



TEACHER-EVALUATORS' NARRATIVE ACCOUNTS IN ASSESSING SELF-LEARNING MODULES (SLM)

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Abstract:

This study aims to describe the narrative accounts of teacher-evaluators in assessing the quality of SLMs. This study uses a narrative research approach to examine five teacher-evaluators from the Koronadal City Division. As part of Bruner's theoretical framework, individuals produce new ideas or concepts based on prior information. Their expertise is needed to choose and process data. This study applies this approach because the cognitive structure organizes perceptions and helps individuals go beyond knowledge because evaluating self-learning material quality teaches teachers new concepts (SLMs). The finding reveals that participants feel honored and pressured, some are ready to carry out any assignment, and some are happy and excited. Participants indicated the advantage indicated learning new things and meaningful experiences, while the disadvantage indicated adding workloads. This research may support and motivate teacher-evaluators to tailor instruction to meet individual needs. Whether they differentiate content, process, products, or the learning environment, ongoing assessment and flexible grouping make this a successful approach to assessing students' SLMs quality. This study would provide a framework to build certain tasks, activities, or modules to motivate teachers and help them focus attention, organize information for understanding and remembering, monitor and assess learning, encourage self-monitoring, and self-correct tools for reflecting on and assessing their own learning in evaluating the quality assurance of SLM's.

Keywords: educational management, assessing self-learning modules (SLM), teacher evaluators, narrative accounts, phenomenology, Philippines

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1. Introduction

Schooling has traditionally been connected with the physical form of classrooms, reading books, study halls, and tests. However, with the recent global pandemic, Modular Distance Learning (MDL) has emerged. As a result, MDL requires learners to use self-learning modules (SLMs) in print or digital format copies, whichever is suitable in the learner's opinion, and other learning resources such as learners' materials, activity sheets, study guides, and so on. Several difficulties concerning the development and evaluation of SLMs have brought the Department of Education (DepEd) to the forefront (Masuhay, 2020; Natividad, 2021). On the other hand, this issue is not limited to a specific region but is widespread. Similarly, in Georgia, the abrupt introduction of distance learning was motivated, on the one hand, by the need to safeguard the health of students and teachers. Because of the need to continue education indefinitely, school teachers state that they are surprised to be generating SLMs because they are not technically well-equipped. Due to a scarcity of educational resources, teachers must labor around the clock to address the issue (Doghonadze et al., 2020).

Similarly, in the Philippines, a study explored the pedagogical risks that COVID-19 teachers face in the new normal. The studies indicated six (6) dangers associated with the phenomenon. The main problems expressed by participants include the difficulty of developing SLMs, a lack of module writing training, and educational platforms. SLMs also have time constraints, issues gauging students' prior knowledge, and tracking contact. The education system faces significant obstacles, particularly in primary education. As a result, flexible learning has been subjected to increasing scrutiny and debates over educational justice (De Villa & Manalo, 2020; Aspiras & Aspiras, 2021). Moreover, DepEd Central Office found 30 inaccuracies in the first quarter of the SLMs. Even though Quality Assurance (QA) protocols were in place at all levels of the SLM, whether established locally or by the Central Office, errors continued to occur. The delivery of modules in the various regions has been severely delayed due to numerous copyright difficulties and the format of a local SLM. The students' learning was hampered as a result of the delay. While other locations could distribute modules, the former had to raise their efforts to attain the same result (Gonzales, 2020; Malipot, 2020). Similarly, I, as one of the pools of teacher-evaluators established in the Koronadal Division to review materials forwarded to the regional office for evaluation and reproduction. Teacher-evaluators have enormous problems, as witnessed and experienced. They emphasized that, in addition to editing, they have six (6) or more teaching loads and ancillary chores like printing and going to barangays to distribute SLMs. They struggle with time management, which results in less time to examine materials or even delays. In this endeavor, the researcher is interested and driven to learn about the diverse experiences of teacher-evaluators and how they might overcome these problems. I chose to conduct this study based on the comparison above because the researchers had not come across any other studies, particularly those focusing on local perspectives. This study was conducted due to the influence of SLMs and the challenges of teacher-evaluators. Thus,

based on the multitude of scrutiny, there is an important reason to conduct this study to document how teacher-evaluators narrative accounts assess SLM's described.

2. Purpose of the study

This study aims to described the narrative accounts of teacher-evaluators in assessing the quality of SLMs. At this stage in the research, the quality of SLMs was generally defined as an approach of the final product that observes the SLMs' quality standards. Also, to explore different challenges for teachers-evaluators in assessing SLMs and seek the insights and coping mechanisms in dealing with this approach. Their insights on the problems and conflicts they faced when pushing MDL implementation forward would be more prominent. Teacher-evaluators are in charge of designing and executing inspection activities, identifying and fixing issues, and producing satisfactory results in general. This situation exists now as we onwards in our modern lifestyle and new system in education. As education handling these new trends will probably test their professional growth.

2.1 Research questions

This study was conducted due to the influence of integrating SLMs as part of MDL, to document the narrative accounts of teacher-evaluators in assessing the quality of SLMs. Specifically, this study sought to answer the following question:

- 1) How do teacher-evaluators' narrative accounts in assessing the quality of self-learning modules (SLMs) be described?

2.2 Theoretical lens

This study was anchored on Bruner's Constructivism Theory (1960) which emphasized that constructivist teaching is actively involved in knowledge construction rather than passivity and individual's active role in understanding and making sense of the information. Learning is an active process in which people produce new ideas or concepts based on their current and prior experiences. The person selects and transforms data, formulates hypotheses, makes decisions, and relies on their expertise. The individual's cognitive structure (schema) gives sense and organization to their perceptions and helps them go beyond their knowledge. This study highly utilized such theory because teacher-evaluators will process new ideas by assessing self-learning modules (SLMs) quality assurance. Through this, they get to know and discover principles by themselves. From there, they can depend on their understanding and develop problem-solving skills and evaluation strategies.

Furthermore, Bronfenbrenner's Ecological Theory (1979) was also gleaned in this study. The importance of establishing practical evaluation and assessment for understanding behavior and individual differences in development. The ecological theory provides a conceptual framework for educational and training involvement. It provided a framework to predict learning processes and outcomes by analyzing different settings in which one functions. According to Bronfenbrenner's ecological framework,

factors within the broader ecology as to person, family, and school of the environment are related to training outcomes. His environmental theory of human development model attempts to describe markers of interpersonal social, and ecological multi-systemic influences. Bronfenbrenner (1989) conceptualizes the environmental context of development as consisting of four-level or systems (Bronfenbrenner, 1979).

Likewise, this study was supported by Vygotsky's Sociocultural Approach (1962). The author expressed that individuals used symbols as a tool for thought rather than an object of action. That symbolic idea was crucial to higher mental functioning. Vygotsky (1962) further argued that producing symbols in various contexts leads to advanced thinking and is not a by-product of general cognitive advancement. Symbols assist in similarly functioning in the mental world to tools in the physical world (Holland & Valsiner, 1988; Piasta & Wagner, 2012).

Furthermore, Werner's organismic approach affirmed this theory. Vygotsky saw cognition in social terms, firstly, on an inner psychological plane and then on a psychological plane. Like Vygotsky, and contrary to Piaget, the work of Werner emphasized the interaction between variables. Like Piaget, Werner saw development not as simple maturation or a passage of time but as a change in psychological structures. Werner and Kaplan (1956) termed this the orthogenetic principle, where development is classed as a cognitive structure proceeding from a lack of differentiation to a level of more significant differentiation. Beeghly and Cicchetti (1987) summarized this development in Werner and Kaplan's organizational perspective as a dynamic series of qualitative organizations among behavioral and biological systems that increase differentiation and hierarchical organization (Crain, 1992; Vygotsky, 1978; Werner, 1940).

Thus, the critical challenge for teachers in an MDL towards SLMs is applying distance learning and its theoretical basis. According to a theoretical framework, addressing these concerns and raising awareness of our teacher's and students' educational environment daily will increase teacher retention, student achievement rates, and the standard of new normal education.

2.4 Significance of the study

Despite the overwhelming consequences of the pandemic, this global crisis has also been an extraordinary time for learning. We are learning how adaptable and resilient educational systems, policymakers, teachers, students and families can be.

This research may support and motivate teacher-evaluators to tailor instruction to meet individual needs. Whether they differentiate content, process, products, or the learning environment, ongoing assessment and flexible grouping make this a successful approach to assessing students' SLM's quality. This study would provide a framework to build certain tasks, activities, or modules to motivate teachers and help them focus attention, organize information for understanding and remembering, monitor and assess learning, encourage self-monitoring, and self-correct tools for reflecting on and assessing their own learning in evaluating the quality assurance of SLM's. Additionally, this study would propose a rethinking of the structure by establishing programs and activities that develop policies and implementation for school heads and teacher-evaluators

understanding in contextualizing students' needs, shared interests, topics, or abilities. Finally, this would provide future researchers with the data necessary for their continuous seek of insights on the teachers-evaluators' lived experiences in assessing the quality assurance of students' SLM's and many others relating to this.

2.5 Delimitations and limitations of the study

This research covered the lived experiences in assessing quality among SLMs of five (5) teacher-evaluators in Koronadal City, South Cotabato of S.Y 2020-2021. The research was limited and does not include the school heads and teachers. As far as the topic is concerned, the investigation only focused on the teacher evaluator's narrative accounts in assessing the quality assurance of SLMs.

Moreover, this study is delimited in the sampling technique utilized and the content of the data collected. This study used purposeful sampling. The findings were less generalizable. Additionally, because this study employed open-ended questions during the interview, participants had greater discretion over the data they provided, diminishing the study's neutrality. Additionally, the researcher remained devoted and set aside her preconceived notions about the study.

2.6 Definition of terms

This part of the research will expound the idea of the terminologies used in the study for a clearer understanding of the following terms are defined conceptually and operationally.

- Narrative Accounts. A narrative account tells a story of real-life events or experiences. As used in this study, this refers to the experiences of teacher-evaluators in assessing the quality of Self-Learning Modules.
- Self-Learning Modules (SLMs). A self-learning module is a self-contained unit or package of study materials for use by individuals designed for independent learning. As used in this study, this refers to the materials assessed by the teacher-evaluators as part of modular distance learning.
- Teacher-evaluators. As used in this study, this refers to the teachers assigned in Koronadal City Division, who evaluates or assess the quality of self-learning modules.

2.7 Organization of the study

The study entitled "Teacher-Evaluators' Narrative Accounts in Assessing Self-Learning Modules (SLM)." This study comprises five chapters:

The first chapter offers an introduction that includes the objective of the study and the research question, as well as the theoretical lens and significance of the investigation, as well as the limitation and delimitation, definition of terminology, and organizational structure of the study. The associated studies in Chapter 2 explained the research's relational features. The methodology of the research is discussed in Chapter 4. It included the research design, the researcher's role, the research site and purposeful sampling, data collecting, data analysis, trustworthiness, and the ethical concerns used in conducting the

research. The conclusions of the interviews and the information gathered from the informants are presented in Chapter 5. The discussion in Chapter 6 is based on the study's findings, hence, implications for practice, future research, and final thoughts are also made available.

3. Literature review

This section starts with the concept, meaning, and determinants of Teacher Evaluators' phenomenological accounts in evaluating the quality of self-learning modules (SLMs). The topic broadens to include further research on the variables presented. Previous studies are often explored in order to help and enrich the research topic's anchorage. Journals, magazines, and electronic sources are used as sources of literature.

3.1 Self-learning modules (SLMS)

Self-Learning is a method of learning that is unique to each individual. Face-to-face instruction is dwindling, while remote education is gaining popularity. Self-learning modules are created to have complete control over what they learn, how they know it when they understand it, and where they study it. This adaptability is a critical property of open learning. With the development of information technology for communication, alternative instruction means are gradually fading away (Anduyan, 2021; Valentin, 2021). Thereupon, individualized instructional modules have long been concept-oriented, meaning the project is not the end to the means. Technology educators have traditionally used the take-home project to teach tool skills and develop a sense of pride in students (Soliman & Marasigan, 2021). Take-home tasks are an excellent, motivating tool, and middle school students are anxious to take their projects home to show parents (Lase et al., 2022; Nugroho & Sakhiyya, 2022). Support and involvement have identified several benefits experienced by all parties when parents increase their academic roles in their children's lives. It suggested that it is easy to accomplish those goals that parents can begin by creating a home environment that encourages learning, expressing high expectations for their children's achievement and future careers, and becoming involved in their children's education at school and in the community (Keaton, 2017).

Moreover, the term "module" is closely associated with the concept of a flexible curriculum—teaching methods based on the idea of building up skills and knowledge discretely. Taneja (2017) defined modules as virtually self-contained units of work. An educational module is a collection of learning opportunities centered on a specific theme that includes ordinate dictation, categorization objectives, cognitive enrichment activities, and criteria-based assessment. Strategies for contextualized teaching and learning that may help meet each learner's distinct needs, including stress and problem-solving. Recognize the need for education and learning to occur in many settings, such as family, society, and workplaces. Creating and contextualizing learning materials allowed students to make connections between knowledge and its relevance to their lives as family members, people and employees and to participate in the hard work that learning requires (Carlo & Lobris, 2019; Darling-Hammond, 2010).

In several countries, including other Western countries and Asian areas, modular teaching is one of the most commonly used and accepted teaching-learning techniques. Also, the modular approach is used almost everywhere. The individual differences among the learners necessitate the planning to adopt the most appropriate teaching techniques to help the individual grow and develop at their own pace. The student is becoming increasingly acclimated to non-formal education, hence favoring self-study. Most print products on the market are for self-study. This non-formal education with self-paced materials benefits the student. The teaching-learning-evaluation process takes place virtually. No set time or several classes. A Trainer must understand self-learning theory and build self-learning modules and materials to make this learning process effective (Asgar & Satyanarayana, 2021).

Furthermore, the utilization of self-learning modules considered individual differences and sanctions students to work at their own pace. In several countries, modules are increasingly being used to organize language curricula. As a result, many coursebooks now use modules rather than units to manage their content. The concept of the module is strictly linked to the idea of a flexible language curriculum (Dejene, 2019; Samsal, 2021).

In addition, studies found a positive relationship between curriculum and learning approaches. The goal of the modules is to provide resources to instructors that will allow them to transform their classrooms into active, student-centered learning environments. The following shared characteristics of a module that are distinguished are each is self-contained, independently instructed, systematically organized, well-defined, and a means of evaluating the work (Guiamblang et al., 2022).

3.2 Quality of self-learning modules

A module aims to provide quantifiable and certifiable instructional goals. The modular organization is built on the notion that time, human, and material capital should be used to create predictable outputs. But this can lead to rigidity as cited in the study of (Murillo & Jones, 2020; Sadaf et al., 2019). A modular organization requires constant monitoring and input to continue learning. The majority of units are based on targets. On the other hand, modules aim higher, allowing learners to master more than just grammar, vocabulary, and functions. Modules are sometimes subdivided into units, but their focus – their general driving principle – should be distinct. In addition, each module has a statement of objective, instructional goals, module implementers, the modular program, relevant experience, and module evaluation (Maile & Cooper, 2018; Vergara, 2017).

In the Philippines, modules are widely used by Alternative Learning System (ALS) teachers. These modules are designed to effectively present the learning materials across various strands and cater to the individual pace of ALS students. Modular teaching in ALS provided flexibility, allowing students to track their progress and work at their own speed while aligning with the goals of the ALS curriculum. The use of modules offers numerous advantages over traditional teaching methods, as they can be completed without disrupting students' daily routines and can be utilized by individuals, groups, or larger cohorts. This approach empowers learners to take ownership of their education

and can greatly support ALS facilitators in their teaching endeavors (Fontanos et al., 2020).

The relevance of this discussion to the present study lies in its exploration of the reasons behind the utilization of modules in alternative learning systems. Modules serve as comprehensive learning activity packages that can be incorporated as part of a course, a complete system, or a curriculum design. They embody the principle of individual differences, allowing students to progress at their own pace. Intellectually advanced students can complete more modules, while those who require additional support can focus on a smaller number of modules. The use of modules as instructional materials effectively addresses the diverse learning needs of ALS students, promoting personalized and self-paced learning experiences (Lardizabal, 2017).

Furthermore, modules offer a lot of advantages. It allows learners to work at their own pace, assume responsibility for learning, find that textbooks are not the only source of learning, and know precisely what they have to learn. They are encouraged to master the module, competition for grades is reduced. On the part of the teachers, it is said that they have time to pay attention to individual learning problems with the use of modules. They can identify problems earlier. They are free to serve as resource persons to answer and help those who need help. She further points out the different parts of a module. It must have a statement of purpose, desirable prerequisite skills and instructional objectives, implementers of the modules, the modular program, related experience, evaluative pretest, and module assessment (Uroková, 2020).

Moreover, the reason why we can no longer only rely on business as usual strategies is based on more teachers, more classrooms, and more textbooks. Targeted interventions are needed to reach the most marginalized children and out-of-school youth today, including those with disabilities from ethnic, religious, or linguistic minorities; and children affected by armed conflict. Non-formal Education can be described as organized learning conducted outside the realm of formal education. Based on his definitions, the characteristics of non-formal education make it different from the formal system. Non-formal education addresses the needs of those who could not participate in the formal system. Because of this, the clientele is different as well. Dropping out of the formal system, which links to poverty, is one of the causes. Therefore, the non-formal system must focus its thrust on the following: family life skills, including health, nutrition, health care, household management, family planning, vocational skills, functional literacy, and livelihood skills (UNICEF, 2017).

3.3 Challenges on SLMS in the Philippines

In the Philippines, the Department of Education (DepEd) has implemented measures to support teachers' capacity building and equipping through the Basic Education Learning Continuity Plan (BE-LCP). This plan aimed to foster resilience among educators, enabling them to effectively address adversities and fulfill their duties and responsibilities. Along with the BE-LCP, the use of Self-Learning Modules (SLMs) and other delivery modes has been emphasized by DepEd to ensure continuous education during the suspension of face-to-face classes.

These initiatives aim to empower teachers and enhance the learning experience for students in the midst of challenges posed by the COVID-19 pandemic (DepEd Memo No. 32, s.2020). On the same viewpoint, modules train teachers to assess children and recognize those who are experiencing specific difficulties as they return to school. The creativity of teachers in providing means in order to teach students located in far flung areas where the internet is limited with the use of free data and Facebook exhaust all personal and contextual resources (UNESCO, 2020).

