



Instructional Management of Teachers Teaching IP in a Modular
Approach: A Phenomenological Study

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Abstract

This study explored the experiences, challenges, and actions taken by the teachers in the instructional management of IP learners in the delivery of modular instruction. Employed a qualitative design using a phenomenological approach through in-depth interviews and focus group discussions for the collection of data. Husserlian's data reduction technique was used in transcribing textual data, and in analyzing the reduced data, Collaizi's (1978) thematic analysis was utilized. There were nine (9) teachers of Danggayon Integrated School in Sitio Danggayon, Casoon, Monkayo Davao de Oro. A purposive sampling technique was utilized in selecting the participants. The interview guide questions utilized in collecting data were validated by three experts. The paper generated major themes such as plenty of time, home delivery of modules, difficult adjustment; non-reader IP learners; language barrier; illiterate IP parents; unlocalized SLMs; home visitation; weekly tutorial; and supplementary materials.

Key phrases: Instructional Management, Indigenous Peoples, Modular Approach, unlocalized SLM

Introduction

Instructional management plays a vital role in the teaching-learning process in this modular instruction. It is everything that a teacher does in a classroom setting, including teaching strategies, assessment, and classroom management. In most public schools, classrooms with size having 40-60 students, teachers are expected to manage, teach, and provide learning to the students. It is always a challenge to every educator to manage classrooms, especially in this 21st century. Students nowadays are bounded by the advent of digital technology.

As the world faces this pandemic caused by Covid-19, people are adjusting to drastic changes in the daily routine of life. One of those is the teaching-learning process, where face-to-face classes are not allowed for the safety and protection of everyone. Before to these events, education has already many challenges in the making learning interactive and participative. Today's reality adds up

to the challenges that education has to overcome. Education has envisioned to offer to its clientele who are the learners a quality learning.

To not stop learning amidst the crisis, the Department of Education (DepEd) opened its classes last October 5, 2020. Steadfast in its preparation for the school year 2020-2021, DepEd has provided Self-Learning Modules (SLMs) with the alternative learning delivery modalities for various types of learners across the country (DepEd Press Release, 2020). Australian research stipulates that teachers regularly encountered unproductive behaviors, such as talking and inattention, and struggled to engage students in learning (Beamanet et al., 2007; Crawshaw, 2015; Sullivan, 2014).

Hence, student behaviors in schools continue to attract the attention of the media. It is reported as an issue of concern to teachers, students, and the general community. Thus, the teacher plays a very important role in instructional management. A teacher with strong instructional management skills often creates effective teaching, efficient time management, consistent performance in lessening students' behavioral problems (Hepburn et al., 2020).

In Danggayon Integrated School, where 90% of the students are IP, it is challenging to implement modular classes for many parents who have no education. Class management in the delivery of modular instruction garnered concerns from parents and students requesting face-to-face classes. However, it is strictly restricted to conduct face-to-face classes. With this, teachers are challenged every day with the situations.

Teaching IP students by non-IP teachers in a class is a challenge, much more in the pandemic. In the case of Danggayon Integrated School, teachers encountered challenges in having students with reading difficulty. Teachers found it so challenging how it would be delivered in modular instruction. Even before the pandemic, making students read and comprehend was already a challenge. Moreover, there was a scarcity of supplies and facilities. Thus, it is empirical to explore the instructional management of teachers in Danggayon Integrated School in this time of the pandemic.

The Framework of the Study

This phenomenological study is anchored to Kounin's (1970) theory of Instructional Management. The theory states that teachers have to be organized, prepared, and possessed proactive behavioral management; high student involvement leading to a more effective instructions and minimizing disruptive behavior. This theory focused on a teacher's ability to affect student's behavior through instructional management. It is incorporated in the instructional and disciplinary aspects of the classroom. Teachers who use effective instructional management keep their students focused on learning tasks and could minimize behavior problems.

