Lived Experiences of Senior High School Teachers on DistanceLearning Delivery Modalities: A Basis for Curriculum Planning Model

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Abstract
The study delved into the lived experiences of Senior High School teachers in utilizing distance learning delivery modalities in a province in the Philippines as the basis for the curriculum planning model. The researcher utilized the hermeneutic- phenomenological qualitative research design. The participants of the study were sixteen (16) senior high school teachers, including the researcher herself. Results of the study revealed that the majority of senior high school teachers were teaching using modular distance learning. They could not freely offer a variety of teaching styles because of the absence of face-to-face interaction. Also, the following themes emerged based on the testimonies of the participant's Utilization of DepEd-Initiated Learning Resources, Utilization Social Media, and Free Online Applications. Unveritable Teacher-Learner Interaction and Feedbacking, Demanding Output Verification, Uncertain Students' Learning, Non- Compliance on Output Submission. Network Connectivity, Intensive Online Monitoring and Communication, and Perpetual Communication. These themes pertain to the challenges encountered by teachers in facilitating learning utilizing distance learning. It is recommended that there must be a provision of technical assistance to teachers and school leaders about distance learning delivery. School leaders may conduct school-based webinar training to teachers, learners, and parents regarding distance learning. Teachers may also pursue higher educational education and engage in professional learning communities to be well-equipped in the new normal. Moreover, the researcher recommended the utilization of the R-J-C Curriculum Planning Model to improve the implementation of various learning delivery modalities in Laguna province.

Keywords: Challenges, Curriculum Planning, Distance Learning, New Normal

INTRODUCTION

The COVID-19 pandemic that the world is experiencing has affected the education system. Because of this, the form of delivering knowledge has changed. The channels have been differentiated inside and outside of the virtual community. The global pandemic caused evolution to the different learning delivery modalities. It offers various combinations of the channels such as online learning, modular learning, and blended learning.

Nevertheless, at present, distance learning delivery modalities are the most appropriate modes of learning delivery for the situation and context of students. It offers a variety of conveniences not just for teachers but also for learners. However, despite thepromising learning convenience that it can offer, it is still glazed with lots of challenges. The present study will shed light on the perceptions regarding the challenges encountered by teachers in adopting online distance learning delivery modalities. Distance learning delivery modalities are alternative delivery modalities where learning takes place betweenthe teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and Blended / Hybrid Distance learning (BDL), includingTelevision Based Instruction (TVBI) and Radio Based Instruction (RBI). The most populardistance learning delivery modality is online learning.

Furthermore, several studies have been conducted to examine issues in utilizing distance learning. The

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recent data presented by Kaufman (2020) shows that many teachers are still struggling in remote distance learning. Teachers utilizing thedistance learning and hybrid learning modalities reported more challenges than those in solely face-to-face instructions. In addition, in the survey conducted by RAND Corporation (2020) with 1,082 teachers and 1,147 school leaders, the result covered a wide swath of issues, from teacher morale to substitute shortages to technology access. But the data on instruction hinted at the pandemic's long-term effects on student learning. The suddenshift to distance learning has had teachers scrambling from urgent solutions to the challenges to efficiently and effectively teach their students, who at the same time are grappling with the changes in the education process.

However, amidst the challenges that can be brought by distance learning to teachers, the Department of Education is pursuing different measures to continuously provide and support professional development for teachers for them to deliver quality education for the students.

Based on the data obtained by DepEd, there are 30 million learners, teachers, andpersonnel, not counting the ancillary services supporting the education system, includingtransport, food, and other services that will be affected if schooling is suspended. This 30-million figure represents about 27.8 percent of the estimated 108 million current Philippine population (DepEd BE-LCP, 2020). For this reason, despite the challenges andfear brought by the COVID-19 pandemic, still, the Department of Education is firm enough toexpress its decision that education must continue. The present situation must not be ahindrance in the educator sector to continue delivering quality education for the learners.

Enclosure to DepEd Order No. 012, s. 2020 is the Basic Education Learning Continuity Plan in the time of COVID-19. One of the principles stated there is "Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners." Through this, schools were given options as to what learning delivery modalitieswill be used.

