre and alienation a Marxian perspective. In Probings and Re-Probings (pp. 163-188). Routledge.

76. Lagat, K. T. (2021). Factors affecting teachers' resiliency amidst the COVID-19 pandemic. Recoletos Multidisciplinary Research Journal, 9(1), 133-145.

77. Lebaste, V. (2020). The role of the parents in modular distance learning. Sunstar Pampanga.https://www.pressreader.com/philippines/sunstar-pampanga/20201128/281681142436238

78. Lee, J., Ward, K., & Chang, O. (2020) Parents' perceptions of the shift tohome-based education during the COVID-19 pandemic. Parenting in Context. https://www.parentingincontext.org/uploads/8/1/3/1/81318622/research_brief_parents%E2%80%99_perceptions_of_th_shift_to_home-based_education_during_the_covid-19_pandemic_final.pdf.

79. Leer, E. (2021). Learning to teach in a pandemic: Qualities contributing to success. New Jersey English Journal, 10(2021), 8.

80. Li, X., Fu, P., Fan, C., Zhu, M., & Li, M. (2021). COVID-19 stress and mental health of students in locked-down colleges. International Journal of Environmental Research and Public Health, 18(2), 771.

81. Liu, S., Lithopoulos, A., Zhang, C. Q., Garcia-Barrera, M. A., & Rhodes, R. E. (2021). Personality and perceived stress during COVID-19 pandemic: Testing the mediating role of perceived threat and efficacy. Personality and Individual differences, 168, 110351.

82. Lorenzo, A. (2016). Effectiveness of the computer and internet literacy project inpublic high schools of Tarlac Province, Philippines. https://files.eric.ed.gov/fulltext/EJ1096459.pdf.

83. Luz, J. (2020) 3 case studies: How ready are Philippine schools for distance learning?.https://www.rappler.com/nation/ase-studies-how-ready-are-philippine-schools-for-distance-learning.

84. Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. AllIreland Journal of Higher Education, 9(3).

85. Martinet, M.A., Gauthier, C., & Raymond, D. (2001). Teacher training: Orientations, professional competencies. Education Québec.

86. Mateo, J. (2020). Over 300,000 teachers undergo ICT training. Philstar .https://www.philstar.com/headlines/2020/06/24/2023104/over-300000-teachers-undergo-ict-training.

87. Mgonja, T. A. (2021). Examining the use of culturally relevant pedagogy in undergraduate mathematics learning modules with students of color.

88. Mhlana, S., Chipangura, B., &Twinomurinzi, H. (2022). Conceptualizing factors that influence learners' intention to adopt ICT for learning in rural schools in developing countries. In Proceedings of Sixth International Congress on Information and Communication Technology (pp. 391-401). Springer, Singapore.

89. Modini, M., Joyce, S., Mykletun, A., Christensen, H., Bryant, R. A., Mitchell, P. B., & Harvey, S. B. (2016). The mental health benefits of employment: Results of a systematic meta-review. Australasian Psychiatry, 24(4), 331-336.

90. Mondol, M. S., &Mohiuddin, M. G. (2020). Confronting Covid-19 with a paradigm shift in teaching and learning: A study on online classes. International Journal of Social, Political and Economic Research, 7(2), 231-247.

91. Moralista, R., &Oducado, R. M. (2020). Faculty perception toward online education in higher education during the coronavirus disease 19 (COVID-19) pandemic. Available at SSRN 3636438.

92. Moser, A., &Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. European Journal of General Practice, 24(1), 9-18.

93. Mousavi, M. S., Saidi, M., &Mahmodi, M. (2021). English instructors' experiences of emergency remote teaching in medical universities during the COVID-19 pandemic: A qualitative study. Interdisciplinary Journal of Virtual Learning in Medical Sciences, 12(2), 106-116.

94. Naghieh, A., Montgomery, P., Bonell, C., Thompson, M., &Aber, J. (2015).Organisational interventions for improving wellbeing and reducing work related stress in teachers. Cochrane Database System Reviews. 4(4), 1-65.

95. Neubauer, B., Witkop, C., and Varpio, L. (2019). How phenomenology can help us from the experieces of others. Perspectives on Medical Education. 8: 90-97. https://link.springer.com/article/10.1007/s40037-019-0509-2.

96. Nikonova, E. I., Sharonov, I. A., Sorokoumova, S. N., Suvorova, O. V., &Sorokoumova, E. A. (2016). Modern functions of a textbook on social sciences and humanities as an informational management tool of University Education. International Journal of Environmental and Science Education, 11(10), 3764-3774.

97. Noughabi, M. A., &Amirian, S. M. R. (2021). Assessing the contribution of autonomy and self-efficacy to EFL teachers' self-regulation. English Teaching & Learning, 45(1), 71-88.

98. Oerther, S. (2020). Analysis methods in hermeneutic phenomenological research: interpretive profiles.

99. Øversveen, E. (2021). Capitalism and alienation: Towards a Marxist theory of alienation for the 21st century. European Journal of Social Theory, 136843102 11021579.