One of the key concepts of Kounin's model of discipline is the *Ripple effect*. This is to correct the misbehavior of one student and it can positively influence the behavior of another student. Another one is the *Wittiness*. An awareness of what is going on in all parts of the class. It is believed that teachers have eyes on the back of their heads. It is called *Overlapping*. It is the ability to attend to two or more issues/ students at the same time. Furthermore, *Movement Management* which includes transitions, smoothness, momentum, and maintaining group focus, is another relevant concept. Finally, *Satiation* includes being satisfied and unable to take on more. When students start to get bored, offering challenges in between the lesson is given.

In addition, in this new era of learning, this study also adopted Young Yun Kim's Theory of Cultural Adaptation (1988). In this theory, cross-cultural adaptation is conceived as a dynamic unfolding of the natural human tendency to struggle for an internal balance in the face of often confrontational environmental conditions. Some of the factors may be more pertinent than others in specific cases of cross-cultural adaptation. In some cases, adaptive successes may be almost entirely due to the openness, strength, and positivity of the stranger's personality. In other cases, very little adaptive change may occur in strangers whose ethnic community offers complete insulation from facing the challenge.

This study dealt with the adaptation and coping mechanism of elementary teachers to the drastic change of education culture due to the COVID-19 Pandemic. As the adaptation theory explained, keeping sight of successful adaptation in the host society, a gradual personal identity transformation is a subtle and largely unconscious change that leads to intercultural personhood. The significance of this process is the development of a perceptual and emotional maturity and deepened understanding of human conditions despite the many unpredictable changes in life, there is a challenge to step into a domain that reaches beyond the original cultural perimeters. Although old identity can never be completely replaced by a new one, it can be transformed into something that will always contain some of the old and the new side, and that is to form a new perspective that allows more openness and acceptance of differences in people, a capacity to participate in the depth of intellectual, aesthetic, and emotional experience of others.

Statement of Objectives

This phenomenological study explored the instructional management practices and strategies of the teachers teaching IP learners in the delivery of instruction. This study specifically 1. Identified the instructional management experiences of teachers teaching IP students. 2. Ascertained the challenges encountered by the IP teachers in the delivery of modular instruction, and 3. Proposed and action plan to address the challenges encountered by the IP teachers in the delivery of a modular approach of instruction.

Methodology

This study is a qualitative research design utilizing a phenomenology approach with in-depth interview and focused group discussion. It follows a set of tasks that require the researcher to collect data, analyze, and report on findings. The findings of this type of study are a collection of descriptions of meanings for individuals of their lived experiences; experiences of concepts or phenomena (Creswell & Poth, 2017). This phenomenological approach explored the experiences of Nine teachers of Danggayon Integrated School, Danggayon, Casoon, Monkayo Davao de Oro, where 90% of the enrolled learners belonged to IP's. According to Moustakas (1994), the phenomenological approach entails returning to the experience to obtain comprehensive explanations that serve as the foundation for a reflective structural study that depicts the experience's essences. The method aims to reveal and explain the patterns of behavior as they appear in their perceived immediacy.

The nine participants are the teachers from Danggayon Integrated School. The participants were given pseudonyms. The teachers were teaching IP learners. Few of them could speak very well the local language but most of them cannot. About instructional management, some of them were adjusting since they are newly hired. All of them had previous experiences in teaching, especially the face-to-face classes. They could attest that they had employed different instructional strategies in managing IP learners in the previous years.

Table 1.

Participants' Profile

Code	Pseudonym	Characteristics
IDI-01	Mikka	Enthusiastic IP Teacher
IDI-02	Maria	Jack of all trade
IDI-03	Linda	Optimistic
IDI-04	Kami	Reaching Hands
IDI-05	Martha	Think Outside the Box
FGD_01	Rico	Small but terrible
FGD_02	Leah	Lovely Newbie
FGD_03	Rysa	Techy Ma'am
FGD_04	Dian	Reading Legend

Data Gathering Tools

This study utilized an interview guide questionnaire to collect qualitative data through in-depth interviews and focus group discussions. It explored the experiences, challenges, coping mechanisms, and insights of teachers in classroom management of indigenous schools. It was done to increase the validity and credibility of the research findings.