The literature and DepEd statements are agood starting point for the present study.Since distance learning is really needed to continue the delivery of quality education for students, it is undeniable that this learning delivery mode entails challenges not just to students but also to teachers. The researcher greatly believes that aside from looking atthe lens of the students, there is a need to consider the experiences of the teachers, for they cannot deliver quality learning for students if they are not well-understood regarding the challenges, they encountered in implementing distance learning.

Research Questions
The central question of the study is:
What is the essence of the lived experiences of Senior High SchoolTeachers who are utilizing the distance learning delivery modalities?

Specific questions are:

1. How do Senior High School Teachers describe their lived experiences in adopting and managing the distance learning delivery modalities in terms of:
   a. Time of teaching and pace of learning;
   b. space;
   c. teaching styles;
   d. content; and
   e. assessment and requirements?
2. What themes emerge from the testimonies of Senior High School Teachers asto the challenges they encounter in utilizing the different distance learning modalities?

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3. Based on the findings and reflections, what model of curriculum planning regarding the use of distance learning delivery modalities can be offered to Senior High School Teachers?

LITERATURE REVIEW

Education should not be hampered during this pandemic because it is a continuous process, but it should never jeopardize the stakeholders' safety. Both educational institutions and government agencies must discover solutions to meet the demands of students. To respond to the COVID – 19 virus, the Department of Education is working to transition from face-to-face to distant learning, with the Department of Education providing critical support to public school instructors to deliver learning in totally home contexts. With regard to the health, safety, and well-being of learners, teachers, and workers, only Distance Learning (ML) was left among the learning delivery method in this scenario. Distance learning is defined by the Department of Education (2020) as a kind of teaching in which learning takes place between a teacher and students who are geographically separated during instruction.

Distance learning aids in the resolution of critical societal issues by allowing people of various ages to obtain an education that they would not have had otherwise; to masternew skills and qualifications for the future. Nigeria, which eliminated the imbalance between the need for mass qualified secondary school teachers and available funds (Ndayambaje et al., 2015), and Pakistan, where distance learning has been accepted asan alternative educational system for the disadvantaged population group, are two examples of effective distance learning implementation for solving these social problems(Arain and Munshi, 2017). The adoption of quarantine measures in response to the coronavirus COVID-19 pandemic also posed a challenge to the educational sector. Chinahas built a comprehensive online education program (Zhou et al., 2020).

Despite the fact that distance learning is widely used in many countries, instructors, practitioners, and scientists still use it in two very distinct ways. The issue of distant learning quality continues to be a challenge. Students often rate their distance learning experience positively, according to researchers (Markova et al., 2017). However, a lack of feedback or touch with a teacher reduces the effectiveness of the instruction. Students who study part-time had lower grades than full-time students, according to the findings (Lane and Gregson, 2019). In comparison to full-time students, first-year students havea much lower degree of academic success (Fojtk, 2018).

Distance learning proponents (Allen et al., 2004; Shachar and Neumann, 2003; Chivu et al., 2018) argue that learning can be as effective as or even more effective thanindividual training courses. They claim that a teacher is unlikely to have a significant impact on learning results, despite the fact that the content of training materials, trainingtechniques, communication, and student assistance are all extremely essential to students and can influence their efficiency. As a result, the growing social need to implement and use remote learning, as well as modern educational trends, societal issues, and existing distance education concerns, necessitate a study of alternative distance learning implementation.

On the other hand, parents' and teachers' involvement in education, according to Reuben (2017), leads to improved academic attainment and student behavior. It's also ashow of worry, love, and support for their child or students. He also mentioned that participation fosters good communication between parents, teachers, and employees. Teachers must also develop home learning activities that enable parents to instruct, model, and guide their children. Furthermore, parents and teachers will share responsibility for monitoring the progress of the students, and students will be able to seek assistance from the teacher via email, telephone, text message/instant messaging, and other means (Department of Education, 2020). Teachers may pay home visits to their students. If circumstances prevent them from doing so, para instructors may be asked tohelp students who require remediation or assistance.