Moreover, due to ongoing public health concerns, the Philippine Department of Education (DepEd) advocates the use of Self-Learning Modules (SLMs) and other delivery modes, such as modular, TV- and radio-based, blended, and online instruction, in lieu of face-to-face classes. The goal is to ensure all students can access quality primary education in the 2020–2021 school year, considering each learner's unique circumstances and resources. To enhance the quality of SLMs for modular distance learning, DepEd set standards for their evaluation, emphasizing the role of practical learning tools in aiding students' skill and knowledge acquisition. Even in this changing landscape, textbooks remain a primary resource under teacher supervision to meet curriculum objectives. Thus, DepEd is striving to maintain educational access and quality amidst the COVID-19 crisis (Alam, 2021; Malipot, 2020).

In addition, the Department of Education devised the Basic Education Learning Continuity Plan (BE-LCP). Different remote learning delivery modes are discussed, such as modular distance learning with SLMs as primary learning materials. SLM was created with learners outside the classroom, significantly when courses are disrupted, and face-to-face connection between the learner and the teacher is limited. SLMs should be provided among learners, according to the Department of Education, because they are the primary learning resource to be employed in modular remote learning in the current educational setup. According to the Department of Education's (DepEd) DO. 018 series of 2020, Self-Learning Modules (SLMs) must be thoroughly evaluated before use. This examination is necessary to confirm that they meet DepEd's quality criteria for learning resources, (DO. 018 series of 2020).

Furthermore, constructing meaningful partnerships with community partners, designing projects that satisfy learning and community goals, managing the projects' logistics, engaging students in special skills training, and reflecting on the students' meaning takes time. However, the pandemic has fundamentally altered the educational landscape and revealed both old and new challenges, such as the digital divide, which is a term coined to describe a lack of appropriate gadgets, inaccessibility to the internet, teachers' learning while setting up, and other hybrid online learning opportunities. According to the preliminary data, around 6.9 million Filipino disadvantaged learners have unreliable mobile and internet connections, and another 6.8 million reported having no gadget at all (Navarosa, 2020; Phuthi & Mpofu, 2021).

In the process of teaching and learning, adopting a new teaching approach is often a daunting task, especially if one is an early adopter in a limited-resource environment. These situations require teachers to successfully adapt to navigate the needs in the new normal education. Adapting may involve adjusting lesson pacing to engage students

better, minimizing frustration when a lesson is not going according to plan, or adapting one's approach to collaboration to work well with a new colleague. Effective teachers improve the scaffolding of knowledge building by linking previous understanding to further information to analyze, integrate, and move to critical thinking and problem-solving. Embracing instructions that support them in fulfilling the students' specific needs (Agbi et al., 2021; Kintu et al., 2017).

Moreover, a teacher's own motivation to have their duty means how much they teach for autonomous or intrinsic reasons, such as enjoyment, interest, and value of their work. Teachers play an important role in boosting learners' engagement in education affected by the COVID-19 pandemic. Being a teacher means helping enrich children's lives, not just through core educational skills like mathematics, reading, and science, but also responsibility, analytical skills, and building self-confidence (Parr et al., 2021; Yigit-Gencten & Gultekin, 2021).

Furthermore, teachers play a vital role in maintaining community engagement and motivation in education, especially during challenging times like the COVID-19 pandemic. Schools support this by providing training and seminars for distance learning education (Lang, 2021; Barron et al., 2021; Hammond et al., 2019). The pandemic significantly impacted the Philippine school system with issues like resource scarcity, curricular changes, and internet connectivity problems posing difficulties for educators and students (Vitales et al., 2021). Beyond affecting the economy, the health crisis also impacted the delivery of quality education. Teachers, faced with stress and increased workloads due to homeschooling preparations, must strive to uphold educational goals while dealing with these challenges. Consistent policies and learning continuity plans from DepEd can foster a positive atmosphere, enhancing teachers' resilience during the pandemic (Beltman et al., 2011).

In addition, the Philippines is ranked 77th globally due to its poor and unpredictable Internet connectivity. The education system in the Philippines developed a strategy that benefits both students and teachers. Following the implementation of virtual learning, schools were surveyed online via Google Forms. Snowballing data collection involved students of all ages and genders. Physically, respondents felt prepared for their virtual classroom experience but not psychologically, emotionally, or economically. Students were harmed by the instructor, the curriculum, and resource constraints.

Additionally, as a result, students advocate for a more student-centered curriculum and suggest that educators take into account students' ability to acquire necessary gadgets and internet connectivity. Significant differences in students' profile features, preparation, and challenges in virtual classroom learning were discovered. Preparation for and difficulties associated with virtual learning are also highly correlated. This research resulted in the development of a curriculum that helps students and instructors alike and is recommended for use in public and private schools throughout the Philippines.

The presentation and discussion of the various literature have helped bring SLMs into MDL instruction. Literature has problems and gaps highlighted in the review made.

However, this research has never been done before by other researchers. Also, there were no published studies with exactly similar topics in the organization at the time. Another aspect of the review that the researchers looked into was establishing a program that will firmly maintain and assess the value of providing quality among SLMs and addressing the concerns of the participants.

4. Material and Methods

This chapter presents the research design, research participants and sampling, role of the researcher, data collection, data analysis, trustworthiness of the study and ethical considerations.

4.1 Research design

This study adopted a narrative-qualitative research design. Qualitative methods allowed me to study issues in depth, with data collection often occurring through open-ended questions permitting one to understand and capture the points of view of other people without predetermining those points of view through a prior selection of questionnaire categories. Results included a wealth of detailed information about a small number of people leading to an increase in the depth of understanding of these select individuals. Qualitative inquiry approaches are diverse and can be numerous depending upon how they are classified, as some classification schemes include various approaches. These include case studies, ethnography, grounded theory, narrative, and phenomenology.

Using in-depth interviews, I understood the insight and the lived experiences of teacher-evaluators through qualitative research design. This design is appropriate to use because it aided in understanding experiences, human circumstances, and issues. The obtaining of information through semi-structured interviews is also the most popular method of gathering information. It was necessary to obtain all of the data by tracking the participants' locations. Narrative inquiry is a form of qualitative research in which the stories themselves become the raw data. This approach has been used in many disciplines to learn more about the narrator's culture, historical experiences, identity, and lifestyle. The narrative approach involves inquiry directed at narratives of human experience or inquiry that produces data in narrative form. Inquiries yielding narrative data include interviews that solicit stories, oral histories, written autobiographies, and biographies (Sandelowski, 1991). Defining features of the narrative approach include the collection of narratives (stories) from individuals or small groups. Most often, there is a collaboration with the researcher as storytelling engages the audience. These stories tell of individual experiences that often expose the researcher to the identities of that individual (McAdams, 2018; McLean et al., 2020).

Furthermore, narratives are often collected through interviews, but other qualitative data collection forms, such as observations and documents, may be used. Analysis of narrative data varies as there is no universal approach. However, narrative researchers have published guidelines and processes. There are several benefits of using the narrative approach in qualitative studies. First, humans are natural storytellers, so it

is easy to elicit stories. Second, gathering in-depth data is easily accomplished as narratives usually provide thick descriptions. Last, it is possible to gather in-depth meaning as participants usually reveal themselves in their stories (Butina, 2015; Rutberg & Bouikidis, 2018).

Moreover, narrative-qualitative inquiry is suited in this study because it will help me describe the experiences that the participants of this study have in common. Teacher-evaluator story tales can be really useful when it comes to the new approach to providing education. Teaching and learning via reflection on the meanings of everyday life is a crucial activity in educational contexts where the interpretative paradigm is central. It also serves as a motivational factor in these environments. As they learn to recognize the meanings underlying human acts, participants become better equipped to understand their difficulties and challenges and engage in appropriate efforts to improve their situation. When participating in this form of educational activity, the most common reflection mode is on one's own experiences. Yet, meaning and comprehension can also be gained from hearing other people's narrative views. When compared to scientific "facts," narrative descriptions are less didactic, and they encourage listeners/readers to ponder and reflect on the meaning of the stories for themselves, often resulting in a deeper personal understanding and inspiration to act, extracting from them answers that are most appropriate for their circumstances.

4.2 Role of the researcher

As a researcher, I have this kind of research to apprehend the lived experiences of teacher-evaluators in assessing the quality of self-learning modules (SLMs). As a researcher, my task was to assess the thoughts and feelings of study participants by following Fink's seven roles (2000): *Thematizing, Designing, Interviewing, Transcribing, Analyzing, Verifying, and Reporting*. It entailed asking individuals to speak about something that may be very personal to them. I gathered information from participants through in-depth interviews in this study. I was shown to ensure the research was conducted ethically as an interviewer, a transcriptionist, and a primary data analyst.

As a researcher, I am crucial to this study's success since I am the primary data analyst. First, I secured an endorsement letter from the Dean of Graduate Education. Also, I am the one who writes a letter to address the selected school setting where the target informants and participants will be taken. Upon approval, I was tasked to conduct the orientations and interviews among participants. After this, I submitted the data for a more validated transcription of the results.

I acted as an interviewer, the primary tool for eliciting knowledge from participants, and the one accountable for adhering to qualitative research's ethical requirements. My initial goal is to establish rapport with the individuals. They were assured of privacy and security to ensure the investigation was conducted ethically. Participants were requested to participate and granted permission to become research subjects with their signed consent to participate in the study's conduct. This was to ensure that participants were not pressured or compelled to participate.

Accordingly, this narrative-based data analysis approach shows abstract patterns and details the preparation process. The following steps guided me in analyzing the data. I read and reread the interview transcripts several times to ensure I got all the information I needed and to get a sense of the people I interviewed. I look for critical quotes from the transcripts that speak to the phenomena I am speculating about. Interpretive meanings were developed for each of the significant notions. I need to review the study procedures to verify that the original description is visible in the interpretative aims of the research. Moreover, clustering the interpretive meanings enables the creation of themes. I look for confirmation, avoid recurrent themes, and note any contradictions throughout this method. Following that, the notions were integrated into a comprehensive description. Additionally, I referred to the techniques to substantiate the topic clusters. I condensed the lengthy report into a concise statement and provide a central identification notion, sometimes referred to as the experience's overall essence. The study's participants were given a condensed version of the detailed explanation to confirm the study's results and development.

Additionally, the concepts and thoughts were transformed into an English-language screenplay. Following that, the data are examined. From the start of the research, data collecting, note-taking, and coding occurred concurrently, and a sorting procedure aided in the project structure reaching categorical saturation. The responses and observations were analyzed, establishing a framework for forming codes and themes. Each participant's interview was categorized independently under linked articles.

4.3 Research participants

This study was conducted in the Koronadal City Division and involved five selected teacher-evaluators who were engaged in in-depth virtual interviews. The selection of participants for this study was carried out using purposive sampling, a method where the researcher deliberately chose members of a population to participate in the study based on specific criteria or objectives.

In the context of this study, the purposeful selection was guided by the need to gain insights from experienced teacher-evaluators in Koronadal City Division. The selected participants were not arbitrary but were chosen because they could provide the depth and breadth of information required for this study.

As for the inclusion criteria, the study required participants to be public school teachers who had both elementary and high school teaching experience. Moreover, they needed to have a minimum of five years of experience in the field, and they must have served as teacher-evaluators in the Koronadal City Division for the academic year 2020-2021.

Exclusion criteria were also in place. Those who did not meet the aforementioned criteria, such as private school teachers, those with less than five years of experience, or those who had not served as teacher-evaluators in the specified academic year, were not considered for participation in the study. The purposive sampling approach allowed for

a more focused and informed selection of participants, ensuring the research findings' relevance and validity.

For withdrawal criteria, participants were informed of their right to withdraw from the study at any point without consequence, and this information was reiterated throughout the study. This ensured that participants were fully aware of their rights and felt comfortable withdrawing if they felt uncomfortable or were no longer willing to participate. They were not required to state their reason for withdrawal.

4.4 Data collection

As a researcher, I utilized different steps in collecting the research data from the participants. Data can be managed using focus group interviews, observations of the research environment, and video recording. However, during this time of the pandemic, I observed all the protocols necessary for the conduct of the study and do social distancing, use of face masks, alcohol, and hand-washing (Yuksel & Yildirim, 2015).

The data collection began with approval from the Dean of Graduate School of Ramon Magsaysay Memorial Colleges Graduate School to conduct the study. The study underwent approval from the Ethics Review Committee (ERC). Once the endorsement was secured from ERC, another communication letter was given to the Schools Division Superintendent and the School Head of the school asking permission to conduct the study. I sought approval for the conduct of an interview among the chosen informants and participants. They are also the gatekeepers. Upon acceptance, I asked the participants if they can voluntarily participate in the study. Informed consent was secured as proof of agreement after they understand the content after some explanation from the researcher. After such, I did the interview and I recorded it using a cellphone or voice-recorded tape. I made sure that the participants were informed about the nature of the study and its purpose. All the participants were also oriented regarding the protocol design in the data collection procedure and ensured that all the data extracted will remain confidential. Lastly, after everything is set, an in-depth interview was followed. The conversation was recorded. But I made sure to ask the first permission of the participants before the recording. Moreover, before conducting in-depth virtual interviews, research guide questions were formulated and I made sure to align the study's statement to get meaningful information from the participants and attain its purpose.

During the interview, each of the informants and participants were given ample time to respond to questions. All the answers coming from the participants were recorded not to miss any single piece of information or avoid misinterpretation. After the interview, the responses were transcribed in a verbatim manner. After registering, the entire document was stored in a flash drive or a laptop ready for transcription, ensuring that the information remains confidential. This was translated into English to consider the universality of the language. Furthermore, this was brought to the data analyst to determine the emergent themes and identify the core ideas.

4.5 Analysis of data

In line with the source in gathering the data, I believed that the Thematic Analysis is the practicable means of analyzing and interpreting the data collected on the study's subject. Thematic analysis effectively explored the results by categorizing and coding the responses according to their content or thought. After doing so, there are themes to come up with, and after a thorough analysis, it would create a single theme. This analysis aims to identify, analyze, and report patterns or themes within the corresponding data (Schuermann, 2014). As postulated by qualitative researchers, Data Logging, Anecdotes, Vignettes, Data Coding, and Thematic Analysis are the five steps in analyzing qualitative data. However, in this study, I highlighted the usage of data coding and thematic analysis (Akinyode & Khan, 2018).

Meanwhile, thematic analysis emerges as a theme and exact content as a category in data analysis. The content analyst chooses between them before proceeding to the high levels of data analysis. Thus, it aided me in a thorough understanding of qualitative data interpretation. In the context of this study, a thematic analysis was done after the initial codes were identified. Then, I categorized and analyzed all the participants' responses from general to specific followed. Responses with similar core ideas have been extracted and grouped to formulate broad themes. Each theme consists of at least three core ideas to make it valid. Furthermore, in this study, I assigned code names to each participant (Vaismoradi et al., 2016).

4.6 Trustworthiness

I used both review and techniques concurrently in every section of this study and throughout the research process, which resulted in a balanced approach to data interpretation and presentation. Qualitative researchers should evaluate four factors to assure the study's trustworthiness: credibility, dependability, confirmability, and transferability (Connelly, 2016).

Credibility, in a study, refers to the believability or the truth value of the findings. In this study, I established credibility through robust data collection methods such as direct interviews and engaging a reliable individual for data analysis. The data was meticulously assessed, and I omitted any irrelevant information, leading to more reliable findings.

Dependability signifies the consistency and stability of the research findings over time. To ensure dependability in the study, I utilized a coding-recoding system for data analysis, making certain that only relevant information was included. I also employed common qualitative strategies such as audit trails, peer debriefing, and triangulation to enhance the study's dependability.

Confirmability refers to the objectivity or neutrality of the findings. In ensuring confirmability, I used various methods like audiotaped interviews, notetaking, a flexibility journal, and transcripts to ensure that the findings are reflective of the participants and not influenced by my biases or viewpoints. I avoided including personal viewpoints, hypotheses, and conclusions, and consciously refrained from inserting any personal biases.

Transferability denotes the extent to which the research findings can be applied to other contexts or with other participants. To ensure transferability, I provided a detailed description of the research context and assumptions. I presented the data in rich, detailed descriptions to facilitate the potential application of these findings in other contexts. It becomes the responsibility of the person transferring these results to a different context to ascertain their applicability

4.7 Ethical considerations

There is a significant ethical issue that has ramifications for this qualitative research. These challenges and concerns may arise primarily as a result of the methods used in this study. The ethical difficulties that arose in this research included the study's appropriate functioning, secrecy, and anonymity. This study adhered to the Ramon Magsaysay Memorial College Ethics and Review Committee's criteria for ethical considerations, particularly when it came to the population and data, including, but not limited to:

- **Voluntary Participation.** Participants were given the option of participating without facing any consequences, reparations, or loss of benefits. Thus, after informing the participant of the study's objective and advantages, the participant's rights to contribute to the body of knowledge were carefully assessed and anticipated. The subjects in this study were not coerced into participating. They have the right to withdraw their participation at any time during the study's conduct.
- **Privacy and Confidentiality.** Participants have a right to privacy that should not be breached without their informed agreement in accordance with the existing Data Privacy Act 2012, a statute that safeguards the fundamental human right to privacy. One technique to ensure privacy and confidentiality in this qualitative study is to allow participants to opt out of providing their names on the survey questionnaire. Additionally, anonymity and privacy were maintained by withholding demographic information about the informants, such as their age, gender, occupation, employment, and any sickness. As a result, their identities were kept hidden for security reasons.
- **Informed consent process.** Prospective research participants were properly informed about the study's objectives, methods, and advantages as completely as possible within the study's framework. Consent was acquired from participants indicating that their participation was voluntary. This was accomplished in writing, outlining all pertinent information to be revealed to participants and the way in which the survey was conducted. The participants were asked to sign an informed consent form confirming their voluntary participation in the study. Because the participants were consenting adults, parental agreement was not required. The participants' identities were not included in the survey form, their responses were kept anonymous, and participants were made fully aware that they might withdraw from the study at any moment. Additionally, all data that I acquired was safeguarded, and any information would be released only after a thorough informed consent process. Participants would feel more in control of

their personal information, which would alleviate their anxiety that the data or information will be utilized in an unexpected manner.