During the in-depth interview, the interview guide questionnaire was administered individually to the participants. The same questions were asked during focus group discussion, but the participants alternately responded to the questions. The keen observation was also done by the researcher on the facial expressions of the key informants to know its sincerity, and honesty in their responses

Data Gathering Procedure

The researcher observed proper protocol in the gathering of data. The researcher secured a recommendation letter to conduct the study from the dean of the College of Administration Graduate Program of the Bukidnon State University. It was then channeled to the Schools Division Superintendent of Davao de Oro Division and School Heads of the participating schools and the community leaders (Barangay Captain and IPMR) for permission to conduct the study. As permission was granted, the conduct of the focus group discussion and in-depth interview followed.

Open-ended data with protocols were collected and analyzed using procedures specific to the qualitative approach to answer the qualitative research questions. The in-depth interview and focus group discussion focused on the instructional management of teachers in Danggayon Integrated School to deliver modular instruction. After gathering the data, interpretation of the results followed. The qualitative data were analysed, and the researcher followed the requirements of trustworthiness as

emphasized by Fenton and Mazuwelics (2008), which are credibility, transferability, dependability, and confirmability.

Ethical Considerations

The researcher followed the ethical considerations protocol before and during the conduct of the study. Informed Consent from the participants with an explanation of the purpose of conducting the study was first administered with assurance from the researcher the confidentiality of the participants' answers and responses, assurance the safety of their voluntary participation, and their full cooperation. The researcher assured the participants not to hurt them physically, and emotionally. The pseudonym was used in interpreting the recorded responses to maintain the reputation of the participants throughout the study. Results were left confidential that only the researcher, adviser, and panelist had access to.

Data Analysis

This qualitative study focused on the data in the form of the word. It is the language in the form of extended texts (Miles et al. 2014). It was supported by a digitally recorded interview and focus group discussions. Analysis of gathered data was done through in-depth interviews and focus group discussion. The following discussions explain the study's data analysis: Husserlian's data reduction technique was used in transcribing the textual data. Influenced in part by Descartes, Husserl viewed the reduction as means of forming epistemological assumptions about the nature of knowledge, especially how it is viewed within the consciousness. It fully supported Husserl's thoughts about the bareness and pureness of consciousness, using logical inference, took it one step further with ergo sum (Christensen, Welch & Barr, 2017).

In analyzing the transcribed gathered data, Colaizzi's thematic analysis was utilized. The following steps represent the Colaizzi process in phenomenological data analysis: 1. Each transcript should be read and re-read to obtain a general sense of the whole content; 2. For each transcript, significant statements that pertain to the phenomenon under study should be extracted. These statements must be recorded on a separate sheet noting their pages and line numbers; 3. Meanings should be formulated from these significant statements; 4. The formulated meanings should be sorted into categories, clusters of themes, and themes; 5. The findings of the study should be integrated into an exhaustive description of the phenomenon under study; 6. The fundamental structure of the phenomenon should be described; and 7. Finally, validation of the findings should be sought from the research participants to compare the researcher's descriptive results with their experiences (Shosha, 2012).

Results and Discussion

The instructional management of teachers teaching IP learners was explored through the experiences, challenges, and coping mechanisms in the new normal. Eight (8) females and one (1) male teachers of Danggayon Integrated School were interviewed. The teachers shared their stories in instructional management to the IP learners in the delivery of modular instruction and how they gave value to their experiences, challenges, and the actions they took in coping. Because of the COVID-19 pandemic where face-to-face classes were strictly prohibited, teachers particularly in Danggayon Integrated School with 90% enrolled students belonged to IP had been challenged due to many factors. The narrative of the teacher's experiences revealed meaningful themes to serve as an example to teachers teaching in IP schools, especially in their role in the delivery of modular instruction. Each

experience shared would help the teachers grow professionally and have the strength to face the challenges in delivering modular instruction.

Presented in this chapter are the experiences of the teacher-participants, their challenges, coping mechanism, and their insights as well as the constructs which emerged from the information gleaned through in-depth interviews and focus group discussion. The interviews were done in May 2021 at Danggayon Integrated School. It was not just done in one day because of the work arrangement of teachers in which they had the alternative work arrangement.