Moreover, two-way interactions between learners and teachers in virtual classrooms became possible both synchronously and asynchronously without limits in time and location after the advent of the World

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Wide Web in 1989. (Owen, 2014; Picciano, 2016). From a supplemental course management system for face-to-face learning to a fully online degree program, internet-based online learning has served a variety of objectives. Online learning can provide enriched instructional features ,such as: (1) 24/7 easy accessibility; (2) live real-time learning; (3) self-paced learning designed to be completed at a student's own pace; (4) timed learning with set assignment deadlines; (5) asynchronous discussion boards; and (6) real-time video. 9) peer collaboration (i.e., group work with access to peers' work for criticizing and reacting); 10) online tests and plagiarism detection software; (11) access to multimedia resources and applications (e.g.,video), and so on.

Despite the success of online learning, there is still a high dropout rate in online courses. Physical separation, low academic skill level, low technical skill level, lack of desire, and lack of faculty engagement with students are the top causes for online students dropping out (Lehman and Conceiço, 2014). Blended learning has been established as a result of inconsistent findings on the effectiveness of fully online learning for underprepared students (Means, Bakis, and Murphy, 2014). Blended learning (or hybrid learning) provides the following benefits (Means et al., 2014) by combining the unique features of both online and face-to-face instruction: (1) increasing access to instruction; (2) facilitating small-group and one-to-one teacher-led instruction; (3) serving students with very diverse needs; (4) providing more opportunity for productive practice; (5) adding variety to interdisciplinary learning.

The proportion of online to face-to-face learning varies, but as technology advances, instructional delivery modalities will continue to develop to meet the demands ofa wide range of students.

RESEARCH METHOD
This part presents the description of research methodology, including research design, population and sampling, respondents of the study, research instrument, data-gathering procedure, and treatment of qualitative data.
Research Design
The study employed a qualitative approach guided by hermeneutic phenomenology. This technique was used when a researcher is interested in drawing up data collected associations and trends to obtain a deeper understanding of a phenomenon (Daily Life Analysis, 2016). This research strand was discovery-oriented, and the results were not predetermined because there was no manipulation of variables;rather, it was evolving in nature.
Participants of the Study
A total of sixteen (16) participants were involved in this study. The participants were Senior High School Teachers from the six (6) school divisions in the province of Laguna, Philippines. A relatively homogeneous group who had experienced the same phenomenon were the main characteristics of the participants.
Moreover, a non-probability sampling design was used in the study. A group of participants from different schools in the Laguna cluster who have experienced teaching in the new normal using the different distance learning delivery modalities was chosen forthis study. These participants who met the eligibility criteria were informed, the purpose of the study was explained, and the agreement of participation was obtained. The researcher selected the participants who provided clear and tangible information in usingdistance learning delivery modalities and their challenges. Letters of consent to the chosenSenior High School teachers had been sent.

Research Instrument
The researcher used the self-made questionnaires, which served as a guide to direct the flow of discussions with the participants and underwent validation from the four experts of this field. The

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researcher provided the participants with eleven open-ended questions. Such questions asked the participants to focus on the whole conversation and then gave the researcher their positions or views on issues of central importance. Questions on the interview guide led to a better understanding of distance learning delivery modalities' challenges and competencies acquired.

Data Gathering

Initially, a consent letter was secured to the Schools Division Superintendent of the six divisions in Laguna seeking permission to conduct the study. A consent letter was also sent to the participants to ensure they agreed to the terms and conditions of the study. Upon approval of the requests, research instruments were validated by experts. Right after the interview questions were revised, the Focus Group Discussion was scheduled with the participants of the study. In order to collect sufficient data, the researcher performed a series of in-depth phenomenological interviews with each of the respondents through an online setup. Focus group interviews, findings, and video recordings collected necessary data. An assistant to scribe the discussion was also requested to engage. A method of examining the research environment was used as well. Furthermore, the recorded interview was transcribed into a written account. A verbatim transcription, data tabulation, and data analysis were used to arrive at emerging themes.

Treatment of Qualitative Data

For the qualitative method, this study employed what is generally referred to as theme-centered or category-based analysis. Specific theme-centered analysis was described as thematic analysis. One of the advantages of this type of analysis was the theoretical freedom. Thematic analysis was done by coding the data. Coding was done by combining the data for themes, ideas, and categories and making similar passages of text with a code label so it can be retrieved at a later stage for further comparison and analysis. Coding the data makes it easier to search, compare, and identify patterns (Alase, 2016). In addition, data analysis for this phenomenological study was carried out using the descriptive phenomenological method as described by Giorgi (1989).

