Teachers' Strategies in Monitoring Student's Self-Learning Modules in the New Normal

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Abstract: The Department of Education has created a self-learning module as one of the alternatives of education in the new normal. The major purpose of this research is to find out what strategies' teachers use to monitor students' self-learning modules. The study also looked at teachers' perception about self-learning modules and the challenges they faced while using monitoring strategies. The participants of the study were South Butuan District 1 Junior high school teachers. The study used a quantitative method and survey questionnaires were circulated in gathering data. The findings indicated that the participants' primary strategies for monitoring students' self-learning modules were a monitoring log, home visitation, and feedback mechanism. Based on the findings, the study suggests enhancement programs that would help teachers improve their strategies of monitoring students' learning modules.

Keywords: Challenges encountered, Communication platform, Monitoring Strategies, Self-Learning Modules, Perception

I.INTRODUCTION

Education is a multidisciplinary teaching and learning process. Students should learn while also developing their emotional, social and spiritual aspects. Teachers serve as facilitators in a conventional (face-to-face) education system, providing resources, instruction, and monitoring student's progress from four corners of the room. However, due to the COVID-19 Pandemic, educational institutions all over the world have been forced to shut down. It is regarded as the most significant shock to the global education culture.

Thousands of colleges, technical institutions, and universities, according to Saavedra (2020), have had their classrooms vacant from one day to the next. As part of their sanitary plan to tackle the pandemic, China and some schools in other affected countries ordered school closures by late February. By mid-April, 1.6 billion students had dropped out of school because of this. In the Philippines, the education sector was also closed to protect students from the pandemic. This health crisis forces educators around the world to consider alternative methods of providing a high-quality education to their students.

The occurrence of the pandemic has an impact on the Philippines' economy as well as its educational system. In this case, the education sector must act, allowing the government, through the Department of Education (DepEd) and the Commission on Higher Education (CHED), to focus on initiatives that will still provide high-quality education to students. The global education community has used a variety of initiatives, including the online and modular approaches.

Education personnel in the Philippines, through the Department of Education (DepEd) and the Commission on Higher Education (CHED) have worked on providing initiatives and that includes the online learning approach.

However, the country's internet connection is not reliable enough to accommodate large groups of students and teachers. As a result, most schools, particularly elementary and secondary schools have chosen to use one of the Department Learning through modules, as earlier mentioned, is a standard teaching method used by most schools. A module is a "self-contained" block of education that is defined as a unit, chapter, topic, or portion of an instructional section of a course.

Learning through modules, as earlier mentioned, is a standard teaching method used by most schools. A module is a "self-contained" block of education that is defined as a unit, chapter, topic, or portion of an instructional section of a course. Furthermore, according to Hornby, as cited in Yoseph and Mekuwanint (2015) and Malik (2012), a module is a practically self-contained unit of work in a course of instruction, as well as a teaching method focused on the development of skills and information in discrete units. Consequently, according to Kakurina (2012), the term "module" has numerous variants, including modular technology, modular process, modular approach, modular software, unit-modular, and modular-rating. In the new normal, a module is being used to compensate for the lack of a face-to-face teaching-learning process.

According to Jogan's Self-learning modules for Students and Teachers, SLM is designed for students to have their own pace of learning and allows students to explore learning modules in their own time. Further, Jogan (2016) stated that Self-Learning Modules are designed to provide a solid knowledge base and actualize learning experiences. Also, SLM aims to enhance students' long-term learning and allow developing good work ethics. Education in the new normal is quite a challenge for teachers. Aside from distributing learning

modules, teachers also are tasked to monitor student's SLM. In this case, teachers have to be innovative in teaching and checking the student's SLM.

The study focused on Science Teachers of Butuan City specifically Secondary Teachers of South Butuan District 1. The study aimed to determine the teachers' monitoring strategies of the student's Self-Learning Modules in the new normal.