- **Recruitment.** The participants were told of the study's rationale for including them. To ensure that participants understood the study's aim, I stated the study's purpose so that they could further infer from me and also view the study's substance. Apart from the letter, I explained the study's logic and relevance.
- **Risks.** Research shall be done only if the benefit-risk ratio is appropriate. Protecting participants from substantial damage is also critical in this investigation. The survey placed a premium on the participants' well-being. Additionally, the participants were not harmed because their identities were kept anonymous. Their security and well-being were of the utmost importance. As the researcher, I was responsible for ensuring that respondents were physically, emotionally, and socially prepared. I designed the survey questions in such a way that the participants did not feel uncomfortable or uneasy.
- **Benefits.** This study would benefit participants because the findings would serve as a wake-up call for DepEd officials, school administrators, and even teachers in terms of developing programs and strategies to improve the quality of Self-learning modules. This study was undertaken with a specific objective in mind: to benefit the university's internal and external stakeholders, most notably the teacher-evaluators. Additionally, to accomplish beneficence in research, I used all measures that would not jeopardize the participants' lives, and hence would benefit future endeavors involving related studies. The most critical factor in gaining advantages is the growth of critical learning.
- **Plagiarism.** There was no trace or proof of misinterpretation of another's work in the study. The study was submitted to plagiarism detection software such as Grammarly. As a researcher, I must possess the traits and principles linked with moral virtues and honesty. To write a trustworthy research paper, I must have a deeper understanding of the plagiarism paradigm.
- **Fabrication.** There was no suggestion or indication in the study of a deliberate misreading of what had been done. There was no fabrication of data or outcomes or willful presentation of erroneous conclusions. I applied and incorporated theories about the data and other inferential concepts. Falsification. The study had no indication of willful misrepresentation of the work in order to conform to a model or theoretical expectation, nor did it contain evidence of excessive claiming or exaggeration. Additionally, this study did not adhere to data manipulation, which included creating assertions or omitting critical elements, modifying materials, instruments, or procedures in order to mislead others.
- **Potential for Conflict of Interest (COI).** In terms of conflicts of interest (COI), it is important to note that this study has no external funding or sponsorship and is solely self-funded for the purpose of professional development and academic advancement in pursuing a master's degree. The participants were selected independently, without any personal or professional connections to the researcher, and their voluntary participation was not influenced or coerced. No

rewards were offered to participants for their involvement. The primary interest of this research is to contribute to knowledge and improve professional practice, with no secondary interests such as personal financial gain or undue academic recognition. The researcher is committed to maintaining ethical standards, ensuring participant confidentiality, and conducting the study with integrity. Overall, this study is free from conflicts of interest, ensuring unbiased research and reliable outcomes.

- Deceit. The study made no attempt to mislead participants about any potential threat. There must be extensive protection for the rights of participants in any study, particularly those who have completed higher education, in order for balanced and acceptable principles to be followed.
- Organization/Location Permission. For this study, I adhered to established protocols. I wrote an official letter to the Superintendents of the selected Teacher Evaluators in different schools in Koronadal City Division requesting permission to perform the study. Following that, I wrote a formal letter to each school's principal, adding the school's endorsed letter from the Schools Division Superintendent. Before presenting the survey questionnaire to the teacher evaluators who participated in the study, they received orientation.
- Authorship. I am a graduate student at the RMMC Graduate School. I had revised my thesis several times depending on the ideas and recommendations of my supervisor, who had led me throughout the process of completing this article. The paper's refining was made feasible by his researcher's assistance. Additionally, I followed the requirements for ethical consideration established by the RMMC Ethics Review Committee.

5. Results and Discussion

This chapter presents the findings to the research questions that explored the narrative of teacher-participants regarding assessing the quality of learners' SLMs.

5.1 Background of the participants

There were five key informants in this study. They are all women, teacher-evaluators participants teaching in both public elementary and secondary schools of Koronadal City Division. The teaching experiences of this teacher ranges from five years of teaching, and as a teacher-evaluator, experiences of these participants range from six months before the advent of the pandemic started which happened in the last quarter of 2019. Based on their designation as teacher-evaluators, they were selected to assess learners' self-learning materials (SLMs) quality. Their narrative, based on the views, experiences, coping mechanisms, and perspectives of these teacher-evaluator participants would be a lens in resolving issues and concerns about the quality of learners' SLMs.

Lily is a 37-year-old female elementary teacher currently teaching Science in Grade 3 and an Alternative Delivery Mood Coordinator in one of the schools in Koronadal City Division. She graduated with a Bachelor of Secondary Education major in English and

has been teaching for almost ten years. A Master of Arts in Education in Elementary Education. She believes that the significant learning she gained in assessing the quality of SLM is that it is essential to ensure the quality of the SLM is suited to the needs of the learners.

Sunflower is a 58-year-old female elementary teacher currently teaching Grade 1-Filipino, MAPEH, ESP, and a program coordinator in one of the schools in Koronadal City Division. She graduated with a Bachelor of Elementary Education major in General Science and has been a public elementary teacher for almost 35 years. She is a Master of Arts in Educational Management at Notre Dame of Marbel College in 1990. She believes that being a teacher evaluator is a rare, once-in-a-lifetime experience to be recognized not only at the school level but moreover in the district, division, and even the whole region of Soccsksargen. She is confident and learned that she could do such a task with all the support from the Dep-ed family.

Rose is a 40-year-old female high school teacher currently teaching Araling Panlipunan in Grade 10 and coordinator of the Teachers of Readiness and Optimism for Productive Adolescents KATROPA club in one of the schools in Koronadal City Division. She graduated with a Bachelor of Secondary Education degree, majoring in History, and was a public secondary teacher for almost 15 years. She is a Master of Arts in Education major in Educational Management. One of the significant learning she gained as a teacher evaluator is that she has become systematic and knows how to allot time to evaluate SLMs. She maintains quality and efficiency to become more responsible.

Gumamela is a 46-year-old female elementary teacher who teaches grades 5 and 6 as a Filipino subject teacher and School Base Feeding Program Coordinator in one of the schools in Koronadal City Division. She graduated with a Bachelor in Secondary Education major in Filipino and has been teaching for almost 12 years. She believes that being a teacher evaluator deepens her learning. She learned to utilize Google and more tools to help do the task conveniently. She becomes more diligent as a teacher.

Daisy is a 33-year-old female elementary teacher currently teaching Grade 1 – MTB, Filipino, English, ESP and a School Reading Coordinator in Primary and a School LAC Coordinator in one of the schools in Koronadal City Division. She graduated with a degree, Bachelor of Elementary Education, major in Mathematics, and has been teaching for almost 11 years. She is a Master of Arts in Education major in Educational Management. As a teacher evaluator, she learned that the standardized format of the SLMs must be suited to the standard required by the LR. She ensures that they produce quality SLMs that can significantly help the learners.

Moreover, the biggest advantage of this study is that I knew all of the participants because I am one of the teacher-evaluators, the interview was made possible with meaningful discussions. I learned through the interaction about participants' narratives based on views, experiences, coping mechanisms, and perspectives of teacher-evaluators participants regarding assessing the quality of learners' SLMs.

5.2 Categorization of data

This part analyzes themes through data coding and thematic analysis, including the beginning, middle, and ending stories of teacher-evaluators in assessing the quality of Self-Learning Modules.

The responses had undergone a content review which resulted in identifying common patterns among all reactions. Codes are used to mask the study subjects' identity by the research ethics for qualitative research. The results were presented through the order of the main research question "How do teacher-evaluators' narrative accounts in assessing the quality of self-learning modules (SLMs) be described?"

5.3 What are the challenges of teacher-evaluators in assessing the quality of self-learning modules?

The first stand-in question refers to the challenges of teacher- evaluators in assessing the quality of Self-learning modules. In the table, specific developing questions were used to gather data and information for this stand-in question. The questions were intended to gather information on the experiences of teacher-evaluator participants in assessing the quality of learners' SLM's. The responses generated ten themes: Pressure of being chosen, Seeking knowledge from varied resources, Using appropriate materials, A Challenging Task, Ensuring Quality Education, Aligning with the Quality Assurance, Ensuring better learning, Fostering constant communication, Reviewing the guideline in MELC and Administrators are constantly monitoring.

Table 1: Challenges of teacher-evaluators in assessing the quality of self-learning modules

Clustered themes	Emergent themes
<ul style="list-style-type: none"> • Pressured as a first-time evaluator. • Pressured but taking this as an opportunity to enhance skills. • Pressured for being chosen as one of the teacher-evaluator. • Pressured in assessing the quality of SLMs. • Challenged to be a teacher-evaluator. 	<p>Pressure of being chosen</p>
<ul style="list-style-type: none"> • Participation in orientation conducted by the region. • Coordinating with the more experienced evaluators. • Researching for the guidelines and Dep-Ed Order on the evaluation of the LSM for QR. • Gathered materials and relevant resources about the topics. • Familiarization of the evaluation tools. • Attending seminars to educate on the purpose and guidelines of the SLMs. • Studying the standard guidelines of the evaluation including the processes to be made. 	<p>Seeking knowledge from varied resources</p>
<ul style="list-style-type: none"> • Using materials in MELC as a basis and guide for ADMs and SLMs. • Connecting MELCs to other related resources. • Using textbooks and MELC to ensure that all the contents are aligned with the curriculum guide. 	<p>Using appropriate materials</p>
<ul style="list-style-type: none"> • Confusing and challenging for a first-timer. • Very challenging because it demands thorough research and study on both writers and evaluators. 	<p>A challenging task</p>

<ul style="list-style-type: none"> • A great challenge on the first implementation of SLM. • Challenging on the awareness of the competences per quarter. • Carefully consider the accuracy and applicability of the words being used. 	
<ul style="list-style-type: none"> • Ensuring “learner-centered” approach. • Checking the inclusivity, developmentally appropriate, friendly and flexible, and self-instructional material. • Quality assurance of SLMs must be given priority to ensure its quality for quality education to address some gaps between the learners and the teachers. • Make sure to follow the standard guidelines in my assessments. • Always refer in the standard guidelines. 	Ensuring quality education
<ul style="list-style-type: none"> • Assessing the quality assurance of SLM is to provide the feedback necessary for improvement and to assure that it fits the needs of the learners. • Quality assurance is very important to address the learner’s needs in this pandemic or the new normal education. • Making sure that the learners are able to answer the questions. 	Aligning with the quality assurance
<ul style="list-style-type: none"> • Evaluators should not only perform for compliance but for the betterment of learning. • Jive with the end process for learning processes as a whole. • Assessing the quality assurance of SLMs to be accurate. • Vital to check our SLMs' quality. • Consider the pupils. • Educate them and offer them justice on the output. 	Ensuring better learning
<ul style="list-style-type: none"> • Refer difficulties and problems with the team leaders. • Tap our higher Dep-Ed officials and refer to the Dep-Ed memo to refrain from being astray. • Proper use of LRRG guide to rely and always stick to the guidelines. • Have group discussions and constant consultation among educators. • Collaborations from your colleagues are great help. 	Fostering constant communication
<ul style="list-style-type: none"> • Familiarize the MELC first. • Research and make sure that my resources are always updated. • Check the minor issues like the spelling. • Borrowed textbooks and learning guides for guide. • Always refer to the MELC. • Constantly check the resources where the concepts in writing the SLMs derive. • Updating is a must. 	Reviewing the guidelines in MELC
<ul style="list-style-type: none"> • Constantly monitor through our group chat whenever we have queries. • Very supportive supervisors and co-teachers who provide constant updates • They are always there to give feedback. • Supervisor follows up our work and re-assess it to correct or give further suggestions. • Always give updates to help us in carrying out our tasks. 	Administrators are constantly monitoring

A. Pressure of being chosen

This theme suggests that participants felt the pressure, knowing that it is their first time to be an evaluator and it would be a new task in their profession. Participant 1 asserted that she felt honored and felt pressured at the same. She pointed:

“Of course, I felt honored and at the same time pressured for it is my first time to be an evaluator.” (P1_2)

Likewise, Participant 3 supported this idea. She also stated that she felt great in receiving the task as it is an avenue for her to enhance her skills academically. At the same instance, she has a little of bit hesitancy in receiving the task. She noted;

"First nung natanggap ko yung memo and the message of our head, syempre I felt great for that memo and at the same time, sabi mo nga its ahh, opportunity to enhance my skills pa pero at the same time merong hesitations bakit ako, bakit ako yung napili dba. Meron ka ring na feel na baka hindi mo kaya, pero sabi nga it will give you opportunity for developing professional skills."

"At first, when I received the memo from our head, I felt great. At the same time, it is an opportunity to enhance my skills. I also have hesitations from being chosen, why me?"
(P3_94)

Moreover, Participant 5 also reinforced that she felt challenged yet grateful for receiving the task of being an evaluator and assessor of the different modules. She mentioned this notion:

"I was so challenged at the same time grateful that I was chosen as one of the teacher-evaluator in assessing the quality of SLMs." (P5_186)

Participant 2 narrated that she felt a mix of emotions toward the given task. At the same time, she felt doubt if she can perform the task well yet she is ready to execute the task with positivity and determination. She explained:

"It's a mix reaction or emotion, in doubt if I can give justice to your study or if I can perform well the task that has been given to me. But as you see, as we had worked together, I told myself that I will surely try my best to for you. So, I am proud as I accepted the challenge to be chosen as one of the evaluators in assessing the quality assurance of SLM. When I was given this assignment, I am positive and determined that I can do the job and that is the first thing that came into my mind. Being a SLM evaluator is a once-in-a-lifetime challenge and I will be contributing in my little own way a challenging job for the historical new normal education due to this pandemic, the COVID-19 outbreak." (P2_48)

B. Seeking knowledge from varied resources

This theme served as the primary response of the teacher-evaluator as the preparation for assessing the quality of learners' SLM's. All of the participants stated that they prepare themselves by attending orientation, reaching experienced individuals and seeking materials that can develop their knowledge of the task. Participant 1 asserted that she attended orientation. She noted:

"For the preparation, I attended an orientation conducted by the region and by asking my co-teachers who were experienced evaluators." (P1_4)

Likewise, Participant 2 emphasized that after she was notified to be one of the evaluators, she made research by herself regarding the given task. Also, she attended a virtual orientation. She reported:

"I immediately researched for the Dep-Ed Order Number 001, Series of 2021, which is regarding the link on the guidelines of the evaluation of the LSM for QR and for year 2020 or 2021. So hindi man kita makacontribute as QA evaluators kong indi kita naka attend sang virtual evaluation request given by the supervisor, ni Ma'am Frusa. We established systematic process of the SLMs for the learners and teachers. So, this is it, ang preparation is to checked the guidelines of the Dep-Ed para hindi ako matalang. So dapat my guidelines gid sya."

"I immediately researched for the Dep-Ed Order Number 001, Series of 2021, which is regarding the link on the guidelines of the evaluation of the LSM for QR and for the year 2020 or 2021. We will not be able to contribute as QA evaluators if we haven't attended the virtual evaluation given by the supervisor, Ma'am Frusa. We established a systematic process of the SLMs for the learners and teachers. I checked and seek guidelines from the Dep-Ed." (P2_50)

Moreover, Participant 3 also stated that she looked for relevant materials and resources, including the tools given by the administrators that can aid in understanding of the given task. She asserted:

"First, I prepared or I gathered materials and relevant resources about the topic. First kasi na na-assess namin is yong grade 8 na SLMs so I gathered MELCs and different resources which is related to the topic and also familiarize the evaluation tools."

"I gathered materials and relevant resources about the topics. We first assessed grade 8, so I gathered MELCs and different resources which is related to the topic. Also, familiarize the evaluation tools." (P3_96)

Furthermore, Participant 4 supported that she also attended seminars and learned with the given examples regarding the task. She also made mention that she has mixed emotions about accepting the task because of the greater responsibility attached to her. She shared these sentiments when she expressed this:

"Sa amon sa Filipino, si Sir Richards calls for a seminar, tapos ginhatag nya sa amon ang ano ba talaga ang purpose nga.a ano gid ang kailangan gawin sining SML ano ang mga dapat namon obrahon. So daw mixed emotions, dira mo marealize nga daw kabudlay daw kabug-at gali ning task nga ginhatag sa amon. So ginpa seminar kami kag gintagaan kami sang mga sample kon paano ang amon obrahon para guided kami sa himuon namon nga task."

"In our subject, Sir Richards calls for a seminar, we had our seminar to educate us on the purpose and guidelines of the SLMs. I have mixed emotions accepting this assignment due to the weight of responsibilities that needs to be performed. We were also given samples to guide us on our tasks." (P4_142)

Finally, Participant 5 also supported the previous ideas mentioned since she shared that she also attended the orientation and studied the guidelines and the processes. She stated:

"First preparation that I made was attending the orientation given by the LR department of the division and, of course, I studied the standard guidelines of the evaluation including the processes to be made." (P5_188)

C. Using appropriate materials

This theme emphasizes on how participants utilized MELCs to assess the quality of self-learning modules. The DepEd offered the MELCs as the primary reference for all schools in establishing and implementing learning delivery approaches that are tailored to the local context and diversity of learners while adjusting to the challenges given by COVID-19. Participant 2 indicated that it is the MELC as basis in assessing the SLM's. She noted that there are several materials that serve as basis and guide in making SLMs. She also shared that confirmation before finalization is a must. She asserted:

"There are how many nga gin ano ko diri nga materials I don't know if its correct ha, ang MELC. Diba? Amo gid ang basis gid naton para hindi gid kita magtalang, for ready sa ADM kag sa SLMs ang MELC gid, ini gid sya ang rapid nga assessment tool nga dapat naton nga gamiton. As ahhh ano sa aton daw bible ini naton sya sa paghimo sang module to follow the requirements and procedures stipulated in the Dep-Ed Memo no. Tapos dapat naton ini nga may confirmation man for finalization para sa ready for printing or ready for use kay basi masayang lang ang printing kon indi kita focus sa ginahimo naton."

"We have several materials here including MELC that serves as basis and guide for ADMs and SLMs. It is the rapid assessment tool we can readily use, like a bible, in making modules to follow the requirements and procedures stipulated in the Dep-Ed Memo. Confirmation before finalization is a must, so that the materials will be ready for printing and use. We need to maximize efforts here to minimize waste in printing." (P2_52)

Likewise, Participant 3 also noted that MELC as a tool that guides her in assessing the SLM's. She said:

"As what I have said earlier, yung MELC yung mga related resources. And even the internet connection need talaga yon. Kasi ano ei social studies and more on history so facts talaga sya, so kailangan mo siyang ei verify if tama ba yong libro."