100. Ozamiz-Etxebarria, N., Idoiaga Mondragon, N., Bueno-Notivol, J., Pérez-Moreno, M., &Santabárbara, J. (2021). Prevalence of anxiety, depression, and stress among teachers during the CoViD-19 pandemic: a rapid systematic review with meta-analysis. Brain sciences, 11(9), 1172.

101. Padmapriya, P.V. (2015).Effectiveness of self-learning modules on achievement in biology among secondary students. International Journal of Education andPsychologicalResearch,4(2).http://ijepr.org/panels/admin /papers/179ij12.pdf.

102. Pagayanan, R. (2016, May). Stress profile of public elementary school teachers in Tacloban city division: Inputs for a proposed classroom intervention program. In International Conference on Research in Social Sciences, Humanities and Education (pp. 126-129).

103. Panganiban, G. L., & Madrigal, D. V. (2021). Grappling with the learning modules: Experience of public elementary pupils attending English written modular classes. Technium Social Sciences Journal, 20, 263-274.

104. Pillay, S. (2014). How to deal with unfamiliar situations. Harvard Business Review.https://hbr.org/2014/03/how-to-deal-with-unfamiliar-situations.

105. Prestridge, S. (2017). Examining the shaping of teachers' pedagogical orientation for the use of technology. Technology, Pedagogy and Education, 26(4), 367-381.

106. Pribadi, B. A., &Susilana, R. (2021). The Use of Mind Mapping Approach to Facilitate Students' Distance Learning in Writing Modular Based on Printed Learning Materials. European Journal of Educational Research, 10(2), 907-916.

107. Rahmawati, R., &Putri, E. M. I. (2020, June). Learning from home dalamPerspektifPersepsiMahasiswa Era Pandemi Covid-19. In Prosiding Seminar NasionalHardiknas (Vol. 1, pp. 17-24).

108. Ray, B. (2011). Research facts on homeschooling. https://www.legis.state.pa.us/WU01/LI/TR/Transcripts/2014_ 0057_0010_T STMNY.pdf.

109. Pérez Vargas, J. J., Nieto Bravo, J. A., &Santamaría Rodríguez, J. E. (2020). Hermeneutics and phenomenology in human and social sciences research. CivilizarCienciasSociales y Humanas, 20(38), 137-144.

110. Pierce, M., McManus, S., Jessop, C., John, A., Hotopf, M., Ford, T., ...& Abel, K. M. (2020). Says who? The significance of sampling in mental health surveys during COVID-19. The Lancet Psychiatry, 7(7), 567-568.

111. Polit DF, Beck CT (2014). Essentials of nursing research appraising evidence for nursing practice: Lippincott Williams & Wilkins Philadelphia;

112. Pool, R. (2017). The verification of ethnographic data. Ethnography, 18(3), 281-286.

113. Pratiwi, V., Herman, T., &Suryadi, D. (2020). Similarity_Algebraic thinking obstacles of elementary school students: A Hermeneutics-phenomenology study.

114. R. A. 7836. An act to strengthen the regulation and supervision of the practice of teaching in the Philippines and prescribing a licensure examination for teachers and for other purposes

115. Rizaldi, D. R., Nurhayati, E., Fatimah, Z., &Amni, Z. (2021). The importance of parental assistance in supervising the use of technology for children during the home learning program. International Journal of Engineering, Science and Information Technology, 1(3), 7-10.

116. Robosa, J., Paras, N., Perante, L., Alvez, T., & Tus, J. (2021). The experiences and challenges faced of the public school teachers amidst the COVID-19 pandemic: A phenomenological study in the Philippines. International Journal Of Advance Research And Innovative Ideas In Education, 7(1), 10-6084.

117. Ryan, R. M., &Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68.

118. Reimers, F. M., & Schleicher, A. (2020). Um roteiro para orientar a respostaeducativa à Pandemia da COVID-19 de 2020. Madrid: OECD/OEI. Disponívelem https://www. sec-geral. mec. pt/sites/default/files/covid-19_educ_oei_2020_portg_r3_0. pdfem, 25(5), 2020.

119. Sadeghi, M. (2019). A shift from classroom to distance learning: advantages and limitations. International Journal of Research in English Education, 4(1), 80-88.

120. Sahoo, S. (2020). E-readiness and perception of student teachers' towards online learning in the midst of COVID-19 pandemic. Available at SSRN 3666914.

121. Salingay, N. R. R., &Lomibao, L. S. (2021). Assess-practice-present-reflect (APPR) mathematics module design: Teachers' evaluation. American Journal of Educational Research, 9(8), 549-554.

122. Salyers, V., Carter, L., Carter, A., Myers, S., & Barrett, P. (2014). The search for meaningful e-learning at Canadian universities: A multi-institutional research study. International Review of Research in Open and Distributed Learning, 15(6), 313-337.