The gathering of data was challenging because of the current situation. The researcher made sure to abide with the health protocols implemented by the Local Government Unit (LGU) and the school itself. Thus, amidst the challenge, this did not hinder the teacher-participants as they narrated their experiences through in-depth interview and the focus group discussion. The presentation of each informant's stories of their experiences in the delivery of modular instruction among IP learners are written in italics. The stories are stated according to participant's narration and re-story by the researcher in which notion of re-storying is the subsequent process of reorganizing the stories into some important points (Sengupta-Irving, 2013).

Mikka

Mikka (pseudonym), an enthusiastic IP teacher, used to translate learning materials during face-to-face classes. It was her passion to serve fellow IP community by being passionate in delivering education to her tribe that made her deliver the modules house to house when not claimed by the parents.

When the parents did not get the modules, I brought it to their houses.

Mikka felt the challenges of being an IP member. She mentioned that most members did not have education and they're busy in farming to provide for their families.

She was even sympathetic, at the same time helpless with the situation because she really wanted to help in delivering quality education. Yet, the pandemic hindered her to do her best. She is considered a communicator between the students and fellow teachers since she is the only one among the teachers who could communicate to the students and parents as well using their local language:

I felt frustrated about the current situation since being an IP teacher, I felt them. I have the ability and sources to help them however, this pandemic hinders. As a teacher and adviser, I was the one who are printing their modules especially when the district office cannot provide the modules. Another thing, my school head are resourceful in asking for donations for school supplies such as ink and bond paper to make sure we have supply for module printing. In terms of the delivery of modules to our learners, we have assigned every Monday for the parents to pick up the learners' modules and as well submit the finished modules of students. In case the parents cannot go to school due to some reasons, I may not know, maybe they are farming or working, I will hand the modules to their houses to make sure they received the learning materials.

Parents had not finished studying. Mikka, an IP teacher, observed the difficulty not only on the delivery of instruction but also to the parents since most of them had not finished studying or even no

education at all. This as well served as a motivation for her to finished her study, pursue teaching to share her learning to fellow IPs. In her narration:

In terms of the delivery of modular instruction, I felt difficult in adjusting about it not for me but for the children. It is challenging in the recent situation because the parents had not finished their study that is why it is hard for them to relay correct information to their children. For me, it is more challenging particularly in this school because compare to other schools with parents at least finished until high school and can assist their children, but here, what would be the possible assistance parents help can offer to their children that most of them cannot read or write. So expectedly, students perform poor in terms of answering the modules since their parents cannot help them because of lack of education.

Most students cannot read. She also felt frustrated of the limited chance to help the students to the best she can offer. She knew the capability of students were most of them cannot read and some of them cannot write. As much as she wanted to offer help to her community, the current prohibition of face-to-face classes restricted her to do so.

As for her:

In terms of education, they really need for encouragement. Not all of them have parents with most support since most of them has no education, students need our encouragement. Sometimes they are close-minded that I need to encourage them to finish studying amidst the crisis. I felt very hard especially for those students who are non-reader. Before when there was face to face classes, I felt hard in teaching them and giving intervention to reading, how more recently where they will read the modules by themselves. Every Friday, parents most of the times did not get the modules of their children. We need to adjust as well as to wait for them and if they really not come, I delivered the modules to their houses. I need to sacrifice in going to their houses since they also need my help. Aside from visitation, I sometimes allow students to come to me for assistance. But not all of them and I always made sure abiding safety and health protocols just to cater their needs in answering the modules.

Maria

Maria (pseudonym), a teacher, who is the busiest since she was assigned with many tasks in school other than teaching, used to manage her time even during face-to-face classes. She always spent time to talk to her students to get to know them and guided them always. In regards to parents support, parents were busy in their farms to earn to be able to feed their children. Maria also expressed how challenging and difficult the SLMs since it was not translated to local dialect. She tried to find some resources translated to Dibabawon but she failed. *I do not know about their language.* Maria expressed her difficulty in communicating to the parents and students even during face-to-face classes. In this current crisis, she felt more challenged since she always communicated with parents and she found it challenging to explain the instruction to the easiest way she could give, since some parents as well could not understand Bisaya and could not speak fluently. She even cited a situation when she was bullied due to her absence of knowledge about their local dialect. As she narrated:

I do not know how to speak their language and I cannot understand it as well. Students tend to use their dialect in speaking even in classes and I do not comprehend. There was even a time I was being bullied being called “mayokot” and most of them are laughing. I also laughed about it because I thought it was a joke. When I asked my co-teacher about it, she told me this means “putot”. So that is just an example of difficulties in communicating them. Even in classes, I need to translate things to the easiest way possible for them to catch it up.