Trustworthiness

The research was measured by the trustworthiness criterion as defined by Lincoln and Guba as cited by Heindel (2014) in hopes of persuading readers that the results are worth paying attention to.
The validity, reliability, and triangulation of data all contributed to the researcher's credibility (Patton, 1999). Each aforementioned factor aided this study in accurately describing the real world and the reality discovered during the conduct of this research. Data triangulation, member verification, extensive description, theoretical sampling, peer debriefing, and auditing are just a few of the techniques used to ensure trustworthiness.

RESULTS

Teachers are teaching more than one subject and using different modalities at the same time. They equip themselves with the new educational setup brought by the global health crisis. Also, the schools are offering almost all the possible ways in providing basic educational services to the learners since there are participants from modular distance learning, online distance learning, blended learning, and even radio/television-based instructions.

According to the Department of Education (2020) that the COVID-19 epidemic has revealed significant disparities in access to technology across and within nations, including as between rich and poor, rural,

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and urban, girls and males. Online platforms have frequently been the first to be implemented to allow children to continue studying from home; in fact, they are often the most effective learning modality for establishing some type of learning. They do, however, have the shortest reach. Online platforms reachfewer than 10% of the population in several nations. This is because they require electricity, stable Internet access, and enough devices for the youngsters in the house, particularly those with good functionality and capabilities and large appropriate screen sizes. Furthermore, another aspect of the digital divide is the digital literacy gap, which can be even more difficult to bridge. There is also a huge digital difference between menand women, with girls being significantly less likely to own or have access to digital devices, as well as having less opportunity to learn digital literacy skills.

How do Senior High School Teachers describe their lived experiences in adopting and managing the distance learning delivery modalities in terms of the time of teaching and pace of learning; space; teaching styles; content; and assessment and requirements?

The participants seemed to be unhappy while expressing their answers, but they are exerting so much effort in the delivery of quality education to their students despite the current situation. They really prepared a lot just to address the concerns andneeds of the students.

Based on the testimonies of the participants, it shows that in terms of the time of teaching and pace of teaching, most of the participants stipulated that they are spending most of their time in crafting and printing learners' material. They also stated that at present, allotting time in teaching is very challenging. Since there are no face-to-face classes, in terms of the pace of learning, they cannot determine it because it still depends onthe learners.

The teachers really find ways to provide quality education by ensuring that they will maximize the available and possible resources that can be used by the learners in any delivery modalities. Teachers in all learning modalities are extending their hands in connecting and reaching to the learners. Teachers are using social media like Facebook and messenger in order to provide instructions to their students and continue the learningprocess. On the other hand, to those offering modular distance learning modalities, text messages and phone calls are the usual ways teachers are doing in reaching their students. Moreover, the learning resources are also converted into soft copies just to cater to all the learning modalities. It also implies that the teachers are adapting the new setup in providing instructions to the students. They are willing to embrace the new scheme and mechanisms in the delivery of basic education services to the learners.

What themes emerge from the testimonies of Senior High School Teachers as to thechallenges they encounter in utilizing the different distance learning modalities?

The researcher's objective in responding to the research questions was to gain a better understanding of the difficulties faced by Senior High School teachers when facilitating distance learning. The researcher believed that if the primary challenges confronting these teachers were better understood, more effort could be directed towardpreparing them for the coming years by exploring more possibilities for using distance learning even after the COVID-19 pandemic. The following themes emerged:

Utilization of DepEd-Initiated Learning Resources. Before the full implementation of the different learning modalities in the public school, the Department of Education instructed each region to craft localized instructional materials and learningresources that can be used in teaching during the COVID-19

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outbreak. DepEd-Initiated Learning Resources are the learning materials that were crafted by the teachers and validated and quality assured by the Department of Education. These are the materials that were aligned to the Most Essential Learning Competencies identified by the Central Office. At present, teachers are dependent on these learning resources. Since teacherswere still adjusting to the present setup in the educational system, they could not freely implement and utilize other learning materials.