"MELC and related resources. Internet connection is a need because social studies are more on facts like history that demands to be verified for accuracy." (P3_98)

Moreover, Participant 4 reinforced the use of MELC in the textbook and made sure to align this in the curriculum guide: She narrated:

"Gingamit ko gid ang textbooks, tapos ang MELC kay amo na sya ang aton gid nga batayan sa paghimo sining SLM. So, number 1 dapat aligned gid sya sa aton curriculum guide o MELC."

"I used textbooks and MELC to ensure that all the contents are aligned with our curriculum guide." (P4_144)

Furthermore, this also narrates on what materials used by Participant 1 and 2 in assessing the quality assurance of learners' SLM's. Participant 1 indicated that she utilized the standard form provided by division office. She noted:

"I used the materials given by the division office which is the standard form." (P1_6)

Likewise, Participant 5 supported this concept by resonating that the standard forms must be used. She reported:

"The standard form given by the LR." (P5_190)

The finding revealed that teacher-evaluators are utilizing commendable materials from the given references from MELCs and the Standard Form. The study revealed that teacher-evaluators are effectively utilizing the materials provided in the MELCs and the Standard Form. This finding is supported by previous research that highlighted the socialization approach as one of the effective approaches in contextualizing students. Since education is a social process, it is crucial to consider social and cultural factors during instructional planning and situated learning. By doing so, teachers can increase their students' awareness and comprehension, making the learning process more meaningful and relevant. Multiple physical and social contexts are also important considerations, as they influence students' experiences and interactions with the learning environment (Bonganciso, 2016; Chiva-Bartoll et al., 2020).

D. A challenging task

This theme served as the primary response of the participants on how they describe the assessment of quality assurance of SLM's. They started the assessing of quality of SLM's based on how they deal with their task. Participant 1 indicated she had a lot of confusion at first, so she describes the assessing of quality of SLM's as a challenging task. She asserted:

"At first it was confusing and challenging for a first-timer like me. But with the guidance of our IEPs, and by reading and understanding the standard form of assessing, I handled it quite easy." (P1_8)

Likewise, Participant 4 supported this when she also describes the assessment of quality assurance of SLM's as a challenging task. Also, she asserted that being a teacher-evaluator needs to be well-informed and flexible in looking for related resources. She reported:

"Grabe gid sya ka challenging, kinanglan mo gid magbasa, mag research, mag google ka, hindi lang ang writer, ikaw mismo nga evaluator dapat knowledgeable ka gid. Tapos kinanglan from time-to-time ei open mo gid ang textbook kag modules."

"It is very challenging because it demands thorough research and study on both writers and evaluators. You have to be knowledgeable and scan the textbooks and modules from time to time." (P4_146)

Moreover, participant 5 also reinforced that there is a lot of things that need to be considered in assessing the quality of SLM's. She asserted:

"It was really a great challenge because it was the first implementation of SLM. There are lots of factors to be considered in making the SLM. As teacher-evaluator, it is challenging for I must be aware of the competences per quarter. Since I am an MTP evaluator, the language being used is Hiligaynon. Of course, you must carefully consider the accuracy and applicability of the words being used." (P5_192)

E. Ensuring quality education

In this theme, participant 2 and 3 described assessing the quality of SLM's as ensuring the quality education. She emphasized that the task is an avenue to provide education despite the challenges brought by the pandemic. She explained:

"So, it is a content base, content is learner-centered ang bata gid na pirimi ang gina ano ta, centered gid kita sa bata. Inclusive ini sya, and developmentally appropriate, friendly and flexible, and self-instructional. Kong baga self-pace sya kag ini nagaremind sa aton, to provide, to ensure safety. Dapat may mga anu na sya dra, naka ano sya nga dapat safe ang bata kon ano ang mabasa nya. Kon ano ang content nya for it is a learner-centered."

"It is content based, which means "learner-centered". It is Inclusive, developmentally appropriate, friendly and flexible, and self-instructional. These reminds me to ensure and provide safety as to what the students can read." (P2_54)

Moreover, Participant 3 also supported. She also added that the quality of SLM's must be prioritize to realize the needs in the process of teaching and learning in the new normal education. She stressed:

"The quality assurance of SLMs first sabi nga natin must be given priority to ensure quality assurance and quality education as well to address ahh some, sabi nga natin gaps between the learners and the teachers, so isa yon sa mga dapat nating pagtuunan."

"The quality assurance of SLMs must be given priority to ensure its quality for quality education to address some gaps between the learners and the teachers." (P3_100)

F. Aligning with the quality assurance

Participant 1 and 3 indicated that the importance of assessing the quality of self-learning modules (SLMs) is providing the needs of learners. Participant 1 indicated that assessing the quality of self-learning modules (SLMs) is realizing the necessities of learners to improve the learning of the students amidst the pandemic. She reported:

"The importance of assessing the quality assurance of SLM is to provide the feedback necessary for improvement and to assure that it fits the needs of the learners." (P1_10)

Moreover, Participant 3 also supported. She also added that the quality assurance of SLMs is very important to address the needs of the learners in this new normal education. She noted:

"I think the quality assurance is very important to address syempre the learner's needs in this pandemic or the new normal education. And syempre, iba kasi yung face to face than new normal so kailangan makita natin na kaya ng learner na sagutan yung mga tanong."

"I think the quality assurance is very important to address the learner's needs in this pandemic or the new normal education. Face to face classes is very different than this set-up so we need to make sure that the learners are able to answer the questions." (P3_102)

G. Ensuring better learning

This theme serves as the primary responses of the participants. It is indicated that the importance of assessing the quality of self-learning modules (SLMs) is advancement give students the opportunity to master essential skills and knowledge before they move on to the next level. Participant 2 reported:

"Ok its should not only for compliance, indi nga ooh na-assign kamu ha Angie kag Maam Beth, na assign kamu as QA evaluators. Its should not only for compliance but of course for the betterment of learners. Naga balik naman kita, sa mga bata gid nan uh, nagabalik gid kita pirmi. It should jive with what ought to be kung ano gid man dapat nga end, result. The end process for learning processes as a whole."

"Being assigned as evaluators should not only be performed for compliance but, of course, for the betterment of learning. It jives with what ought to be the end process for learning processes as a whole." (P2_56)

Also, Participant 5 asserted that it is important to maintain the quality assurance of SLMs because the concepts that must be presented must be appropriate. She highlighted this when she shared:

"It is really important to assess the quality assurance of SLMs because the concepts that we present here should be accurate and we must consider those who will actually use these." (P5_194)

Moreover, Participant 4 also resonated the idea on assessing the quality of SLMs by highlighting the welfare and condition of the learners. She also noted that parents should help teachers carry out task in teaching their own children. She shared this:

"Importante gid nga ma-assess ang quality sang aton modules isipon ta na lang gid kon sin-o ang magamit sini. Number 1 is ang aton learners, kinanglan matagaan ta sang hustisya dapat maano ta gid nga daw ara gid kita sa ila. Ang parents man nga para hindi sila mabudlayan sa task nga dapat kita nga teachers ang naga-obra so ginaconsider na hindi bala sila pareha sa aton nga nageskwela gid kita nga mag teach. Also, the community, ang deped kinanglan mahatagan gid sang hustisya kay diba during the time Makita mo sa TV sadto Makita mo ang mga palpak nga nahimo sa SLM. So hindi ta gusto maliwat to sya so kinanglan careful gid kita sang aton ginaobra. So, sa amon sa Filipino hindi basta-basta ang pag assess kay ang mga terminologies, halin sa writer, after sa writer kita nga mga evaluators, ang mga supervisor plus ang principal isa man sila sa mga naga assess."

"It's very important to assess the quality of our SLMs. We have to think of our learners. We aim to give justice on the output to ensure that we are able to educate them. Secondly, we have to consider the parents to help them carry out the task in teaching their children instead us doing such knowing that they are not teachers in profession. Also, the community, we have to meet its needs to correct the former lapses of the SLMs. We are expected to carefully assess the SLMs to avoid those mistakes. Especially in our subject, Filipino, terminologies are difficult, so from the writers, to the evaluators, to supervisors, up to the principal, we make sure to assess the contents." (P4_148)

H. Fostering constant communication

Participants 2 and 3 emphasized that their strategies in addressing the challenges towards the inquiries in assessing the quality of self-learning modules (SLMs) are fostering constant communication with the team to reach the common goal. Participant 2 said:

"It is as simple as always, to refer difficulties and problems with the team leaders. Syempre may mga leaders kita, may mga higher kita nga mga official, deped official nga pwede naton sila palapitan. Refer to the Deped Memo so as not to go away with what ought to be expected. The process use of the LR guide is ensured nga didto gid kita dapat mag rely. Always stick to the guidelines."

"It is as simple as always, to refer difficulties and problems with the team leaders. We can always tap our higher Dep-Ed officials and refer to the Dep-ed memo to refrain from being astray to the aim and as to what is expected. The proper use of LR guide to rely and always stick to the guidelines." (P2_60)

Likewise, Participant 3 acknowledges the importance of individual research but emphasizes the significant role of collective brainstorming, knowledge exchange, and shared decision-making processes. They see merit in not working in silos but fostering an environment of open communication and collaboration. This collaborative approach may involve group discussions, where educators could collectively evaluate the quality of SLMs, discuss their observations, and raise potential areas of improvement. She supported:

"Maliban doon sa sariling kayod, sariling research aah mas mainam din yong nagkakaroon ng group discussion and constant consultation among the educators, para atleast nakakatulong talaga yun, yung collaboration with your colleague."

"Aside from the fact that we have to do the research by ourselves, it is good to have group discussions and constant consultation among the educators. Collaborations from your colleagues are great help." (P3_106)

I. Reviewing the guidelines in MELC

Participants 4 and 5, indicated that they review the guidelines from MELC (Most Essential Learning Competencies) to compare and contrast the procedures in assessing the quality assurances of SLM's. Participant underscores the importance of understanding the MELC guidelines, considering them as a basis for assessing the quality of SLMs. They suggest a comparative approach where the existing SLMs are compared and contrasted with the standards outlined in the MELC. This approach allows them to identify any discrepancies between the two, and provides a systematic way to ensure the quality of SLMs. She reported:

"So, number 1 nga gingimo ko, before I was task to evaluate Filipino grade four and five, before ko gincheck ang ila obra gin familiarize ko anay ang MELC tapos nag research man ako sa google gin update ko ang tanan nga mga resources, tapos sunod gn check ko gid ang concepts mga spelling ng mga simple lang sya pro makita mo gid dayon. Ako gid mismo gin update ko gid ang akon sarili. Nagstudy kag naghulam gid ako sang textbooks sang grade four kag five nga Filipino."

"I was tasked to evaluate Filipino grade four and five, before checking their outputs, I see to it that I familiarize the MELC first. I also do Google research and make sure that my resources are always updated. I checked the minor issues like the spelling. I also borrowed textbooks and learning guides to further guide me." (P4_152)

Likewise, Participant 5 emphasizes the need for regular and continuous consultation of the MELC guidelines, indicating their commitment to adhering to these standards during the evaluation process. Their approach is centered on ensuring that the concepts and ideas expressed in the SLMs align with these guidelines, thereby guaranteeing that the quality of the materials meets the required educational competencies. She supported:

"I always refer to the MELC. I see to it that I constantly check the resources where the concepts in writing the SLMs derive, that's why I must be updated." (P5_198)

J. Administrators are constantly monitoring

This theme serves as the primary response of participants. It indicated that there is constant monitoring of the administrator. Teacher-evaluators are provided with monitoring in providing resources and materials. Administrators aim a continuous management function to assess if progress is made in achieving expected results in evaluating the student's SLM. Participant 1 acknowledges the persistent monitoring by administrators through group chats, which facilitates quick responses to queries. This communication channel ensures that any questions or issues are promptly addressed, enhancing the assessment process's efficiency. She said:

"Yes. They constantly monitor us through our group chat whenever we have queries. Luckily, they directly provide us answers." (P1_28)

Along with, Participant 2 echoes the importance of constant monitoring and communication, extending the sentiment of support to both supervisors and co-teachers. The participant emphasizes the availability of regular updates, suggesting a well-coordinated effort in managing the assessment process. She said:

"Mga very supportive nga mga co-teachers and the supervisors. Tapos gina updates man kita through our group chat. Gina monitored gid kita."

"I have very supportive supervisors and co-teachers who provide constant updates through our group chat. We are monitored." (P2_74)

Likewise, Participant 3 appreciates the regular updates and feedback provided by administrators. They underscore the administrators' commitment to being available for support at any time, suggesting a responsive and supportive management. She stressed:

"Yes na yes yan. Kasi every time from time-to-time nag memessage nag update kahit nga sabi ko kanina kahit hating gabi andyan si maam andyan si sir nag fefeedback po sila."

"Yes. They provide constant updates regardless of what time of the day it is. They are always there to give feedbacks." (P3_120)

Moreover, Participant 4 provides further insights into the mechanisms of support, outlining a three-day evaluation process followed by a supervisor's call for follow-ups and reassessments. This interaction allows for corrections or additional suggestions based on observations, ensuring the quality of the final modules. The participant recognizes good communication as a central part of their department's functioning. She indicated:

"Sa amon sa Filipino department, we are given three days para ei evaluate nuh, after sina ginatawagan kami kon natapos na. Tapos ginacheck liwat na sya sang amon Filipino Supervisor, kag nagahatag sya sang iban pa nga suggestions. So ei assess ko naman liwat kag ei check ang iya suggestions. So may ara gid kami communications sang amon Filipino Supervisor."

"In our department, we are given three days to evaluate. Afterwards, we receive a call from our supervisor to follow up our work and re-assess it to correct or give further suggestions based on their observations so that I can check again and finalize the modules. We really have good communications." (P4_166)

Furthermore, Participant 5 also appreciates the support from administrators, pointing out that they consistently provide updates to help evaluators carry out their tasks. This constant communication appears to be a crucial facilitator in accomplishing their roles effectively. She affirmed:

"On the part of the administrators, they always give updates on evaluators like me to help us in carrying out our tasks." (P5_212)

5.4 How do they cope with the challenges in assessing the quality of self-learning modules?

This section presents the results to the 2nd stand-in question, 'How do they cope with the challenges in assessing the quality of self-learning modules?' Specific developing questions were used to gather data and information for this stand-in question. The questions were intended to gather information on the experiences of teacher-evaluator participants in assessing the quality of learners' SLM's.

The responses generated ten themes: Learning New Things, Building Confidence, Promoting time management, Focusing in doing the task, Communicating with peers, Accepting the responsibility, Giving Moral support, Being motivated to do the task,

Seeking assistance from co-teachers and Administrators are providing seminar and training.

The ideas generated were clustered according to themes and from it, the emergent themes were analysed. The data on coping mechanisms is presented in Table 2.

Table 2: Coping with the challenges in assessing the quality of self-learning modules

Clustered themes	Emergent themes
<ul style="list-style-type: none"> • Becoming more knowledgeable and learning new things. • Equipped on the new trends of learning because you will be forced to research. • Opportunity to study the do's and don'ts that must be written on the SLM. 	Learning new things
<ul style="list-style-type: none"> • Being more confident as a teacher-evaluator. • Helped in professional development. • Widens learning because of the need to study to know the concepts to be considered, suggested, or recommended on the SLMs. 	Building confidence
<ul style="list-style-type: none"> • It is just a matter on how I manage my time. • Challenged me to manage my time wisely knowing that there are lots of things to do. • It is time-bounded, and it demands profound research. • Need to study despite the time constraint in the submission. • Time-management is needed. • Setting priorities is important. 	Promoting time management
<ul style="list-style-type: none"> • I took it positively knowing that I will learn new things. • You need to be prudent. • You have to be determined to do the task given. • Stay focused so that we can follow the time table and due dates for submission 	Focusing in doing the task
<ul style="list-style-type: none"> • Discussions with peers. • Manage time by balancing stress and relaxation. • Set positive thinking for the future of our learners. • Ask help if there are misunderstanding. 	Communicating with peers
<ul style="list-style-type: none"> • Being entrusted by the heads to perform the job. • Accepted the task with the consideration that I have a big responsibility. • Thinking about the learners and their parents to ensure that the learning outcomes are in-lined with the suggested goal of the SLMs. 	Accepting the responsibility
<ul style="list-style-type: none"> • Helping of co-teachers by giving tips and moral support • Giving consideration by helping balance out the tasks that needs to be done at school. • Giving support to each other by sharing ideas. • Peer discussion. • Seek assistance from each other through collaboration. • Sharing of resources. 	Giving moral support
<ul style="list-style-type: none"> • Trusting myself that I can do the task. • Believing that workload can be doable. 	Being motivated to do the task

<ul style="list-style-type: none"> • Motivated to do the tasks for the benefit of the learners although it's challenging. • Working for the improvement of the learners. 	
<ul style="list-style-type: none"> • Learn and explore the online submission by seeking guidance from co-teachers. • Brainstorm and self-tutorial to cope in the 21st century teaching. • Maintain emotional composure. • You must have collaboration and take the responsibilities to develop SLMs. 	Seeking assistance from co-teachers
<ul style="list-style-type: none"> • They give us orientation and example on how to assess the quality assurance of SLM. • Virtual orientation which provided guidelines. • Technical assistance given by the department teams, and the content experts. • The LR conducts seminars or trainings to keep us posted. 	Administrators are providing seminar and training

A. Learning new things

This theme serves as the primary response of the participants. It stressed that the advantage of assessing the quality assurances of SLM's is to be involved in a new task and function as learning new things. However, it is indicated that the disadvantage of the task is the additional workloads of participants. Aside from being a teacher in giving instructions to their respective class, being a teacher-evaluator increases the duty and responsibility. Participant 1 reported;

"The advantage of being a teacher-evaluator is that I became more knowledgeable and I learned new things. It's an honor for me to be a part of the learning process in this time of pandemic. For the disadvantage, so far, it adds to my workload." (P1_16)

Likewise, Participant 4 noted that being a teacher-evaluator offers the advantage of staying updated with new learning trends through necessary research, fostering an open-minded approach to emerging educational methods. However, they also mention the role's drawbacks, including an increased workload, time-consuming tasks, and the need for clear communication with writers. Despite these challenges, the participant believes the professional growth and learning benefits outweigh the disadvantages. She stressed:

"Sa adwagates dako gid sya, through this learning experience, daw na equipped ako sa mga new trend sang learning kay syempre mapilitan kag gid mag google kag mag research tapos at the same time, nag open minded ka sa mga new suggestion about new, earning trends. Syempre sa disadwagate syempre additional work sya, time consuming as in ginapulawan gid sya kay may deadline sya. Tagaan ka three days para ei check ang ila work. Actually naga text ako sa writer para mag intindihanay kami kon ano gid ginapunto nya. Actually hindi man gid sya disadwagate gid pero actually more advantage gid sya."