Statement of the Problem

The study aimed to determine the strategies of Science teachers upon monitoring the student's Self-Learning Modules in the new normal.

This study pursued the following questions:

1.What is the participant's perception in the implementation on Self-Learning Modules (SLM)?
2.What are the strategies used by the participants in monitoring the student's Self-Learning Modules (SLM)?
3.What are the challenges encountered by the participants in implementing the strategies in monitoring student's Self-Learning Modules (SLM)?

2. THEORITICAL FRAMEWORK

The study anchored on Cognitive Learning Theories, Information Processing Theory, George Polya's Four-Step Process, and Flavell's Three Categories of Metacognitive Knowledge, all of which were relevant to students' learning processes and teachers' strategies for monitoring learning modules in the new normal.

Cognitive learning theorists, according to Fitipatali (2013), emphasized the development of knowledge and skills, the creation of mental constructs, and the processing of information and beliefs. caused by the external world. Fitipatali (2013) as cited by Ashcraft (1994) pointed out, information processing is a cognitive mechanism that tries to understand how the mind works during the learning process. This theory is more concerned about how knowledge is stored than with how learning occurs. Sensory Register, Short Term Memory (Working Memory), and Long-Term Memory are the three primary stages of IPT. Furthermore, Filipatali (2013) demonstrated that Information Processing Theory (IPT) contributes to the teaching process in his seminar paper. IPT helps teachers to properly organize the learning and teaching process, ensuring that knowledge is processed efficiently.

Polya's four steps describe a set of general questions that problem-solving students should use to compose resolutions effectively. These steps are: (1)Understanding the issue, (2) devising a plan, (3) carrying out the plan, and (4) looking back. Each of these steps serves as a reference for students as they work through an issue. Students, along with their Self-Learning Modules, can use these steps as they evaluate and find answers to questions given in the modules with the new mode of learning. Additionally, metacognition, according to Hendrick (2014) as cited by Flavell (1979, 1987), involves both metacognitive information and metacognitive perceptions or control. Metacognitive information is knowledge about cognitive processes that has been learned. Flavell's Metacognitive Knowledge is divided into three categories: (1) Knowledge of Person Variables, which deals with how a student learns and processes information; (2) Knowledge of Task Variables, which entails knowing the nature of a task, judging its difficulty, and comprehending the effort required to complete a task; and (3) Knowledge of Strategy, which discusses the students' learning strategy in learning and assessing if the strategy used is effective.

3. RESEARCH METHODOLOGY

The study used the descriptive research design to classify teachers' methods for tracking Self-Learning Modules in the new normal in this report. Descriptive research, according to McCombes (2019), aims to classify a population, situation, or phenomenon precisely and systematically, and can address the questions of what, when, where, and how, but not why. A descriptive research design can use a variety of research methods to look at one or more variables. The descriptive research approach is concerned with identifying the characteristics of a demographic segment rather than determining "why" a phenomenon occurs. In other words, it "describes" the research subject without explaining "why" it happens. This study was conducted in South District 1, with three different schools namely; Amparo National High School is located in Amparo, Butuan City, Butuan City Comprehensive High School (BCCHS) is located in Dulag, Butuan City and La Soledad National High School is located in Barangay Nong-nong, Butuan City. The participants of the study were 49 Junior High School teachers, particularly 22 from Amparo National High School, 11 from Butuan City Comprehensive High School (BCCHS), and 15 from La Soledad National High School.

The study used complete enumeration, which involves measuring every single person in the population. The complete enumeration method of data collection, according to Oulte, is the process of obtaining responses from or about each member of a population. The study used survey questionnaires. Participants were given questionnaires to fill out. The questionnaires aimed to determine the teachers' monitoring strategies of students' Self-Learning Modules. There were three parts of the instrument. Part I is a questionnaire about the participant's profile. Part II is a questionnaire about the teacher's perceptions of the Self-Learning Modules. While Part III is the questionnaire that comprises the strategies of the teachers used in monitoring the students' Self- Learning Modules. Lastly is Part IV, which is about the challenges the teachers encounter in monitoring the students' SLM.