Most of the modules are delivered to the learners’ houses. Maria, who had many additional tasks in school had also gone to houses of her students to deliver and retrieve the modules. She found time to do it to ensure that the students received their materials. She was also doing it to check the status of the students if they are doing their modules and perhaps offered assistance to them if necessary. She had spent a maximum of twenty (20) minutes in assisting the students depending on the number of unclaimed modules. She uttered:

Most of the times, parents are coming here to school to get and submit modules of their children. I also give some instructions to them so that the students will be guided on the things they should do. Unfortunately, most of the times, parents fail to come to school during the scheduled time that is why I brought the modules to the houses of students whom parents did not get their modules.

In our situation, though most of our students are in higher age compared to other schools but it is a fact that most of them did not know how to read and also some of them do not know how to write. They really need a guide but this crisis deprived them to be helped by us – the teachers.

They cannot read the alphabet. Maria was also concerned on how the students answered the modules since most of them are non-readers. Even though she was doing a home visitation, giving intervention in reading was a bit time-consuming process. It could be the reason that she cannot give reading-intervention during the home visitation. According to her:

The challenges that I encountered in this instructional management in the delivery of modular instruction is first, the students cannot read the alphabet. Some of them even cannot spell-out. Even their own names, they cannot spell it well. For example, when writing a sentence, they do not know how to use spacing and punctuation marks. What happened is, the words are connected.

Another thing aside from they cannot read is it is hard to communicate with them even in messenger they do not know how to use it that is why I am making hard in communicating them.

Parents has no education. Maria observed the difficulties in communicating with the parents and how they could help their children since most of them had no education. Yet, she was a bit hopeful that though parents have no education, they still tried their best to send their children to

school for them to learn. But still, it was very challenging to the students to learn by themselves. According to her:

I felt hard thinking about the distance learning because most of the parents have no education. As an experience, I felt hard in giving instruction since the parents cannot read and understand the instructions on what the students should do for the whole week. This is one of the reasons the students are not doing the activities since the parents did not relay the information correctly since they cannot read. Aside from that, we also have language barrier in delivering the instruction since most of them are really speaking in local dialect which unfortunately I do not understand and also, they cannot easily comprehend Bisaya that I should give the instruction word by word.

Instructional Management Experiences of Teachers Teaching IP Learners in the Delivery of Modular Instruction

From the data collected on the experiences of teachers teaching IP learners in instructional management, three themes were generated from the responses. Frame 1 shows the experiences in instructional management of IP teachers in the delivery of modular instruction. The responses of the participants in the in-depth interview and focus group discussion revealed that students have sufficient time to answer the modules. The participants pointed out that the modular class gave students ample time to finish their tasks in the SLMs.

Kami (pseudonym), a naturally helpful teacher, used to reach out to students during face-to-face classes. She loved to hear their stories and became the confidant to many students, and even some of her fellow teachers. She used to talk to students during their vacant times with regards to their personal problems. With the modular instruction, she found it advantageous in the sense that students have more time to study and to work on their modules. In her statement:

“Advantage siguro, naa silay time nga mahuman pa nila ilang lesson.”
IDI_04

Frame 1.