Utilization of Social Media and Free Online Applications. It refers to the utilization of messenger and Facebook pages in the delivery of learning and in monitoring learnersunder modular distance learning. On the other hand, teachers' utilization of free online applications refers to the ways in which online teachers were using online applications such as google meet, Google Classroom, Zoom meeting room, Kahoot, and Quizziz app inteaching online distance learning.

Unveritable Teacher-Learner Interaction and Feedbacking. Veritable or Authentic Teacher-Learner Interaction refers to the actual and physical interaction between teachers and learners and the provision of feedback based on teachers' actual observation regarding students' performance. It allows them to communicate and interact with one another about class activities. Fortunately, the COVID-19 pandemic poses a barrier to establishing this type of interaction. It is among the primary distinctions seen between old and new educational norms.

Demanding Output Verification. This theme refers to the struggle experienced by the teachers handling Modular Distance Learning. Since in the present manner of learning delivery, teachers distribute and retrieve learning modules and learners' packetson a weekly basis, checking their outputs is really time-consuming. The challenge experienced by teachers in verifying students' answers to the learning tasks presented inthe provided learning materials has greatly affected them.

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Uncertain Students' Learning. This theme refers to the concern of the teachers with regards to the transfer of learning to the students. It means that because of the challenges experienced by the students, most especially in Modular Distance Learning, there is no legitimacy in the learning of students. There is no assurance that students understand the topics presented in their learning modules. The absence of actualteaching in the current educational setting provided anxiety to teachers. They are problematic as to how they will impart knowledge to the students. It is not only applicableto senior high school students but to all levels, either under modular or online distance learning.

Non-Compliance on Output Submission. This theme refers to one of the challenges encountered by teachers in the new normal. Because of the COVID-19 pandemic, the majority of the schools were offering modular distance learning. Modular Distance Learning (MDL) is a type of individualized instruction that enables learners to utilize self-learning materials (SLMs) in either print or digital format, depending on the learner's context, in addition to other educational materials, including learner's materials, textbooks, activity sheets, study guides, and other study materials. This type of learning delivery requires independent learning because there are no teachers who will provide immediate feedback whenever the students encounter difficulties in answering thelearning tasks. Because of this, there are some students who were not able to submit their outputs on time. Students failed to follow the scheduled date of retrieval of answer sheets, output, and other requirements.

Network Connectivity. This theme refers to one of the challenges encountered by the teachers in teaching in the new normal. At present, there are also schools that offer online distance learning. Most of the ODL teachers were experiencing poor internetconnection that resulted in poor execution of the online classes. Also, it is a term that applies to social relationships formed using mediated communication networks. Since the advent of the World Wide Web and the development of mobile communication channels,induced internet service has been discreetly measured as a necessary component of centralizing international illusions. Devices or software applications can share information.

Intensive Online Monitoring and Communication. This theme refers to the wayas to how teachers were handling crucial situations about the utilization of different learning delivery modalities. Either modular or online distance learning, the teachers were still monitoring their students. They are conducting this by utilizing different social media and other online platforms. They were also spending time and effort to communicate withthe students persistently. Teachers were also communicating to the students to clarify and respond to the students' queries about the topics or lessons presented on the printed learning resources distributed to them.

Perpetual Communication. This theme refers to the strategy that was employedby teachers to provide quality education for the students despite the difficulty due to this pandemic. Perpetual communication refers to the unending ways of teachers in reachingout and connecting with their students. Since real-time interaction is not possible and there is no actual teaching process; they are regularly communicating with their studentsto follow up and monitor them. It is also conducted by teachers to build connections not only with the students but also with their parents.

Based on the findings and reflections, what model of curriculum planning regarding the use of distance learning delivery modalities can be offered to Senior High School Teachers?
As a result of this study, a curriculum planning model was created to serve as a localized guide for each

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school in implementing the various modes of learning delivery in the new normal. This model was developed in response to the emerging themes that emerged from the participants' testimonies.

This curriculum planning model was governed by these three significant characteristics: Responsive, Judicious, Consistent (R-J-C).

Responsive
The curriculum model must be applicable and adaptable to all kinds of situations. It must provide an immediate approach to the needs of the teachers and learners. The curriculum model must ensure responsive teaching.