The research tool used in the study was validated by the experts. Upon revision of the research questionnaires, the comments and suggestions of the validators were used and applied and was piloted to San Vicente National High School. The result of the pilot testing was consistent, and the researchers then proceeded to the distribution of the research questionnaires. The researchers personally went to the three schools for the approval of the data gathering. The research questionnaires were retrieved the same day it was distributed. The responses were tallied by the researchers for the statistical analysis. The data acquired was put together, arranged, and tabulated to aid the presentation, analysis, and interpretation of the results. Microsoft Excel was used in computing the weighted mean, frequency, and percentage of the gatherers data and putting it into a table for the interpretation of the results of the study.

4. RESULTS AND DISCUSSION

This chapter contains the results of the study conducted and the discussion of the findings based on the data gathered.

Problem 1: Participant's perception on Self-Learning Modules (SLM)

Table 1 shows the result of the participants' perspective regarding self-learning modules. As presented on the table, the highest indicator was indicator number one (1), having a mean of 3.4 which states that there is a chance for students to develop other skills upon using the learning modules. Research has shown that modules provide much- needed social, academic, and adjustment skills including time management, examination strategies, reading, and note-taking techniques increase student success through coursework thereby creating a useful framework from which students can learn effectively. On the other hand, indicator number six (6) states that learning modules let students become more diligent in learning get the lowest mean of 2.9. This means that students are inactive while answering their learning modules. According to Bijeesh (2021), in distance learning, students have high chances of distraction due to no faculty around or face-to-face interaction and with no classmates that can remind them constantly about pending assignments. Additionally, students procrastinate a lot knowing that there are no physical interactions with their teachers. With that, it aligns with indicator six which is the lowest for the participants' perceptions regarding the Self-Learning Modules.

Table 1.
Participants' perceptions on the Self-Learning Modules (SLM)

Indicator	Mean	Remark
1. There is a chance for students to develop other skills upon using the learning modules.	3.4	Moderate
2. Self-Learning Modules allow students to have better grades due to the help of their parents.	3.3	Moderate
3. Modular Learning System is good for students because it allows them to develop independence in learning.	3.2	Moderate
4. Producing Self-Learning Modules is very convenient for it lets students learn at their own pace.	3.1	Moderate
5. The implementation of Self-Learning Modules encourages students to ask during the learning process.	3.0	Moderate
6. Learning Modules let students become more diligent in learning.	2.9	Moderate
Overall	3.3	Moderate

Range of means: 1.00-1.49 Very Low; 1.5-2.4 Low; 2.5-3.4 Moderate; 3.5-4.4 High; 4.5-5.0 Very High

The overall weighted mean on the Participants perception in the Self-Learning Module is 3.3 or moderate, which means that the participants don't agree nor disagree in using the Self-Learning Module; their perception in using the Self-Learning Module in new normal is neutral. Also based on the result, the Self-Learning Module has advantages and disadvantages. As stated by Gilmer (1964) perception is defined to be the process of being aware of situations and associating them with meaningful associations, thus making it possible that the participants based their perception towards Self-Learning Modules by the experiences they had.

Problem 2: Strategies used by the participants in monitoring the student's Self-Learning Modules (SLM)

Table 2 shows the teacher's monitoring strategies, the communication platform used, the effectiveness of communication during monitoring, and the significance of the monitoring strategies. As indicated in the table, the most common teacher monitoring strategy is monitoring log, which has a frequency of 40 and a percentage of 81.6, followed by home visitation and feedback mechanism with a frequency of 30 and 22 and a percentage of 61.2 and 44.9. While the least common is home learning plan through messenger, which has a frequency of 18 and a percentage of 36.7. This suggests that, of the four strategies mentioned, the monitoring log is the most used by secondary teachers, while the home learning plan through messenger is the least preferred. Monitoring logs

lets teachers have a record of their students' progress while using the learning modules which means that they can determine the things that students need to enhance. Home visitation bridges the gap between home and school, and feedback mechanisms allow teachers to provide constructive comments or suggestions throughout the students' learning with their learning modules.