Instructional Management Experience of IP Teachers in the Delivery of Modular Instruction

Significant Statements	Formulated Meaning	Meaning Units	Theme
<i>“Advantage siguro, naa silay time nga Mahuman pa nila ilang lesson.” IDI_04</i>	Teachers gave enough Time to learners to finish tasks.	Finish Tasks	Sufficient Time
<i>Karon nga sa balay na sila mag toun, taas ilahang time para magtuon sa module.” IDI_05</i>	Students have ample time to learn from modules.	Learn	

<p><i>“Dako ug Time, nay preparation. Dili Pud mapressure ang mga bata. Unlike sa amoa, mapressure mi ug dako kay especially sa pag-uli sa ilang modules.”</i></p>	<p>Teacher finds enough Time to prepare the modules and less pressure to students.</p>	<p>Prepare</p>	
<p><i>“Mas makatabang unta sa mga bata kay IP ko. Magprint ko ug module Kung walay ihatag from district office. Ang akong school head, magsolicit para Maprovide and module. Kung dili magkuha ang parents, adtoan sa balay para ihatod sa ilaha ug kuhaon sad ang nahuman na nga wala pa nila nahatod sa eskwelahan.”</i> IDI_01</p>	<p>Teachers did the Preparation of SLMs To delivery at homes.</p>	<p>Prepared Well</p>	<p>Home delivery of SLMs</p>
<p><i>Most of the times, Ang parents wala naga anhi sa school, kasagaran gihatod sa ilang balay...”</i> IDI_02</p>	<p>Parents usually bring SLMs at their houses.</p>	<p>Extra Effort</p>	
<p><i>“Magdeliver jud ug mag pick up. Dili na lang magsalig ug ianhi nila dri. Layo man, Giconsider nalang nako.”</i> FGD_04</p>	<p>Teachers just not Rely on parents to Come to school But willingly Send and pick-up SLMs.</p>	<p>Consideration</p>	
<p><i>Wala jud ko nalipay. Lisod sa amoa nga part kay ang module nay answer key. Sundogon lang. kung parallel assessment, dili sila ka answer.”</i> IDI_02</p>	<p>Teachers are feeling hard in the current teaching modality.</p>	<p>Unhappy</p>	
<p><i>“Lisod jud siya nga hago sa Part sa teacher. Inig abot sa mga modules, karakara na pud ug check kay dili man sila moanhi o Mopasa sa nakaschedule. So inig abot, magkabuang jud ug check.”</i> IDI_04</p>	<p>The teacher is expressing the difficulty in terms of submission and checking of modules.</p>	<p>Hardship</p>	<p>Difficult Adjustment</p>
<p><i>“Though, medyo happy ko gamay pero lisod para Sa mga bata, malooy ko sa ilaha kay wala jud silay natun- an. Dili maayo nga in- ani always.”</i> FGD_02</p>	<p>The teacher is concern on The part of the students’ difficulty in learning alone.</p>	<p>No learnings.</p>	

Furthermore, amidst the delivery of modular instruction, she saw the glimpse of positivity in terms of the time given to the students. Compared to face-to-face classes, students are required with less tasks to comply in longer time. She would just wait for the time the students would submit their tasks. This made her find it advantageous to the students. She even thought for a while before realizing its advantage concerning the wellness of the students. This conforms to the study of Rotas and Cahapay (2020). It posited that enough time is given to make the students respond to the modules; however, prolonged quarantine may cause psychological stress and instigate a level of boredom.

Additionally, Martha (pseudonym), a teacher who always thought outside the box, used to offer students with materials and strategies during face-to-face classes. She used to discover ways to deliver lessons that would get the attention of students and to manage disruptive behaviors. By this time, she still looked at its advantage in terms of the ample time given to students in answering the modules. According to her:

“Karon nga sa balay na sila mag toun, taas ilahang time paramagtuon sa module.” IDI_05

Martha had been so concerned on the importance of managing students' behaviour. Aside from the sufficient time given to the students, she was also concern on the opportunity of the parents to discipline their children at homes. As a teacher, she admitted to have considered it advantageous in her part since she would no longer be thinking on how to manage disruptive behaviors of students knowing the fact that they are learning from their homes. And since they are learning from their homes, they are given sufficient time to finish the tasks given to them.

This result is in adherence to the study of Cahapay (2021). In Philippine settings, particularly the IP community is considered a vulnerable group. In IP community, modular instruction is favourable since it neither fundamentally require electricity nor internet connectivity. Additionally, it is the most secure learning conveyance mode since IP community is labelled as low or high hazard of infection disease. It does require, in any case, an incredible sum of direct supervision from an adult or a parent, particularly for the younger learners.