"Through this learning experience, I was equipped on the new trends of learning because you will be forced to research. At the same time, I become open-minded on any suggestions regarding the new learning trends. On the other hand, the disadvantages are that, it is an additional work load and very time consuming. You will even experience staying up all night to finish the tasks due to the deadlines. I make sure to text the writers for clarifications. I think the advantages overweighs the disadvantages." (P4_154)

Moreover, Participant 5 reiterates some of the advantages and disadvantages shared by Participant 4, further adding to the understanding of the teacher-evaluator role. They perceive this role as a unique opportunity, one that motivates them to delve deeper into the essentials of creating effective SLMs, keeping them abreast of the latest educational trends. However, Participant 5 also recognizes the challenges accompanying this role, such as the heavy workload and demanding time commitments, which sometimes necessitate working overnight to meet strict submission deadlines. Despite these hurdles, the participant seems to value the broader professional learning and growth offered by the role of a teacher-evaluator. She indicated:

"The advantage of being a teacher-evaluator is that I see it as an opportunity. It encourages me to study the dos and don'ts that must be written on the SLM. You are updated on the trends. The disadvantages are that it's not an easy task since you are demanded to do handful of works that demands extra time. I even experienced being up all night just to finish my tasks due to the submission deadlines." (P5_200)

B. Building confidence

Participant 1 again emphasized that the advantages of being a teacher evaluator help her to gain and develop confidence. This is due to the meaningful experiences which she learns new things and acquire new skills which is evaluating the quality of assurance of SLM's. She said:

"It makes me more confident as a teacher-evaluator." (P1_18)

Likewise, participant 3 speaks that the advantage of being a teacher evaluator develop them acquiring new learning in terms of academic knowledge and skills that can advance professional growth and building self-confidence. Participant 3 indicated;

"It will help my professional development and it is a great factor for me in developing the lives of our learners." (P3_110)

Furthermore, Participant 5 speaks about the role broadening their learning horizon. Due to the responsibility of understanding, suggesting, and recommending concepts for the Self-Learning Modules, they find themselves needing to expand their knowledge base. This task forces them to continually learn and update themselves on the

current educational methodologies and theories, thus enriching their professional knowledge and expertise. She agreed:

"It widens my learning because of the need to study to know the concepts to be considered, suggested, or recommended on the SLMs." (P5_202)

C. Promoting time management

Participant 2 indicated that the advantages of being a teacher evaluator help her in time management. She said:

"It is just a matter on how I manage my time." (P2_64)

Likewise, participant 1 indicated that the disadvantage they have experience challenged them in assessing the quality assurance of self-learning modules (SLMs) especially in time management. Participant 1 brings up the issue of time management, stating that the process of assessing SLMs presents a challenge in juggling numerous tasks within limited time frames. This implies that the participant struggles with balancing the evaluation work along with other responsibilities, thereby stressing the importance of effective time management. She spoke:

"It challenged me to manage my time wisely knowing that there are lots of things to do." (P1_20)

Moreover, Participant 4 further echoes this sentiment by describing the task as an additional, time-bound responsibility that necessitates extensive research. The participant paints a picture of a role that adds to their workload and is tied to strict deadlines, requiring not just significant time investment but also intensive research efforts. They also mention the need to consult with co-teachers, hinting at the importance of collaboration and communication in this process, which could also be time-consuming. She agreed:

"Challenging gid sya, number one syempre additional work sya at the same time, time bounded sya. Tapos kinanglan mo paugatan sya kay kinanglan mo gid mag research kag mamangkot ka man sa kaparehas mo nga teachers."

"It is an additional work, time-bounded, and it demands profound research. You also have to inquire your co-teachers." (P4_158)

Furthermore, Participant 5 agrees with the previous respondents, expressing that the task of assessing SLMs is challenging due to the need for a comprehensive but swift study, owing to submission deadlines. This response suggests that the role requires a depth of understanding that needs to be developed quickly due to time constraints, adding a layer of pressure to the process. She supported:

"It is not an easy task to do for it demands thorough but quick study due to the time constraint in the submission." (P5_204)

D. Focusing in doing the task

Participant 2 emphasize that her coping mechanism in dealing with the challenges during assessing the quality of self-learning modules (SLMs) is being focused in performing the task. She is being devoted in completing tasks, especially in contributing to the success of the given task. She enunciated:

"You need to be prudent and determined to do the task given to me. Stay focused so that if there are time table and due dates for submission, diba naga sala kita? Hala ei submit na kay ginapost ni Maam ang name so mahuya kita kong wala kita naga take part."

"You need to be prudent and determined to do the task given. Stay focused so that we can follow the time table and due dates for submission to avoid cramming to avoid further shame from procrastination." (P2_68)

E. Communicating with peers

Participant 3 indicated that communicating with her team was her coping mechanism in dealing with the challenges during assessing the quality of self-learning modules (SLMs). She stated:

"Maliban sa self- research na ginagawa, meron din tayong mga self-discussion with peers. Mayroon din tayong, dapat marunong din tayong mag manage ng time, syempre relax relax din tayo pag stress na. Think positive, and sabi nga para sa kinabukasan ng mga learners ganun lang ang mind setting ika nga para hindi ka mistress at wag kalimutang mag take a break."

"Aside from self-research, we also have discussions with peers and we must know how to manage time by balancing stress and relaxation. We should set a positive thinking for the future of our learners. Never forget to take a break." (P3_114)

F. Accepting the responsibility

Participant 4 stressed that accepting the given task was her coping mechanism in dealing with the challenges during assessing the quality of self-learning modules (SLMs). She believes that accepting responsibility will give a positive outcome in the learning process of students at home. She stated:

"Ang ginbutang ko sa isip ko, I was given a task nga I know naga pati sila nga obrahon ko gid sang maayo in the name of DepEd. So sang gnbaton ko sya gin consider ko sya as akon nga big responsibility sa DepEd. So, number one ang ginaconsider ko gid dira ang akon nga estudyante ang parents kag syempre ang tama nga learning outcomes nga ginasuggest gid sang SLM."

"Upon giving me this task, I was also trusted by our heads to perform it well in the name of Dep-ed. I accepted this task with the consideration that I have a big responsibility. I think about the learners and their parents to ensure that the learning outcomes are in-lined with the suggested goal of the SLMs." (P4_160)

G. Giving moral support

Participant 1 and 5 indicated that their team are giving encouragement to each other in performing the task. Through understanding, solution and progress towards the task become possible. Participant 1 appreciates the substantial assistance from experienced co-teachers. These colleagues provide not only practical tips but also offer moral support, emphasizing the value of having a supportive network in managing the demanding responsibilities of being a teacher-evaluator. The availability of colleagues who have already navigated this task appears to be a significant source of reassurance and guidance for this participant. She indicated:

"My co-teachers, especially those who were experienced evaluators, really helped me a lot not just by giving me tips, but also by giving me moral support." (P1_24)

Moreover, Participant 5 discusses the supportive role of colleagues in helping them prioritize their workload. They aid in balancing tasks that need to be done at school, especially giving precedence to the SLMs because of impending deadlines. This suggests that their co-teachers' assistance extends beyond technical support and encompasses help in task management, further emphasizing the importance of a cooperative and understanding team environment. She said:

"They give me consideration by helping me balance out my tasks that needs to be done at school and prioritize the SLMs first because of the due date." (P5_208)

Furthermore, participants indicated that they share thoughts and ideas during assessing the quality of SLM's. They stressed that they support each other and builds a more positive and collaborate environment for everyone in doing the duty. Participant 2 emphasizes the importance of teamwork and mutual assistance, particularly the support they receive from their team leader. They share how ideas are exchanged within the group, and technical support is provided for online submissions, emphasizing the value of collective expertise. This participant also highlights the open-minded attitude necessary for collaboration: they don't hesitate to seek help even as a tenured professional, recognizing that no one can know everything. She narrated:

"Actually diba sa isa ka school, sa central school so pila lang kami dira. So almost mga Master Teacher ang gin assign so we support each other nuh. Naga share kami kon ano ang ma ei contribute. So there are those who help me in the technicalities. Isa ka na gani didto. It doesn't mean nga mas senior ako I know everything. Wala ako naga hesitate mag

ask if I don't really know what is to be done, its ok nga mag ano ka, hindi man tanan-tanan nga bal.an mob al.an sang iban."

"We support each other, especially, our team leader. We share ideas as to what we can contribute. There are those who helped me in the technicalities on the online submission. Even if I'm tenured, I don't hesitate to ask if I don't know what needs to be done because we don't know everything." (P2_70)

Likewise, Participant 3 elaborates on the importance of peer discussions, especially when dealing with topics outside their field of expertise. They can always reach out to their colleagues who are more knowledgeable in those areas. The participant appreciates the collaborative environment that includes division of labor, which implies an efficient work system that leverages the team members' different strengths and expertise. They also highlight the value of intellectual debates in sharing ideas and resources, suggesting a dynamic learning environment among the teachers. She supported:

"As what I have said meron tayong peer discussions ahh pag hindi mo field, meron kasing hindi mo field ang ganitong topic pwede ka magtanong sa kanila so agad-agad naman silang sumasagot so meron talagang collaboration, sabi nga dito parang meron tayong division of labor at the same with your partner, yung partner mo mismo pwede siyang makatulong talaga. So meron din tayong discussion and pwede rin mag debate pa kong may kailangan debatihan, so need talaga yung mga resources yung iba wala ka yung iba meron, pwede silang makalend sayo. So total nya talaga collaboration."

"We have peer discussion. Sometimes when we encounter topics which are not in line with our fields, we can always seek assistance from them in which they immediately provide answers. There is collaboration and division of labor. Your partner, also, is indeed very helpful. We discuss and even debate if there is a need to, in order to share ideas and resources." (P3_116)

Moreover, Participant 4 focuses on the practical support provided by their co-teachers. In their case, co-teachers aid them by lending textbooks and providing second opinions on the accuracy of the lessons written. This participant's experiences underline the value of co-teacher support in facilitating a comprehensive and accurate evaluation of SLMs. She articulated:

"My co-teachers are big help to me because they lend me textbooks and I ask them to assess if the lessons written are accurate to the subject." (P4_162)

"So ang mga co teachers ko naghatag gid nila sa big help sa akon, most of the time sa paghulam sang mga materials nila tapos pag ask sa ila sang ila nga mga lesson kung tama ba ni kung nalesson gid bala nila ni."

H. Being motivated to do the task

Participants indicated that being motivated and eager to accomplish a goal is the coping mechanism that gives a positive outcome in assessing the quality of self-learning modules (SLMs). Participant 1 emphasizes the power of self-belief as a coping mechanism, trusting their abilities to successfully assess the SLMs. They find inspiration in the accomplishments of others, reasoning that if others can do it, so can they. This mindset seems to propel them to tackle the challenges with optimism. Additionally, they value the learning opportunity provided by the task, indicating that embracing the learning process can be a positive strategy in managing the task's complexities. She indicated:

"I trust myself that I can do it and believing that if others can do it, why can't I? And knowing that I can learn new things." (P1_26)

Likewise, Participant 5 speaks of motivation as a key coping mechanism. They are driven by the potential benefit their efforts could bring to the learners, even in the face of challenges. This response suggests that focusing on the purpose of their work – contributing to the quality of learning for their students – helps them to persist through the demanding tasks associated with assessing SLMs. She supported:

"I am motivated to do these tasks for the benefit of the learners although it is challenging." (P5_210)

I. Seeking assistance from co-teachers

Participant 2 narrated that the coping mechanism she employed that give a positive outcome was seeking assistance from co-teachers. She indicated that asking for help allows her to surround herself with people who can make her feel good and facilitate further development. She stated:

"I have to learn and explore the online submission. Sa mga upod ko man sa school sa akon man sila namangkot kay syempre gina instruct nyo man ako. Abi ko ako lang ang hindi kabalo, so naga brainstorm kami kis-a, tapos self-tutorial ei, kong wla may magbulig sa imo maningkamot ka gid, self-tutorial for me to cope in the 21st century teaching nga panahon karon. Hambal gani nila dance with the flow."

"I have to learn and explore the online submission. My co-teachers as well, seek for my guidance on doing such, as I was already taught how to do it. Sometimes we do brainstorm and self-tutorial to cope in the 21st century teaching. You have to dance with the flow." (P2_72)

Moreover, Participant 3 indicated that maintaining a rapport relationship provide a positive outcome in assessing the quality of students' SLM's. She maintains basics of good communication, shared experiences and being emphatic to perform the given task. She said:

"Maintain lang talaga ang emotional composure plus do it with your team, with your partners and colleague sabi nga collaboration and taking responsibility talaga sa pagdevelop ng SLM. And sabi nga nating its your responsibility its your task and sabi nga you are the one na responsible talaga sa pagdevelop ng SLM. Nakasalalay sa iyo ang output ng module na iyon, so hindi pwede ei take for granted."

"Maintain emotional composure. Do it with your team, with your partner, and colleagues. You must have collaboration and take the responsibilities to develop SLMs. The task of making successful outputs is in our hands. It must not be taken for granted." (P3_118)

These themes also emphasize collaboration in working place to motivate each other, informing and sharing knowledge towards the task. Instructors collaborate when they communicate with their colleagues to share ideas and resources, discuss student learning, and collaborate on joint activities and knowledge development. Teachers can collaborate and enrich their education in these ways with the common goal of providing their students with high-quality learning experiences. Apart from assisting teachers in their instructional roles, collaboration is critical for developing relationships among teachers, ensuring that they have a sense of belonging to a professional community and get personal fulfillment from their job (Coban et al., 2020; Kaira, 2020).

J. Administrators are providing seminar and training

Participants indicated that administrators are providing seminar and training to develop knowledge and skills in conceptualizing the assessing the quality of student SLM's. Their involvement to these seminars helps them to create an effective learning environment in performing the task. Participant 1 acknowledges an orientation that provided examples on how to assess the SLMs, emphasizing the role of practical guidance in learning the assessment process. She said:

"Yes. We did an orientation and they give us an example on how to assess the quality assurance of SLM." (P1_30)

Also, Participant 2 discusses a virtual orientation, outlining its key components such as the issuance of guidelines, sharing of memos from the Department of Education, and technical assistance from department teams, content experts, and other evaluators. This suggests that the seminars were comprehensive and designed to equip evaluators with all necessary information and resources. She narrated:

"Yes. We had a virtual orientation which nga its provided talaga kon ano ang dapat nga himuon. The sending of guidelines, the sharing of Dep-Ed memos, technical assistance given by the department teams, the content experts, and other evaluators."

"Yes. We had a virtual orientation which provided guidelines of what must be done like the sending of guidelines, the sharing of Dep-Ed memos, technical assistance given by the department teams, the content experts, and other evaluators." (P2_76)

Likewise, Participant 3 echoes the provision of a virtual training orientation involving both the writers and evaluators, suggesting that the administrators seek to cultivate an environment of collective learning and cross-role understanding. She said:

"Yes ang sagot dyan dahil nagkaroon tayo ng, we do the virtual training orientation ahhh so lahat ng mga writers and the evaluators nag-attend po dito."

"Yes. We did a virtual training orientation with all the writers and evaluators." (P3_122)

Moreover, Participant 4 provides further insight into the support system, mentioning seminars for those identified as evaluators. Beyond the seminars, they also mention a group chat where questions and clarifications can be posted, implying that continuous support and communication are just as vital as formal training. She stressed:

"At first sang gin identify na kami as evaluators we are given seminars. Tapos most of the time sa mga GC gina ask gid nila ang mga queries ano pa ang mga hindi naintindihan dira. So, ang sag c gid ang nakabulig kag naging tulay para maging magaan tanan."

"When we were identified as evaluators, we were given seminars. We have our group chat where we can post or questions and clarifications. The group chat serves as a means to lighten up our load." (P4_168)

Furthermore, Participant 5 affirms the provision of training but emphasizes the administrators' role in providing constant follow-ups, especially when changes need to be implemented. This underscores the importance of ongoing training and updates to keep abreast with any adjustments in the process. She said:

"Yes. They give constant follow-up, especially when there are changes that needs to be done. The LR conducts seminars or trainings to keep us posted." (P5_214)

5.5 What insight can the teacher-evaluator share to improve the quality of self-learning module?

This section presents the results to the 3rd stand-in question, 'What insight can the teacher-evaluator share to improve the quality of self-learning module?' Specific developing questions were used to gather data and information for this stand-in question. The questions were intended to gather information on the experiences of teacher-evaluator participants in assessing the quality of learners' SLM's. The responses generated ten themes: Providing quality learning needs of learners, Realizing the task as an honor, Being responsible to perform the task, Performing the task expands learning, Widens the

knowledge, Accept the challenge, Be flexible and Resourceful, Being teacher-Evaluator is not easy, Served as training ground to grow more and Parents should realize the effort of making SLMS.