Table 2
Strategies used by the participants in monitoring Self Learning Modules

Strategies	Category	Frequency	Percentage
Monitoring	Monitoring log	40	81.6
	Home Visitation	30	61.2
	Feedback Mechanism	22	44.9
	Home Learning Plan via Messenger	18	36.7
Communication platform	Messenger	49	100
	Messaging	39	79.6
	Phone Calls	36	73.5
	Google-Meet	3	6.1
	E-mail	1	2.0
Effectivity of the communication during monitoring	Provide feedback to students.	38	77.6
	Provides instructions and examples to students.	34	69.4
	Provide screenshots to students' output	21	42.9
	Provide an orientation	16	32.7
Significance of the strategies used in monitoring	Keeps on track with the students' progress.	41	83.7
	Determine the students' strengths and weaknesses upon using Self-Learning Modules.	31	63.3
	Maintains student-teacher interaction.	30	61.2
	Identify the things that students need to enhance.	29	59.2

Based on the findings, the most popular communication tool among participants is Messenger, which has a 100 percent approval rating, which simply implies that all the participants have chosen Messenger as their primary method of contact. In addition, 39 of the participants have chosen messaging as one of their communication tools during monitoring making it the second commonly used. Following that is the phone calls having 36 of 49 participants that equals 73.5% of the total with it being the third. On the other hand, the participant's least preferred method of communication is Google meet and email. This means that during the monitoring process, messenger plays the most important role in teacher-learner communication because it can be easily accessed by the teachers and students following messaging and phone calls. And this can be associated with the idea of Avila & Cabrera (2020) that social media platforms such as messenger and Facebook can be an avenue for teachers to communicate with their students during the monitoring process.

In the result, it is providing feedback during the monitoring that 38 out of 49 participants have chosen, thus showing the highest percentage of 77.6. It was then followed by providing instructions and examples to students with 69.4% and screenshots of students' output that was 42.9% of the total. Meanwhile, it is providing an orientation that participants least chose having only 32.7%. The result shows that the participants are able to effectively communicate with their students during monitoring because they are able to provide feedback to their students followed by providing instructions and examples and screenshots of students' output. The lowest indicators suggest that it is not most likely provided by the participants as they communicate with their students during monitoring of Self Learning Modules.

Given from findings, keeping track of students' progress was the highest among the four indicators with 83.7 percent. It was followed by determining the students' strengths and weaknesses upon using Self-Learning Modules with a total of 63.3%. The third significance of strategies being used based on the data was it maintains student- teacher interactions with 61.2% and identifies the things that students need to enhance as the last with 59.2%. The result shows that among the four indicators, it is keeping track with the students' progress that the participants believe to be one of the main reasons as to why their strategy of monitoring students' Self Learning Module is significant. On the contrary, it is being able to identify the things students need to enhance that is less appealing to the participants when it comes to determining the reasons as to why the monitoring strategies they use are significant.

Problem 3. Challenges encountered in monitoring student's Self-learning Modules (SLM).

Table 3 shows the challenges of teachers in Butuan City, specifically in the South 1 District, when monitoring students' Self Learning Modules. Based on the findings, the most common problem that teachers face while implementing the strategies is a poor internet connection, with a frequency of 30 that equates to 61.2 percent of the total. The participants were then faced with the second difficulty of having a busy schedule and dealing with personal concerns. Lack of time management was the least difficult challenge they faced, with only 13 out of 49 participants taking it as a problem (a percentage of 26.5). Meanwhile, one participant mentions that one of their challenges is that students do not have access to gadgets or social media profiles. The result suggests that participants are having difficulty monitoring students' self-learning modules after using such strategies since their internet connection is not very steady. With that in mind, the study participants who chose a poor internet connection used social media to keep track of their students' learning modules and communicate with them. In addition, one participant stated that students having no gadgets and social media profile was also one of the problems they are facing when it comes to monitoring students' learning modules.