123. Schneider, S. L., & Council, M. L. (2021). Distance learning in the era of COVID-19. Archives of dermatological research, 313(5), 389-390.

124. Sedgwick, P. (2013). Convenience sampling: Philip Sedgwick reader in medical statistics and medical education. https://www.researchgate.net/publication/2911619 03_Convenience_sampling.

125. Serin, H. (2017). The role of passion in learning and teaching. International Journal of Social Sciences and Educational Studies. 4(1):60-64. https://www.researchgate.net/publication/320661401_The_Role_of_Passion_in_Learning_and_Teaching.

126. Shivacheva, G., &Nedeva, V. (2016). Methods for teaching programming using virtual laboratory. In Proceedings of the 11th International conference on virtual learning (pp. 92-98).

127. Shahnama, M., Yazdanmehr, E., &ElahiShirvan, M. (2021). Challenges of online language teaching during the COVID-19 pandemic: A process tracing approach. Teaching English as a Second Language (Formerly Journal of Teaching Language Skills), 40(3), 159-195.

128. Skaalvik, E. M., &Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in the teaching profession-what do teachers say? International education studies, 8(3), 181-192

129. Spilt, J., Koomen, H., Thijs, J. (2011). Teacher wellbeing: The importance of teacher-student relationships. Educational psychology review, 23(4), 457 477/.

130. Tan, J. S. T. (2017). Factors affecting stress among faculty members of public universities in the Philippines: A multiple regression analysis. International Journal of Psychological Studies, 9(3), 56-69.

131. Tingley, D., &Vowles, O. (2021). Occupational risk factors and preventative practice reflections during COVID pandemic. World Federation of Occupational Therapists Bulletin, 1-4.

132. Toste, J. R., Raley, S. K., Gross Toews, S., Shogren, K. A., & Coelho, G. (2021). "Eye opening and chaotic": Resilience and self-determination of secondary students with disabilities amidst the COVID-19 pandemic. Journal of Education for Students Placed at Risk (JESPAR), 1-27.

133. Tuysuz, C., &Ugulu, I. (2021). Determination of the satisfaction levels of prospective teachers regarding the e-learning application during the coronavirus pandemic. European Journal of Education Studies, 8(3).

134. UNESCO (2020). COVID-19 webinar: A new world for teachers, education's frontline workers - COVID-19 education webinar #2. https://en.unesco.org/news/covid-19-webinar-new-world-teachers-educations-frontline-workers-covid-19-education-webinar-2.

135. UNESCO. (2020). The impact of COVID-19 on ECCE sector: Lesson learned andpromising practices from the Asia-Pacific. https://en.unesco.org/sites/default/files/unesco-covid-19_ed-webinar-14-unesco-bangkok.pdf.

136. Urcos, W. H. C., Urcos, C. N. C., Ruales, E. A. B., &Urcos, J. F. C. (2020). Stress, anguish, anxiety and resilience of university teachers in the face of covid-19. Utopía Y Praxis Latinoamericana, 25(7), 453-464.

137. Usen, O. M. (2016). Teachers' utilization of school facilities and academic achievement of student nurses in human biology in schools of nursing in AkwaIbom State, Nigeria. Journal of Education and Practice, 7(16), 73-80.

138. Vinokurov, L. V. (2019). Kozhina AA Otchuzhdenieotrabotykakob'ektipredmetpsihologicheskoiss ledovaniya:fenomenologicheskieaspektyproblemy [Alienation from work as an object and subject of psychological research: phenomenological aspects of the problem]. Vestnik Sankt-Peterburgskogouniversiteta. Psihologiya-Herald of the Saint Petersburg University. Psychology, 9, 359-373.

139. Wigati, A. A., Maharta, N., &Suyatna, A. (2015). PengaruhPenggunaanModulFisikaBerbasisInkuiriTerbimbin gTerhadapMinat Dan HasilBelajar. JurnalPembelajaranFisika, 3(6), 12.

140. Will, M. (2021). As Teacher Morale Hits a New Low, Schools Look For Ways to Give Breaks, Restoration. Education Week. https://www. edweek. org/leadership/as-teachermorale-hits-a-new-low-schools-look-for-ways-to-give-breaks-restoration/2021/01.

141. World Health Organization. (2020). Timeline of WHO's response to COVID-19. https://www.who.int/news/item/29-06-2020-covidtimeline.

142. World Health organization (2020). Coronavirus disease (COVID-19): Data as received by WHO from national authorities, as of 27 September 2020, 10 am CEST.https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200928-weekly-epi-update.pdf?sfvrsn=9e354665_6.

143. Yuliani, E., Wiji, W., &Mulyani, S. (2021, March). Review of learning modules in chemistry education. In Journal of Physics: Conference Series (Vol. 1806, No. 1, p. 012207). IOP Publishing.

144. Zoellner, T., &Maercker, A. (2006). Posttraumatic growth in clinical psychology—A critical review and introduction of a two component model. Clinical psychology review, 26(5), 626-653.