Table 3: Insights that the teacher-evaluator can share to improve the quality of self-learning module

Clustered themes	Emergent themes
<ul style="list-style-type: none"> • Assure the quality of the SLM that is suited to the needs of the learners. • Making sure the alignment of the objections to assessment. • Checking if the objectives and learning competencies are met. • Ensuring doable activities for the students. 	<p>Providing quality learning needs of learners</p>
<ul style="list-style-type: none"> • Doing our best, cherish and deliver the task without reservation. • Once in a lifetime experience. • Being part of the team makes me fulfilled. • Looking the job as a once in a lifetime opportunity. • Gives fulfilment as a teacher. • Lucky enough to receive service credit for something I worked for. • It gives opportunity. • Gives you work dedication. 	<p>Realizing the task as an honor</p>
<ul style="list-style-type: none"> • Become systematic. • Maintain quality and efficiency. • Become more responsible in all assigned work. • Ensure to produce a quality assured SLMs. 	<p>Being responsible to perform the task</p>
<ul style="list-style-type: none"> • This task deepens my learning. • Being trained to utilize Google and more tools to help do the task. • Learning a lot in software applications. • Enhanced my skills using digital media. 	<p>Performing the task expands learning</p>
<ul style="list-style-type: none"> • Widens understanding of the curriculum. • Broadens teacher's perspective and knowledge. • You will learn so much from the task given because you have to study. • Become more open to the students, parents, and community as well. • It develops our professional skills and time management as well as stress management. 	<p>Widens the knowledge</p>
<ul style="list-style-type: none"> • Trust yourself and take on the challenge. • To be determined, keep posted on the updates, and stay abreast. • In spite of the challenging task, we must be thankful. 	<p>Accept the challenge</p>
<ul style="list-style-type: none"> • We must collaborate with the teacher-writers and ask for feedbacks, either good or bad, to assure the quality of the SLMs. • The SLM is a tool that helps us, teachers, to be more creative. 	<p>Be flexible and resourceful</p>
<ul style="list-style-type: none"> • To know that being a teacher-evaluator is not easy. • Being a teacher-evaluator you will undergo many processes that cannot be performed in just one study. • The work demands time and resources. 	<p>Being teacher-evaluator is not easy</p>
<ul style="list-style-type: none"> • Learning a lot through the different training. • Planning skills are developed. 	<p>Served as training ground to grow more</p>

<ul style="list-style-type: none"> • Be open minded for feedbacks. • It is challenging yet helpful for us to grow as a teacher. • It can make us productive and serves as training ground for us. 	
<ul style="list-style-type: none"> • Making the parents be aware that SLM is important for the ongoing development learning. • Some parents seem not to give value on it. • Parents are the ones who are answering the modules. • Encourage the parents to come to a realization how important these modules are. • We appreciate the parents who became learning facilitators of the students. 	<p>Parents should realize the effort of making SLMS</p>

A. Providing quality learning needs of learners

Participant 1 and 5 shared their learning gained in assessing the quality assurance of self-learning modules (SLMs) as providing quality learning needs of learners amidst the pandemic. Participant 1 identifies significant learning in the process of assessing SLMs, noting the critical role of quality assurance. They stress the necessity to ensure the SLMs are well-suited to the learners' needs. This suggests an understanding of the direct link between the quality of SLMs and their effectiveness in facilitating learners' understanding and growth. She indicated:

"I think the significant learning I gained in assessing the quality assurance of SLM is that it is really importance to assure the quality of the SLM that is suited to the needs of the learners." (P1_32)

Moreover, Participant 5 expands on this theme, first underlining the importance of adhering to a standardized format for SLMs as per the requirements of the Learning Resources (LR). They believe this standardization is crucial for ensuring consistency and quality in learning materials. Secondly, they reiterate the importance of quality-assured SLMs, recognizing that the primary aim of these resources is to serve and support learners effectively. She said:

"First, I learned that the standardized format of the SLMs must be suited to the standard required by the LR. Secondly, I ensure that we produce a quality assured SLMs that can greatly help the learners." (P5_216)

B. Realizing the task as an honor

Participant 2 emphasizes that gain a lot of learnings being an evaluator. Accepting and taking the responsibility is an honor for her as she gains confidence and learned that she can do such given task. For her, towards being responsible and productive helps to raise her self-esteem and relationships with friends, family and co-workers. She stressed:

"We are utilized for quality SLMs. We have to do our best, something to cherish after which and deliver the task without so much reservation. Again, it's a rare, once in a lifetime experience to be recognized not only in school level but moreover on district, division and

even the whole region of Soccsksargen. That means something. Confident and learned that I can do such task with all the support coming from the Dep-Ed family. To mention, the incentives that inspire me to do more and to work with excellence.” (P2_78)

C. Being responsible to perform the task

Participant 3 learned in assessing the quality of self-learning modules (SLMs) that being responsible is something to do systematically, orderly, and methodically in performing the task well. She said:

“So, isa dito sa significant learning is yung nagiging systematic ka and then ahh nagiging ano ka, marunong ka talagang mag divide or mag allot ng time for the evaluation ng SLM, and dapat ma maintain mo talaga yung tinatawag nating quality and efficiency and also andon talaga yung tinatawag nating responsibility.”

“One of the significant learning I gained is that you become systematic and you’ll know how to allot time for the evaluation of SLMs. You have to maintain quality and efficiency, also, you become more responsible.” (P3_124)

D. Performing the task expands learning

Participant 4 learned that by performing the task she also gained and expand her learning in providing the needs of the students. She narrated:

“So madaming mga significant learnings na nakuha natin sa pag evaluate ng modules. Through this mas lalo nadeepen ang imo learnings, napractice mo gid ang pag open kag paresearch sang google kag lain-lain nga website. The more nga nagiging open ka nagiging masigasig ka nga teacher.”

“This task deepens my learning. You will be trained to utilize google and more tools to help you do the task conveniently. You become more industrious as a teacher.” (P4_170)

E. Widens the knowledge

This theme serves as the primary response of the participants. It is indicated that the advantages of being a teacher evaluator provide an opportunity to widen the knowledge. This is due to the in-dept evaluation between the making students’ SLM’s considering the curriculum in the context of new normal education. Participant 1 emphasizes the widened understanding of the curriculum gained from the position. This suggests an in-depth exploration and comprehension of the curriculum beyond the typical responsibilities of a teacher, likely enabling a more informed and holistic approach to teaching. She said:

“It widens my understanding in the curriculum and I learned the importance of assessing the quality assurance of SLM.” (P1_36)

Likewise, Participant 4 underlines that being an evaluator broadens a teacher's perspective and knowledge. This implies a growth in cognitive depth and breadth, likely referring to new viewpoints, concepts, or theories encountered during the evaluation process. She asserted:

"In assessing the quality of modules, yung pagiging evaluator talaga yun ang nagpapalawak ng kaalaman ng isang teacher."

"Being an evaluator broadens teacher's perspective and knowledge." (P4_174)

Moreover, Participant 5 discusses the intense learning opportunity the role provides, particularly in ensuring the correctness and accuracy of the content in the SLMs. This necessity to verify information can reinforce subject matter knowledge and boost their critical thinking skills. She said:

"You will learn so much from the task given because you have to study and ensure that everything that has been written in the SLMs are correct since these are the only learning source of the students in this pandemic. You have to ensure that it has no errors." (P5_220)

Furthermore, Participant 2 and 3 specified that the designation they have afforded them to be manage their time well. At the same time, they develop professional skills and give their best and love the task. Participant 2 focuses on the inherent service aspect of the role, underscoring a sense of commitment to students and to the educational institution. The call to give services "freely without restrictions" suggests a drive for going above and beyond in ensuring the quality of educational materials for learners' benefit. She stated:

"To give services freely without restrictions. Siling mo hindi ka makareklamo kay the task was given to you so you have to give the best that you can. To be of service to learners nuh. So focus gid kita pirimi balik balik kita sa learners, learners centered. The DepEd department where I belong, so ihatag mo gid ang best mo."

"You have to give services freely without restrictions. To be of service to learners. You have to give your best to the department where you belong." (P2_82)

Moreover, Participant 3 points out the benefits in terms of personal and professional growth. Being a teacher-evaluator apparently helps in the development of time management and stress management skills - key abilities for effective teaching and generally productive professional life. This participant also mentions an increased appreciation for their work, hinting at a strengthened sense of vocational commitment and satisfaction. She indicated:

"The advantages is it developed our skills as professional, it gives as sabi nga natin its develop our time management our stress management, diba? Kasi diba na stress kana pero kerin parin and sabi nga natin andon talaga ang love for the work."

"It develops our professional skills and time management as well as stress management. You will appreciate your love for the work." (P3_128)

F. Accept the challenge

This theme serves as the primary response of the participants. Participants shared their insights to other teacher-evaluator to accept the challenge. It is indicated that teacher-evaluators should accept the challenge in taking the responsibility as it provides a lot of opportunity. Participant 1 emphasizes the need for self-belief and an open mind when facing the responsibilities of a teacher-evaluator. Trusting oneself and seeing the task as a learning opportunity can greatly help in navigating through the challenges of assessing SLMs. This mindset could potentially make the process more enjoyable and fulfilling, leading to a higher quality of work. She said:

"Trust yourself. Take on the challenge. Enjoy. Take it as an opportunity to learn." (P1_38)

Likewise, Participant 2 underscores the importance of focus and determination. Staying abreast of updates is crucial in a field that is continually evolving, as this will ensure that the teacher-evaluator's knowledge and skills remain relevant and effective. Determination to navigate the complexities of the role and keep up with the necessary updates can greatly enhance a teacher-evaluator's performance. She asserted:

"Always stay focus. Dapat mag focus ka gid nuh, dapat may ara ka gid sang determination gid, may ara ka sang ginasonod ei focus mo gid siya. Keep posted on the updates, stay abreast indi kay idaran kana, ay ihatag na sa mga bata bata. That is the right attitude."

"Always stay focus. You have to be determined, keep posted on the updates, and stay abreast." (P2_84)

Moreover, Participant 5 takes a philosophical view, asserting that despite the challenges, the role offers teachers an opportunity to continually learn and develop. She insists that teachers mustn't remain stagnant in their profession, highlighting the importance of constant self-improvement. For her, evaluating SLMs is a form of ongoing training, which increases their efficiency and effectiveness. She said:

"In spite of the challenging task, we must be thankful. In our line of profession, we must not be stagnant. The learning must be continuous. It adds our efficiency and serves as an additional training for us, teachers." (P5_222)

G. Be flexible and resourceful

Participant 3 and 4 indicated their insight to other teacher-evaluators to be flexible and resourceful. They emphasized that being a teacher-evaluator should be capable of devising ways and means a resourceful leader, flexible in performing the task and resourceful in creating ways. Participant 3's insight points to the dual roles a teacher-evaluator must embrace. A balance between being a teacher and an evaluator is key in this position. This involves collaborating effectively with teacher-writers and seeking feedback, positive or negative, in order to ensure the quality of the SLMs. This role demands flexibility, as it requires shifting between teaching and evaluating, as well as adaptability to handle feedback and integrate it into the evaluation process. She said:

"Being a teacher-evaluator drives you to be both a teacher and an evaluator. We must collaborate with the teacher-writers and ask for feedbacks, either good or bad, to assure the quality of the SLMs." (P3_130)

Likewise, Participant 4 sees SLMs as tools that not only aid learning but also stimulate teachers' creativity. She implies that the task of creating and evaluating SLMs requires a resourceful and inventive approach. She emphasizes the need to think outside the box to develop effective materials for SLMs. Moreover, she underscores the importance of the evaluation process in understanding student learning in the current educational context, absent the traditional presence of the teacher. Her advice:

"So, the self-learning modules is a tool na nakakatulong in order na mapalawak yung ating mga kaalaman sa pagtuturo and at the same time ang SLM ay hindi lang sya ginawa nang madalian lang so pinahirapan talaga sya na gawin para maging guide sa mga bata so dapat tayo ding mga teachers when receive the modules from the children kailangan din natin ei evaluate yun kasi pinahirapan para malaman natin how far ang natutunan nang bata kahit na wala sa presence ng mga teachers. Yung purpose kasi nito malaman natin kung ano ba ang kaalaman ng mga bata. Tapos after this kailangan nating silang ei assess kong ano pa ang mga materials na gawin natin in order to help them more."

"The SLM is a tool that helps us, teachers, to be more creative. At the same time, SLMs are product of hard work to guide our learners. That's why, upon receiving the modules from the students, we have to evaluate it to assess how far they have learned despite of the present learning setting, without the presence of the teacher. We have to further think of other materials that can be useful in making the SLM." (P4_176)

H. Being teacher-evaluator is not easy

Participant 1 and 4 indicated that being a teacher-evaluator is not easy. They indicated that there should be a positive perspective to deal with the task in order to fully grasp its importance. Participant 1 emphasizes the importance of maintaining a positive outlook despite the challenges inherent in the task. This positivity can help guide understanding and appreciation of the essential nature of the role. The teacher-evaluator's work, while

challenging, can yield substantial benefits for the quality of education. This perspective can be motivational for other teachers considering taking on the evaluator role. She said: I would like other teachers to know that being a teacher-evaluator is not easy. But by having a positive outlook on learning, they will surely understand its importance. (P1_40) Moreover, Participant 4 highlights the complex and in-depth processes involved in teacher evaluation. She outlines the necessity of thorough assessment to understand students' learning outcomes, which may inform the selection and implementation of additional tools to aid students. The role of a teacher-evaluator, thus, goes beyond mere review or oversight; it is a dynamic, investigative role that requires the ability to analyze and make well-informed decisions. This might be seen as an invitation for teachers who appreciate depth, complexity, and the opportunity to make a significant impact on students' learning experiences. She asserted:

“As a teacher evaluator is not an easy task. Talagang mahirap sya na work kasi madaming kang mahirap na pinagdaanan kailangang pagpuyatan talaga sya hindi sya makukuha sa isang basa lang. Yung aking insight para sa mga teachers, is dapat yung SLM kailangang ei assess natin pag nakuha na sa mga bata. Doon kasi natin malalaman kong ano pa ang kailangan ng mga bata. We should think tools para matulungan pa ang mga bata.”

“Being a teacher-evaluator is not an easy task because you will undergo many processes that cannot be performed in just one study. You have to give in-depth assessments on the student's outcome to know what additional tools we can use to extend help to our students.” (P4_178)

I. Served as training ground to grow more

This theme serves as the primary response of participants. It is indicated that participants would like to know other teacher about being an evaluator that it served as training ground to grow more. It helps to learn a particular skill as well as knowledge to improve the given task. Participant 2 seeks to share her experiences with her colleagues, expressing a sense of fulfillment and belonging that she attained from her role as part of the Soccsksargen Quality Assurance (QA) team. The challenges faced and conquered serve as a testament to her growth, resilience, and contribution to the teaching community. This response provides an empowering and motivational perspective for other teachers to consider the evaluator role as an opportunity to grow and to be part of a community committed to quality assurance in education. She said:

“Ok so I would tell or telling teachers the challenges and self-fulfillment I encountered. Kay syempre gusto ko man ma experience man sang iban. I can finally say, mahambal ko gid nga I belong, being part and a parcel nuh, nagging accomplish kita of Soccsksargen QA team. Nami ang pakiramdam.”

"I would like to share to my co-teachers the challenges and self-fulfillment that I encountered. I want them to experience it as well. I can finally say that I belong to Soccsksargen QA team and it feels great." (P2_86)

Likewise, Participant 3 recommends open-mindedness, planning, passion, and love for the role. These qualities, she suggests, are important in developing and integrating learner's SLMs, thereby reinforcing the notion that teacher-evaluators are crucial contributors to the students' learning experience. The words "time", "passion", and "love" highlight the commitment, enthusiasm, and emotional investment that she feels are key attributes of successful teacher-evaluators. Her response implies that teacher-evaluators are not only reviewers but also contributors to shaping the educational content and learning experience. She stated:

"Sabi nga natin andon talaga ang time, passion, love as a teacher evaluator and at the same time dapat nakaplano ka nagkaroon ka ng plan or time management and then always when it comes to feedback dapat maging open minded ka. Open ka sa pagtanggap ng mga feedback and also syempre ang ganda dito kasi isa sa pagiging teacher evaluators mo nakakashare ka rin ng values in developing learners SLM. Nakakahelp ka mag integrate ng values."

"I would highlight time, passion and, love. You must have a plan. Be open minded for feedbacks. The beauty of being a teacher-evaluator is that you are able to share values in developing and integrating the learner's SLM." (P3_132)

Moreover, Participant 5 views the role as a valuable platform for growth. She acknowledges the challenges that come with the task but emphasizes the opportunity to suggest improvements and become more productive. Her words imply that the role of a teacher-evaluator can serve as a training ground, helping teachers grow professionally. It suggests that teachers taking up the role of evaluator will be exposed to opportunities that could foster their professional skills and competencies, thereby enhancing their teaching practices. She stressed:

"It is challenging yet helpful for us to grow as a teacher. It is helpful in such a way that you are able to give suggestions on improving our tasks. It can make us productive and serves as training ground for us." (P5_224)

J. Parents should realize the effort of making SLM's

All of the participants agreed that parents and students should understand the effort making SLM's. Parents should accept the new way of providing education and support their children in dealing with the given learning materials. Participant 1 emphasized that community should understand that the making of SLM's is an ongoing development process. She stated:

"Assessing the quality assurance of SLM is important for the accountability as well as to support the ongoing development of the school, teaching and even in learning." (P1_42)

Likewise, Participant 2 emphasized that parents should give the value of producing student's SLM's. She urges the community to value and appreciate the effort that goes into creating SLMs. This participant highlights the labor and sincerity that educators pour into creating these modules. Their statement suggests a need for understanding and respect from the community regarding the educators' hard work in creating these learning resources. She said:

"The SLMs are made and mastered by teachers with so much love, diba? Kay hindi man na sya maging successful kong wala ang love kag sacrifices. Hence, these SLMs should be materialized with sincerity and acceptance. Hindi nga ng iban nga parents daw wala lang sa ila. Waay lang sila kabalo ang ginhaguan sang mga teachers."

"The SLMs are made and mastered by teachers with so much love. It will not be successful without love and sacrifices. Hence, these SLMs should be materialized with sincerity and acceptance. I see some parents that doesn't seem to give value on it, without them knowing the hard work we exerted to making it." (P2_88)

Also, Participant 3 also indicated that parents should let the student learn with the SLM's as it integrated with values that will provide meaningful learning. She emphasizes the integration of values in the SLMs, indicating that the modules are crafted with care to ensure that they are appropriate for the learners' levels. However, this participant also addresses a challenge where parents, due to the pressure of deadlines, are completing the modules themselves. This insight encourages the community to acknowledge the importance of students engaging with the modules and learning at their own pace. She asserted:

"For the community siguro masabi natin na as a teacher evaluator we are proud dapat na ang assurance natin sa kanila sa self-learning modules meron tayong values integration doon, and at their level yong pagbibigay natin ng activities. Huwag sila yung, kadalasan kasi ngayon is yong mga parents yong sumasagot, nadevelop yung SLM at the level of the students so sayang ang mga values integration doon sayang din yung moral na bigay ng SLM na kapag sila lang din yung sumasagot. Yung feedback kasi sa paligid, deadline na abi sang module kaya ako na lang ma-answer, makopya na lang ko sa answer key. So sayang yong pagod ng teacher sa paggawa ng modules."