Judicious
The learning content, strategies, assessment, learning resources, and instructions presented were fairly selected without any school leaders' judgment. The choice for selecting the contents was purely based on the needs of the learners in the new normal. *Consistent*
The curriculum model must also be stable and must be applied across the learning areas and applicable in all learning delivery modalities.

This Curriculum Planning Model is divided into three major phases: Orientation, Content Selection/ Individual Development, and Lesson/Content Development.

This model also includes the following components to achieve effective teaching in the new normal:
- Learning Content
- Instructional strategy
- Learning resources
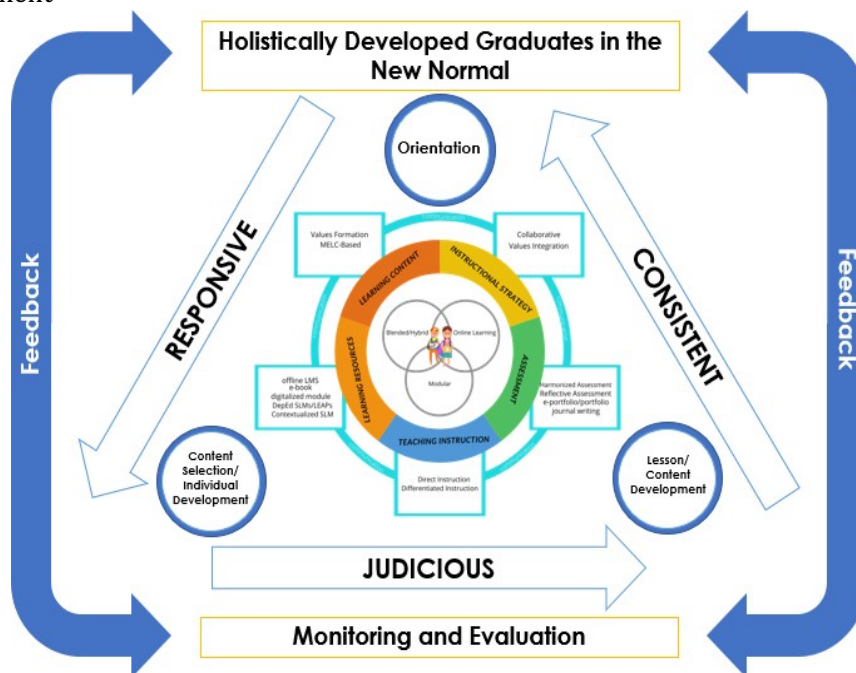- Teaching instruction
- Assessment

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Figure 1. Curriculum Planning Model

DISCUSSION

The study revealed that the majority of the senior high school teachers were teaching using modular distance learning. They could not freely offer a variety of teaching styles because of the absence of face-to-face interaction. Even though some teachers were teaching virtually, they are still utilizing the learning resources offered by the Department of Education. They are also using some free online resources such as Facebook page, messenger, and Google applications.

The senior high school teachers face the following challenges: *Unveritable Teacher-Learner Interaction and Feedbacking, Demanding Output Verification*, and *Uncertain Students' Learning and Network Connectivity.* The other themes that emerged are *Utilization of DepEd-Initiated Learning Resources* and *Utilization of Social Media and Free Online Applications*. These themes are about the ways as to how SHS teachers are teaching in distance learning delivery modality. Also, *Intensive Online Monitoring and Communication* and *Perpetual Communication* are the themes about their strategy in overcoming these challenges. Despite the challenges they encountered, they could handle and cope with these difficulties because they were concerned for the students and their love for their profession.

A curriculum planning model is necessary since it helps SHS teachers to adjust to the new setup in the education environment and further enhance the implementation of the different distance learning delivery modalities.

Recommendation

The following recommendations are also offered:
1. Education Program Supervisors may provide technical assistance to teachers and school leaders by providing such assistance as frequently aspossible about distance learning delivery.
2. In cases where teachers, learners, and parents are expected to adapt to distance education programs, school leaders may focus on school-based webinar training to make this process easier.
3. Encourage teachers to pursue higher professional education and engage inprofessional learning communities to acquire needed competencies and skills.
4. The utilization of the R-J-C Curriculum Planning Model is made available to improve the implementation of various learning delivery modalities in Laguna.
5. Researchers need to conduct further study on the effectiveness of crafted curriculum planning models in the new normal education system.

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