Table 3

Challenges encountered in monitoring student's SLM

Challenges	Category	Frequency	Percentage
Challenges encountered in using the strategies	Poor internet connection	30	61.2
	Busy Schedule	20	40.8
	Personal matters	20	40.8
	Lack of time management	13	26.5
Challenges that affect the monitoring	Less chance for students to understand the lesson in their learning modules.	36	73.5
	Fewer Interactions with the students.	34	69.4
	Students will be flooded with activities.	31	63.3
	Students become unmotivated.	30	61.2

However, according to the findings in problem two, when it comes to monitoring students' learning modules, the participants commonly employ a monitoring log or home visit. It can therefore be linked to the second issue that participants faced during the monitoring process, which was juggling a hectic schedule and personal matters. The last challenge the participants chose was lack of time management which indicates that teachers are somehow capable of managing their time.

Moreover, based on the data, the least possibility for students to understand the lesson in their learning modules is the most popular choice among participants, accounting for 73.5 percent of the total. Furthermore, with a frequency of 34 and a percentage of 69.4, the participants saw less student interactions as one of the aspects that those problems might provide throughout the implementation of strategies in the monitoring process. Following that, students were flooded with activities (63.3%) and

students were unmotivated (61.2%). The data demonstrates that the participants were very certain that if those issues occur throughout the monitoring process, students will not be able to learn the lessons in the modules. Because not all students study at their own pace, teachers must remain

involved in their students' learning even under this new normal approach. It can therefore be connected to UNICEF's (2020) statement that constant teacher participation will offer students a sense of support and help them create a sense of routine and normality despite the idea of distance learning. And, based on the findings, there is not much of a difference between the participants' choices when it comes to the issue of how those problems might affect monitoring of students' Self Learning Modules.

5.CONCLUSIONS AND RECOMMENDATIONS

The following conclusion was made based on the findings.

Participants are still uncertain about how they perceive the self-learning module's integration in the new normal. The result also suggests that Self Learning Modules have its advantages and disadvantages. The study also concluded that Monitoring log, home visiting, and feedback mechanism are among the participants' strategies for monitoring self-learning modules in the new normal. Furthermore, when it comes to choosing communication platforms that the participants can utilize during the monitoring phase, it was concluded that participants prefer to use messenger, messaging, and phone calls. Also the participants' communication with students throughout the monitoring of self- learning modules was effective, as evidenced by providing feedback to students, instruction and examples, and providing screenshots of students' outputs. It was also concluded that keeping track of the students' progress, determining the students' strengths and weaknesses when using Self-Learning Modules, and maintaining student- teacher interaction is the significance of the strategies used by the participants during the monitoring of self-learning modules. Additionally, the study drew the conclusion that the participants from South Butuan District 1 were having a hard time implementing the strategies for monitoring students' Self-Learning Modules, with most of them citing an unstable internet connection as the main issue. Although lack of time management is at the bottom of the chosen challenge, it somehow implies that teachers have control over their time. However, there are participants who consider having a busy schedule and dealing with personal matters to be one of the challenges they encountered that affects the strategy for monitoring the students' self-learning module. The challenges that the participants faced had the following influence: lesser chances for students to understand the lesson in their learning modules, fewer interactions with students, students would be overburdened with activities, and students would become unmotivated.

These imply that if teachers are unable to monitor students' progress with their self-learning modules, students' learning, teacher-learner interaction, and motivation to learn would be affected. Thus, monitoring may always be part of the teaching and learning process.

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