"We must be proud, because we put values integration in assuring quality of the SLMs. We make sure that the activities and learning process meets their level. However, nowadays, parents are the ones who are answering the modules, mostly due to the deadlines, without them knowing that we worked hard to ensure that it matches with their

children's level. In such way, learners can never appreciate the values integration and the morals we put on the SLMs." (P3_134)

Moreover, Participant 4 encourages that parents should be motivated in supporting their children in learning with the SLM's. She encourages parents to recognize the importance of SLMs in the educational framework during the pandemic. The statement implies an appeal to parents to support this method of teaching and learning, as it's designed to ensure that learners' education continues despite the challenging circumstances. Her advice:

"Sa community, may mga pagkakataon na wala gana ang mga parents na magkuha sang modules kay hambal nila pabalik-balik, amo lang man japon answer answer lang tapos wala man na. Gusto ko tani ei ano sa tanan, most especially sa mga parents nga mareliaze nila ang important sang modules sang mga bata so hindi lang na sya answer answeran lang, because ang government natin gumagawa ng paraan para tulungan, hindi sila mastagnant ang mga bata, gumagawa talaga ng paraan ang DepEd na kahit sa ganitong paraan maabot lang gihapon sila sang education. So dapat ang barangay mismo aware sila nga may mga parents kag lugar kita nga hindi maabot or ei reach out, nami tani pati ang barangay si kapitan nga makabulig sila."

"There are times that parents don't have any motivation to get modules because the thought that the lessons written are just on-repeat. I want to encourage the parents to come to a realization how important these modules are because this is our government's way on educating our children in this pandemic to avoid making them stagnant in learning and growth. At the same time, I would want to suggest that barangays should also participate in distributing the modules, especially, those houses that are in remote areas. They should coordinate to help reach out those students." (P4_180)

Furthermore, Participant 5 emphasizes that teacher-evaluators are not perfect. She acknowledges the role of parents as learning facilitators during this time and recognizes the occasional errors that can occur in the SLMs. Their comments suggest a willingness to accept feedback and correct mistakes in the learning modules. This response also reiterates the importance of a cooperative effort between educators and parents in facilitating the learning process. She stated:

"We appreciate the parents who became learning facilitators of the students. Knowing that no one is perfect, we encounter typo errors including the spelling, use of words, and even the translations which makes the SLMs harder to understand sometimes. That's why we encourage open communication on parents and teachers to entertain questions and to address the lapses." (P5_226)

This section discusses the discussions, conclusions, and recommendations for considering teacher evaluators' narratives in evaluating the quality of students' SLM's.

The research was carried out by five teacher-evaluator participants at Koronadal City Division. These participants were chosen because they are teacher-evaluators who assess SLM's quality assurance. They became the sources of evidence and documentation for the phenomena under investigation.

Since this study required a thorough investigation and compliance with reliability and transferability concerns in qualitative studies, the research employed the qualitative narrative research design. In doing so, the researcher would undergo an in-depth investigation through one-on-one interviews.

6. Major findings

For this section, the presentation sequence was based on the research questions in the interview guide. The discussions section highlighted the themes, which were the study results, and corroborated with related literature and studies.

6.1 Pressure of being chosen

This theme suggests that the participants felt the pressure, knowing that it was their first time to be an evaluator and would be a new task in their profession. One of the biggest challenges to their duty in the distance learning during the COVID-19 crisis is to keep learners engaged, and this other task will be a great test for them to be a teacher and, at the same time, an evaluator. Nevertheless, these teachers wholeheartedly accepted the assignment and felt honored yet, at the same time, pressured. Thus, these perspectives are supported by the reflection of Tingley (2022) emphasized that teachers sometimes feel ambivalent about additional duties. On the one hand, they feel obligated to be a team player, especially if their principal personally asks them to take on a new responsibility. But on the other hand, their first responsibility is to teach, and some extra roles take time and focus away from their primary work.

6.2 Seeking knowledge from varied resources

This theme served as the primary responses of teacher-evaluator as the preparation in assessing the quality of learners' SLM's. All of the participants stated that they prepare themselves in attending orientation, reaching experienced individuals and seeking materials that can develop their knowledge towards the task. One of the difficulties in preparing teaching materials is the process of the selection of resources. Teachers must have more authentic educational backgrounds and conventional teaching and learning practices with contextualized teaching and learning. Teachers must experience, construct, and discuss self-regulated learning to nurture the same development among students. It is critical to empower teachers, investing in the necessary skills development and capacity building to exploit remote and blended learning (Barron et al., 2021; Clapsadle, 2014).

6.3 Using appropriate materials

This theme emphasizes on how participants utilized MELCs to assess the quality of self-learning modules. The DepEd offered the MELCs as the primary reference for all schools in establishing and implementing learning delivery approaches that are tailored to the local context and diversity of learners, while adjusting to the challenges given by covid 19. Furthermore, it stressed that knowing the students' background, such as their demographic profile, social and cultural status, and learning style, is vital in contextualizing the teaching and learning. Also, a study support this finding that the socialization approach is one of the approaches to contextualizing students. Since education is a social process, it requires considering social and cultural factors during instructional planning and situated learning, awareness, and comprehension, which are found in multiple physical and social contexts (Bonganciso, 2016; Chiva-Bartoll et al., 2020).

6.4 A challenging task

This theme served as the primary responses of the participants on how they describe the assessing of quality assurance of SLM's. They stated the assessing of quality of SLM's based on how they deal with their task. The finding revealed that teacher-evaluators describe their task as challenging. The provision and usage of distance learning, using new approaches and tools such as online and modular learning, is the main challenge for many educational sectors during the COVID-19 pandemic. Successful usage of new normal education systems relies on understanding the adoption factors and the main challenges that face the current learning systems. Moreover, boundaries and crossing boundaries are deliberate targets of change. All teachers willingly accept the challenge of teaching outside the field because they consider it possible to learn the necessary content and teaching approaches. They have expanded their identity to encompass the new role after some initial apprehension and support, coordination of boundary objects, and successful experience (Akkerman & Bakker, 2011; Callo & Yazon, 2020).

6.5 Ensuring quality education

In this theme, participants described assessing the quality of SLM's as ensuring the quality education. They emphasized that the task is an avenue to provide education despite the challenges brought by the pandemic. The finding supported by related literature that on the part of the teachers in providing modular learning is said that they should have time to pay attention to individual learning problems using modules. They can identify problems earlier. They are free to serve as resource persons to answer and help those who need help. Moreover, the conduct of webinars for equipping teachers with the current trends of new normal education also helps educators adapt to the changes of times. These steps will help the educational system in our country to continue providing quality education to learners deemed to be the future of society (Castroverde & Acala, 2021; Lardizabal, 2017).

6.6 Aligning with the quality assurance

Participants indicated that the importance of assessing the quality of self-learning modules (SLMs) is aligning with the quality assurance and providing the needs of learners. Aligning with the quality assurance and providing the needs of students for learning is critical in distance learning. In this pandemic, educators ensure better understanding by providing off-line learning options such as delivering printed SLMs and giving multiple options for communicating. Not every distance learner will have access to the same resources, educators must work to create equity wherever they can. Many students lack internet and technology access at home. Despite these challenges, educators should find ways to use available tools to reach their students and support families in need (Henryson, 2020; Sayler, 2021).

6.7 Ensuring better learning

This theme serves as the primary responses of the participants. It is indicated that the importance of assessing the quality of self-learning modules (SLMs) is advancement give students the opportunity to master essential skills and knowledge before they move on to the next level. Since distance learning is a new learning environment, educators must rethink how to meet students' needs and provide better learning. The finding shows that students learning should be done at home, and teachers consider parents to guide their children towards the lesson. Teachers would need to work with their school district and families to figure out the best platform and format for checking in (Cahapay, 2021; Kaufman, 2020).

6.8 Fostering constant communication

Participants emphasizes that their strategies in addressing the challenges towards the inquiries in assessing the quality of self-learning modules (SLMs) is fostering constant communication with the team to reach the common goal. The finding shows that teacher-evaluators foster constant communication to share their concerns and inquiries with their co-teacher-evaluators and knowledgeable individuals. A collaboration between lead practitioners and teachers is a robust professional development activity that can help teachers improve their subject knowledge, think about teaching strategies differently, and learn new ideas to try in the classroom. To achieve excellence in teaching and learning, Teachers need to embrace their identities as teachers and be supported by their institutions and faculty development (Patzner, 2020; Steinert et al., 2019).

6.9 Reviewing the guidelines in MELC

Participants indicated that they review the guidelines from MELC (Most Essential Learning Competencies) to compare and contrast the procedures in assessing the quality assurances of SLM's. The finding shows that teacher-evaluators are reviewing the guidelines such as MELCs and standard forms given from division as one of the coping mechanisms towards their challenges experienced in creating SLMs. Having the opportunity to design an SLM can seem simultaneously daunting and exciting. This is supported in the literature which emphasizes that developing modules is a great

privilege and a responsibility. Providing necessary resources and relevant training and skills development webinars among teachers shall be maintained to successfully deliver quality education (Burge, 2019; Guiamalon et al., 2021).

6.10 Administrators are constantly monitoring

This theme serves as the primary response of participants. It indicated that there is constant monitoring of the administrator. Teacher-evaluators are provided with monitoring in providing resources and materials. Administrators aim a continuous management function to assess if progress is made in achieving expected results in evaluating the student's SLM. The finding indicated that teacher-evaluators are being provided with constant monitoring, which afforded them to be in touch with information and inquiries about their duty. These ways of successful implementation of education confirm by a related study, which presented strategies for contextualized teaching and learning that may help meet each learner's distinct needs, including stress and problem-solving. Recognize the need for education and learning in many settings, such as family, society, and workplaces. The purpose of continuous monitoring is to ensure that the standard of programs is maintained and improve students' experience as appropriate (Darling-Hammond, 2010; Han, 2021).

6.11 Learning new things

This theme serves as the primary response of the participants. It stressed that the advantage of assessing the quality assurances of SLM's is to be involved in a new task and function as learning new things. However, it is indicated that the disadvantage of the task is the additional workloads of participants. Aside from being a teacher in giving instructions to their respective class, being a teacher-evaluator increases the duty and responsibility. It was discovered that being enthusiastic about their job made them like it and eventually accept the nature of their job, which is to build knowledge in analyzing the quality assurance of SLMs despite the increased workloads. The importance of professional identity in the teaching profession. It gives instructors a framework to develop their ideas about "how to be," "how to behave," and "how to understand" their work. Upgrading teaching concepts by providing innovation in teaching and learning introduces more efficient skills and self-development ideas, effectively utilizing time and resources, and so aids us in better understanding how to educate (Morrison, 2013; Sagar, 2020).

6.12 Building confidence

Participant 1 again emphasized that the advantages of being a teacher evaluator help her to gain and develop confidence. This is due to the meaningful experiences which she learns new things and acquire new skills which is evaluating the quality of assurance of SLM's. The finding revealed are the advantages describe being a teacher-evaluator. The literature supported that the task of teachers outside their teaching field is a chance to them take the initiative to develop own opportunities in developing own knowledge and skills. This can boost teachers' professional growth that can also afford them confidence.

Involving an individual in a new task provides a great opportunity for learning, innovation, and professional growth (Al-Jarf, 2021; Barrett et al., 2019).

6.13 Promoting time management

Participant indicated that the disadvantage they have experience challenged them in assessing the quality assurance of self-learning modules (SLMs) especially in time management. The finding revealed that all teacher-evaluators agreed that the disadvantage they have experienced challenged them in assessing the quality assurance of self-learning modules (SLMs), especially in time management. The most valuable commodity in the teaching profession is having a good sense of time management. Teachers should focus on the needs, sharing the knowledge, issues, and problems (Rap et al., 2020; Sahito, 2016).

6.14 Focusing in doing the task

Participants emphasize that their coping mechanism in dealing with the challenges during assessing the quality of self-learning modules (SLMs) is being focused in performing the task. Literature supported this theme which emphasize that when focused on one task at a time, it makes strides to achieve goals and complete priority tasks at a quicker rate. Instead of getting lost in a sea of unimportant tasks, you can build habits that allow you to move the needle on your most important projects (Focus Indicators for Teaching, 2023).

6.15 Communicating with peers

Participant 3 indicated that communicating with her team was her coping mechanism in dealing with the challenges during assessing the quality of self-learning modules (SLMs). This theme is supported in the literature which specified that communication in the workplace is important because it boosts employee morale, engagement, productivity, and satisfaction. Communication is also key for better team collaboration and cooperation. Ultimately, effective workplace communication helps drive better results for individuals, teams, and organizations (Gupta et al., 2022; Newnam, 2019).

6.16 Accepting the responsibility

Participants stressed that accepting the given task was their coping mechanism in dealing with the challenges during assessing the quality of self-learning modules (SLMs). They believe that accepting responsibility will give a positive outcome in the learning process of students at home. This is supported by the literature which emphasizes that when individuals take more responsibility at work, they are willing to accept additional job tasks and duties. It also means that they may take on more critical, higher-stakes work. They show they are ready to be accountable for more work when responsible for any charges. Once they reach a certain point in their career, they may have the right skills and experiences to have more responsibility (Lauermann, 2014; Semradova & Hubackova, 2016).

6.17 Giving moral support

Participants indicated that their team are giving encouragement to each other in performing the task. Through understanding, solution and progress towards the task become possible. The participation of the teachers can be seen in these themes. Teacher collaboration has a favorable impact on the entire school community. Improved self-efficacy, increased teaching effectiveness, and improved instructional quality were all favorable outcomes of teachers. When teachers collaborate, students have a better learning experience. Collaboration among teachers has a favorable impact on student progress and allows educators to venture into new area (Mora-Ruano et al., 2019).

6.18 Being motivated to do the task

Participants indicated that being motivated and eager to accomplish a goal is the coping mechanism that gives a positive outcome in assessing the quality of self-learning modules (SLMs). This theme is supported by the literature such as Han et al. (2016), which defines teachers' motivation that is it in terms of attraction, retention, and concentration as something that determines 'what attracts individuals to teach, how long they remain in their initial teacher education courses and subsequently the teaching profession and the extent to which they engage with their courses and the teaching profession.

6.19 Seeking assistance from co-teachers

Participants narrated that the coping mechanism she employed that give a positive outcome was seeking assistance from co-teachers. She indicated that asking for help allows her to surround herself with people who can make her feel good and facilitate further development. Asking for help is essential to growing in any profession, so it should be encouraged. Teachers can also be proactive by consistently collaborating and openly communicating with colleagues. Co-workers are the most excellent resource, and time spent learning with and from them is always well spent (Patton et al., 2015).

6.20 Administrators are providing seminar and training

Participants indicated that administrators are providing seminar and training to develop knowledge and skills in conceptualizing the assessing the quality of student SLM's. Their involvement to these seminars helps them to create an effective learning environment in performing the task. The finding reveals that teacher-evaluators are given seminars and training. As literature stated that teacher must contemplate an intervention to deliver their tasks and duties. The school is crucial in this journey since they give training and seminars for teacher to provide them with the necessary skills and knowledge for distance learning education. Moreover, these findings adhere to Bruner's Constructivism theory. As teacher-evaluators engaged in training and seminars, they are actively involved in knowledge construction in the process of analyzing concepts on how to assess the quality assurance of student's SLMS (Hammond et al., 2019; Guiamblang et al., 2022).

6.21 Providing quality learning needs

Participants shared their learning gained in assessing the quality assurance of self-learning modules (SLMs) as providing quality learning needs of learners amidst the pandemic. A modular organization requires constant monitoring and input to continue learning. Modules aim higher, allowing learners to master more than just grammar, vocabulary, and functions. Modules are sometimes subdivided into units, but their focus – their general driving principle – should be distinct. In addition, each module has a statement of objective, instructional goals, module implementers, the modular program, relevant experience, and module evaluation (Vergara, 2017; Maile & Cooper, 2018). Aiming to improve the quality of self-learning modules used in modular distance learning, the Department of Education (DepEd) has established standards for evaluating SLMs. It also emphasized that practical learning tools enable teachers to better aid and guide students in acquiring skills, knowledge, and life experiences. Typically, textbooks are the primary learning resources utilized by students under direct teacher supervision to achieve curriculum objectives (Malipot, 2020).

6.22 Realizing the task as an honor

Participants emphasize that gain a lot of learnings being an evaluator. Accepting and taking the responsibility is an honor for her as she gains confidence and learned that she can do such given task. For her, towards being responsible and productive helps to raise her self-esteem and relationships with friends, family and co-workers. Nothing is more rewarding than knowing and seeing the evidence that you've impacted someone's life or multiple lives. Teachers should not seek rewards and praise. Sometimes, they cannot physically see the appreciation and impact they've made, but they know that it's there. This reward should drive them to want to be the best teacher for themselves, their school community, and their dear students (Lam, 2016).

6.23 Being responsible to perform the task

Participants learned in assessing the quality of self-learning modules (SLMs) that being responsible is something to do systematically, orderly, and methodically in performing the task well. Salio and Wilkerson found a positive relationship between curriculum and learning approaches. The goal of the modules is to provide resources to instructors that will allow them to transform their classrooms into active, student-centered learning environments. The following shared characteristics of a module that are distinguished are each is self-contained, independently instructed, systematically organized, well defined, and a means of evaluating the work (Nardo, 2017).

6.24 Performing the task expands learning

Participants learned that by performing the task she also gained and expand her learning in providing the needs of the students. Moreover, participants also indicated that they learned the importance of their duty in assessing the quality of SLMs. Ensuring the quality of contextualizing teaching and learning into real-life situations, as students learn at their own pace at home, they develop their skills, abilities, and attitudes. Creating and

contextualizing learning materials allows students to connect knowledge and its relevance to their lives as family members, people, and employees and participate in the hard work required by learning (Breiner et al., 2012; Fauzi & Khusuma, 2020).

6.25 Widens the knowledge

This theme serves as the primary response of the participants. It is indicated that the advantages of being a teacher evaluator provide an opportunity to widen the knowledge. This is due to the in-dept evaluation between the making students' SLM's considering the curriculum in the context of new normal education. Modularity is strongly suggested in an Alternative Learning System. Teaching with modules offers numerous benefits over traditional techniques. It is emphasized that modular training adapts to individual learning styles so students may choose what they need to study. To succeed, they must look at their own pace. He believes in a multi-media strategy that equips pupils to take care of their education (Morrila, 2017). Teachers, on the other hand, have time to pay attention to individual learning problems with the use of modules. They can identify problems earlier. They are free to serve as resource persons to answer and help those who need help (Lardizabal, 2017).

6.26 Accept the challenge

This theme serves as the primary response of the participants. Participants shared their insights to other teacher-evaluator to accept the challenge. It is indicated that teacher-evaluators should accept the challenge in taking the responsibility as it provides a lot of opportunity. If quality education is offered, quality learning resources for students and teachers are required. Self-learning modules are created to have complete control over what students learn, how they know it when they understand it, and where they study it. This adaptability is a critical property of open learning. With the development of information technology for communication, alternative instruction means are gradually fading away (Anduyan, 2021; Valentin, 2021).

6.27 Be flexible and resourceful

Participants indicated their insight to other teacher-evaluators to be flexible and resourceful. They emphasized that being a teacher-evaluator should be capable of devising ways and means a resourceful leader, flexible in performing the task and resourceful in creating ways. The finding shows that teacher-evaluators should accept the nature of the task being an evaluator. It paves with flexibility in doing the task and resourceful in making ways to do things possible. Teachers play an important role in boosting learners' engagement in education affected by the COVID-19 pandemic. The teachers' role becomes crucial for ensuring that the community stays engaged and does not lose motivation in educating individuals (Barron et al., 2021; Dayagbil et al., 2021).

6.28 Being teacher-evaluator is not easy

Participants indicated that being a teacher-evaluator is not easy. They indicated that there should be a positive perspective to deal with the task in order to fully grasp its

importance. The utilization of self-learning modules considers individual differences and sanctions students to work at their own pace (Daugherty & Foster, 2016). In the time of pandemic, the challenges of being a teacher-evaluator was a challenge of teachers. Constructing meaningful partnerships with community partners, designing projects that satisfy learning and community goals, managing the projects' logistics, engaging students in special skills training, and reflecting on the students' meaning takes time. However, the pandemic has fundamentally altered the educational landscape and revealed both old and new challenges, such as the digital divide, which is a term coined to describe a lack of appropriate gadgets, inaccessibility to the internet, teachers' learning while setting up, and other hybrid online learning opportunities. (Navarosa, 2020; Phuthi & Mpofo, 2021).

6.29 Served as training ground to grow more

This theme serves as the primary response of participants. It is indicated that participants would like to know other teacher about being an evaluator that it served as training ground to grow more. It helps to learn a particular skill as well as knowledge to improve the given task. The finding revealed that teacher-evaluators wanted to share that having their duty is not that easy, yet it allowed them to grow more in their profession. Moreover, literature supported these related themes, that adopting a new teaching approach is often a daunting task, especially if one is an early adopter in a limited-resource environment (Kenney, 2011; Kintu et al., 2017).

6.30 Parents should realize the effort of making SLM's

All of the participants agreed that parents and students should understand the effort making SLM's. Parents should accept the new way of providing education and support their children in dealing with the given learning materials. The finding revealed that teacher-evaluators emphasize that parents should understand the situation in these trying times of providing quality education. Also, they also asserted that it is imperative that parents should involve in the learning if their children at home. Thus, support and involvement has identified several benefits experienced by all parties when parents increase their academic roles in their children's lives. It suggests that it is easy to accomplish those goals that parents can begin by creating a home environment that encourages learning, expressing high expectations for their children's achievement and future careers, and becoming involved in their children's education at school and in the community (Agaton & Cueto, 2021).

7. Implication for practice

7.1 Pressure of being chosen

Teachers are very used on doing multiple tasks other than merely discussing subjects to students inside the classroom, but with the high demands of adjustments brought by the pandemic, they are forced to do more and be more. To be a teacher and evaluator all together requires a lot of effort and hard work to produce quality modules on time.

Taking-up the challenge as chosen teacher-evaluator can test your wit, patience, time-management skills, and more, yet, knowing that the result would greatly contribute to the student's learning, it's a relief and honor.

7.2 Seeking knowledge from varied resources

Teacher-evaluators were confronted with numerous techniques, research, and cross-referencing in order to achieve quality modules within a given timeline. Resiliency and resourcefulness are needed more than ever in order to adopt in the new way of imparting knowledge in this challenging era. They need to mix and match their years of classroom teaching experience and current modular teaching trainings to formulate the most suited module that will meet the educational demands of students on each subject.

7.3 Using appropriate materials

Module making is not a "one shoe, fits all". Teachers need to personally assess the situation of each student to come-up with the most appropriate materials to use. They have to make sure that they can produce a student and parent friendly approach, at the same time, not compromising the amount of learnings the students can get. This becomes more challenging for those teacher-evaluator who were not locals in their assigned school districts, they have to exert more effort to understand and make the student able to adopt the system.

7.4 A challenging task

Teachers have to go out of their comfort zone this time. They are required to not just teach, but also learn. They need to undergo series of trainings, seminars, and even personal research to widen their perspective on how to blend in the current situation. The process is immensely stressful and time-consuming yet, overtime, they are able to grasp different approaches and able to overcome the adjustment challenges.

7.5 Ensuring quality education

Testing the quality of SLMs can also mean undertaking trial and errors, as well, at the beginning. Teacher-evaluators are tasked to meticulously assess all areas of this new method because this will serve as the basis of learning and it has to be, as much as possible, as effective as the classroom setting. It is, of course, considerable to expect approach variations as they try to track and keep-up progress among students through their performances.

7.6 Aligning with the quality assurance

Teachers need to practice flexibility in dealing with different methods of reaching out to their respective students and parents. They have to consider what they available resources per student at home are, what the most fitted learning-style is, and how to be of help in times of lesson confusion and inquiries. Teachers in remote areas are the most heavily burdened as they have limited resources and accessibility. Even so, teacher-

evaluators are motivated to make learnings available for everyone despite of the hindrances.

7.7 Ensuring better learning

This time around, teachers are required to be more creative to attract student's attention through the SLMs. Also, they have to encourage parents to participate in assisting their children to take-up each lesson as interesting as possible. Although, teachers are well-equipped with seminars and trainings from DepEd, they are challenged to exert extra effort to make sure that learning never stops despite of any given circumstances. Some teachers even used personal phones to reach out to their student's educational needs and queries.

7.8 Fostering constant communication

It is immensely important to build and maintain constant communication among the team and engage with teachers who genuinely enjoy their job and have new and interesting ideas as the pandemic has changed working patterns and modes of connecting with others. Effective and good communication strategies can help to establish a positive working environment, which ultimately, in the run, improves productivity and efficiency. Open communication in which teacher-evaluators are able directly communicate with upper administration to provide feedback, share ideas and raise concerns regarding their day-to-day work progress and development would be of great aid.

7.9 Reviewing the guidelines in MELC

Apart from being used from using standard forms overtime, teacher-evaluators give high regards towards the construction and implementation of MELCs to keep them on track with the changes and development of SLMs. On top of that, they must continually seek for further study, observation, and research on how to improve the quality of modules that will tailor-fit with the student's capacity to learn remotely. Looking at the bright side, being a teacher-evaluator is a good challenge to be more resourceful and creative.

7.10 Administrators are constantly monitoring

As teachers are already under a lot of stress. They sometimes forget to assess themselves or find it hard to improve as they really have no real critic other than the student performance. Administrative monitoring aide the improvement of teaching skills, recognize and reinforce teaching excellence, help teachers focus on student outcomes, and to plan in service education activities. Good educational outcomes are a residue of having highly qualified and experienced teachers. The quality of a good teacher is weighed through the teacher's evaluation. A teacher's evaluation puts out their performance and conduct in context and compares them against a set of certain standards.

7.11 Learning new things

Enthusiasm and attitude play a significant role for a teacher to keep going and strive for excellence in their chosen profession. This includes the non-stop search for new teaching ideas, seeking a more effective strategies, and adopting to situational changes. Accepting additional workload demands supplementary time and effort exertion. Thus, teacher-evaluators must be well-equipped and supported by the higher administration in preparation for the new challenges.

7.12 Building confidence

The blended learning set-up is a unique way for teachers to extend learning and engage to their students through SLM distribution. For teacher-evaluators, this was a tough yet rewarding challenge knowing that they serve as the back-bone behind every quality SLM. A teacher who lacks confidence is less likely to push students, try new methods, or tackle difficulties. Hence, a teacher's confidence increases over time when they are appreciated and motivated with their teaching skills and abilities and more likely to result to be more effective and efficient in their field.

7.13 Promoting time management

Teachers must take steps to properly manage time in order to create an effective learning environment. It is possible to keep up with the educational needs of every student, manage urgent situations instantaneously, and avoid falling behind when unexpected events occur by implementing time management strategies. Assessing the quality of SLMs for every subject is immensely time consuming for the assigned teacher-evaluators, bearing the fact that these tasks have a specific timeline to follow.

7.14 Focusing in doing the task

Being focused means you have a clear goals and objectives. Staying focused at work makes creative ideas flow easier and increases productivity. If teacher-evaluators are highly focused, it will allow them to do a better quality of work. They will be able to complete a task more quickly the longer they can pay close attention on the tasks. This effectiveness may result in improved work output, which may advance their career.

7.15 Communicating with peers

Good communication is an integral part of an efficient and successful workplace. Maintaining strong working relationships at all levels of an organization has been particularly important since the COVID-19 outbreak forced many people to work remotely. It ensures everyone understands their duties and responsibilities and keeps them engaged and productive. Teachers should prioritize effective communication among themselves to ensure satisfaction and promote high performance.

7.16 Accepting the responsibility

Responsibility is important in the workplace because it shows your professionalism, can advance your career, helps build professional bonds with co-workers. When teacher-

evaluators understand their role and responsibilities in and it will in still accountability. Finding and creating meaningful educational experiences that enable students to address real-world issues and demonstrate their understanding of vital concepts, strong skills, and character-building attitudes that adhere to established educational standards is a teacher's most crucial duty.

7.17 Giving moral support

The demands of teaching can be overwhelming, with paperwork, lesson planning, marking, and the numerous extracurricular activities that teachers are expected to participate in. Thus, being tasked as teacher-evaluator posed added pressure. Creating a supportive and positive environment within the school and telling the colleagues how much they're valued can really help to build a more confident culture. In the absence of moral support, they may lose their sense of efficacy. As a result, the teacher's practice may be impacted.

7.18 Being motivated to do the task

Being a teacher in the modern educational world is an exceptionally challenging task. Beyond the daily teaching and grading routine, educators also work to manage student behaviors, family issues, teaching pressure, and many other difficult issues. Supporting and integrating their ideas will motivate teachers to think outside of the box and improve the entire educational process. Therefore, it is the duty of every school administrator to support and motivate their teacher-evaluators to create an engaging and collaborative environment for producing standard quality modules.

7.19 Seeking assistance from co-teachers

Educational and teaching expertise is a powerful gift, especially when shared. Teacher-evaluators and teachers can cooperate by exchanging teaching styles inside their professional learning communities. These groups can support them by providing comments and suggestions for how to modify the simulated instruction, as well as assistance in identifying accomplishments and obstacles. It is essential to create conversations that will open up what they have learnt to a new perspective, helping them and others to grow. Sharing lets other teachers discover it for themselves in a way that helps them to raise their own level of expertise.

7.20 Administrators are providing seminar and training

Giving teachers professional development opportunities that can act as a supportive guide for improvement. Despite the weight of the incredible task before them, they remained resilient and adapted in ways many teachers, school districts, and policy makers thought impossible. Local leaders and administrators should consider providing guidance about a range of assessment options that might be useful, with considerations for schools and districts to weigh as they determine which is most useful for their context, and/or providing a set of common performance tasks that teachers and schools can decide to implement in instructionally relevant ways.

7.21 Providing quality learning needs

Teacher-evaluators put in a lot of work outside of lessons to ensure that they are providing an engaging learning environment and supporting students. On a societal level, they're constantly adapting to new reforms, curriculum mandates, evolving education research and pedagogies, and advances in their own fields. As well as planning lessons, they are required to research and source appropriate teaching materials to complement the contents of the lesson. Additionally, rather than adding new tests, teacher-evaluators should be supported in making effective use of the tools they already have in place, designed to be useful within their local contexts.

7.22 Realizing the task as an honor

The duties of a teacher extend much further beyond standing at the front of a classroom and delivering lessons. These opportunities encourage teachers to step outside their comfort zone and achieve something new, which ultimately will build confidence. There is nothing more rewarding than knowing and seeing the evidence that you've made an impact on someone's life or multiple lives as once being a teacher-evaluator.

7.23 Being responsible to perform the task

New teaching methods and techniques are being created all the time and it's a teacher's responsibility to stay up-to-date with the most effective resources and techniques available to help them deliver engaging lessons. Teacher-evaluators should prioritize understanding student experiences, forging caring connections, surfacing considerations of what students have had the opportunity to learn, and connecting students to the appropriate supports within school and community systems.

7.24 Performing the task expands learning

This noble profession of educating others is always accompanied by new challenges. Designing modules is a great privilege, but also a responsibility. At the same time, it provides the opportunity to learn new things regularly. It requires a tremendous amount of composure and patience to effectively survive in the field.

7.25 Widens the knowledge

Teachers have enormous expertise and diverse perspectives. Providing a platform for them to share with others not only validates and supports their work, but it also provides others with learning opportunities. While it is understandable that not all ideas will be feasible, others can prove revolutionary to both students and other instructors. Supporting and integrating their ideas will motivate teacher-evaluators to think outside of the box and improve the entire educational process. Thus, a teacher's mind is always growing.

7.26 Accept the challenge

When teachers were launched into remote learning, the act of teaching fundamentally changed. The tools of instruction, the pedagogical strategies, and in many cases even the

content shifted to adapt the new remote or virtual learning context. Regardless and with varying levels of success, educators rapidly adapted to new ways of teaching and learning during a pandemic with extremely limited preparation and support.

7.27 Be flexible and resourceful

The COVID-19 pandemic has spotlighted teachers' adaptability and flexibility like never before. Teacher-evaluators has to be on teachers, students, and parents' shoe all together to grasp better understanding and adjust accordingly. Teaching profession demands continuous thinking, implementing newer ideas, learning about new things and teaching them further. This keeps their brain very active and creative at all times.

7.28 Being teacher-evaluator is not easy

Being a teacher is never simple, and being teacher-evaluator makes the profession more complex. One might stick to the good, old textbook oriented education methodologies. Or, one could bring about modernization in the education methods and make it more interesting for the students. But as teacher-evaluators, they have to consult both ways to produce the most appropriate modules matching the student's distant learning needs.

7.29 Served as training ground to grow more

Every educational institution has teachers who exceed expectations by putting forth extra effort for their students and colleagues without complaint. However, as human beings in the midst of the pandemic, stress and pressure are often felt. Even so, teacher-evaluators are still grateful to be part of the team as they see it as an opportunity to grow in their career and be more than just being confined in the traditional classroom set-up.

7.30 Parents should realize the effort of making SLM's

Teachers, parents and students are striving to adjust to the new system. Teaching can be exhausting and emotionally draining. When teachers feel supported, they can better extend that same support to their students. Parents, on the other end, have also stepped up and taken charge of their child's education. An effective education policy in the 'new normal' therefore requires the development of new adjustment strategies, it calls for a renewed collaboration between teachers and parents, who must work together in the best interest of students.

8. Implications for future research

In as much as the study was limited to the responses of five teacher-evaluator participants in Koronadal City Division, the following implications for future research are considered: First, future research may conduct by selecting other groups of teacher-evaluators in SOCCSKSARGEN Region. Second, future research may conduct another study of the same focus to investigate the leadership style of teacher-evaluators in assessing the quality of students' SLM's. Third, research may conduct an in-depth systematic review research design to systematically identifies, selects, evaluates, and synthesizes all high-

quality research evidence relevant to assessing the quality of students' SLM's. Fourth, this study was done in both public elementary and secondary schools. Further research could be done to investigate the same phenomenon among private elementary schools. Finally, the study's findings are viewed from the lens of the teacher-evaluator research participants and informants. Future research could conduct another investigation to examine development team and administrators' assessment and plans on how they put into the professional development they provide for teacher-evaluators in assessing the quality of SLM's.

9. Concluding remarks

The pandemic has recalibrated how teachers divide their time between teaching, engaging with students, and administrative tasks. As teachers started to implement these guidelines and recommendations, they found themselves balancing educating and providing feedback to students remotely, filling administrative reports, and taking care of their families. This study highlighted the success stories of teacher-evaluators with their challenges, coping mechanisms and insights in assessing the quality of Self-Learning Materials (SLM's). Understanding being a teacher-evaluator, drawn from their experiences and challenges in the field of new normal in providing education, is vital for school administrators to understand and reinforce them. Moreover, this phenomenon is especially true in the work field of both teaching and being part of administrative tasking in new normal. Teachers assigned to this position may require complex management strategies. Moreover, teacher-evaluator have accepted the challenges and learned new things that boost their professional growth, especially in assessing the quality of students' SLM's. It is often a daunting task, especially if an early adopter is in a limited-resource environment. Hence, to achieve this complex goal, such as the quality of education and school development, there is a need for common purposes and cooperation among staff that facilitate the coordination of individual teacher-evaluators resources and strategies, as no teacher alone can achieve such goals, everybody should cooperate and be responsible to achieve this common goal. Moreover, it would help understand teacher evaluators' experiences and challenges. Support from the school administrator in conducting seminars and training for quality of SLM's is recommended to bridge the challenges dealing with the nature of the responsibility. Also, governments should recognize early on those their well-intentioned teacher support systems ended up generating burnout. This can be performed by giving intrinsic and extrinsic motivation, such as recognition and incentives. Overall, the pandemic and the extended school closures have changed the role of teachers and most of them were not prepared for such change; a comprehensive strategy is required for socio-emotional monitoring and psychosocial support to ensure teacher wellbeing and avoid burnout.

Conflict of interest statement

The authors affirm that they do not have any conflicts of interest concerning this study. They specifically declare that they have no financial ties to or affiliations with any organizations that would affect the findings or interpretations stated in this publication. Furthermore, neither the authors' personal nor professional relationships could be construed as having influenced this study's results. This work was conducted in an independent and unbiased manner, and no external funding was received that could have influenced the outcomes of this study.

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