Finally, Rico (pseudonym), a small but terrible teacher, used to not resist from any challenges in life, especially in the present school year, which is his first year in DepEd. Amidst pandemic, he still could find positive things in the modular modality. According to him:

“Dako ug time, naay preparation. dili pud mapressure ang mga bata. Unlike sa amoa, mapressure mi ug dako kay especially sa pag-uli sa ilang modules.” FGD_01

Rico was one of the two new teachers in school. He found it odd that he was excited to teach students; however, this pandemic did not allow him to experience such in his first year of teaching. Amidst the reality, he was still grateful and considered it a chance for him to be prepared in the face-to-face classes once the crisis ends. Moreover, he considered this modular instruction advantageous to students since they are given enough time to answer the activities. He also emphasized that this implied that students are given plenty of time to finish tasks since the modules and activities are far few compared it in the previous years.

Home Delivery of SLMs

It emerged from the responses that the teacher-participants were delivering the modules to the learners' houses because most of the parents were working in the farm and barely had time to go to school. Sometimes, retrieval also was done by the teachers from the learners' houses. They needed to sacrifice just to reach out to the students and to bring education at homes so no one would be left behind.

Mikka (pseudonym), an enthusiastic IP teacher, used to translate learning materials during face-to-face classes. She was emphatic to state that it is her passion to serve fellow IP community by being fervent in giving learning to her tribe, and that made her decide to deliver the modules house to house when not claimed by the parents. According to her:

“Mas makatabang unta sa mga bata kay IP ko. Magprint ko ug module kung walay ihatag from district office. Ang akong school head, magsoli para maprovide and module. Kung dili magkuha ang parents, adtoan sa balay para ihatod sa ilaha ug kuhaon sad ang nahuman na nga wala pa nila nahatod sa eskwelahan.” IDI_01

Mikka was very passionate in sharing her learnings to the fellow IP community. This is one of the reasons why she pursued education because she was dreaming to educate all IP members and to inspire them to pursue their education. The recent crisis made her sad and helpless since that dream in helping IP community, particularly her students was hindered. In the delivery of modular instruction, she also felt a bit disappointed since some parents did not get the modules of their children and that made her walk an extra mile in delivering and retrieving the SLMs.

This result is closely related to the study of Cao et al. (2010). It postulated that teachers are adjusting in their strategies in delivering lessons in the new normal. Teachers are exerting much efforts to make sure education would reach the doorsteps of the students. Teachers had initiated strategies to simplify learning materials, considering the learning abilities of students such as different learning platforms, multimedia materials and link related to the topic given to students to further understand the subject matter. With regards to parents' support, they are busy in their farms to feed their children. In her statement:

“Most of the times, ang parents wala naga anhi sa school, kasagaran gihatod sa ilang balay...” IDI_02

Meanwhile, Maria expressed her concern on the possible learning her students might receive in a week. This sometimes bothered her since most of the parents did not go to school to get the SLMs. For this reason, she just did not sit still but go to the students' houses to make sure the students can have their SLMs for the week. She did make sacrifices since she found it necessary, especially during this hard time that everybody experienced the crisis. This adheres to the idea of Cao et al. (2020), where teachers exerted much efforts to resolve problems and limitations in this new normal.

Subsequently, Dian (pseudonym), a reading legend, used to find extra time in making her students learn how to read. She stated that parents are busy making for a living that made them not to get and submit the modules on time. In her statement:

“Magdeliver jud ug mag pick up. Dili na lang magsalig ug ianhi nila dri. Layo man, giconsider nalang nako.” FGD_04

Dian had already accepted the limitation of the current situation. She knew already the situation of the parents since she is not new in the school. Even before, she already knew some parents who were not attending meetings and conferences. That is why she just accepted the fact that it is inevitable that parents could not go to school. So, she decided by herself to go to the learners' houses to bring the modules. She made it an opportunity as well to check the students and encourage them to pursue despite the current crisis.

Difficult Adjustment

The responses of participants uncovered that instructional management in during this pandemic took difficult adjustment among teachers. It was stressful in their part since modules are provided with answer keys so they could not really tell the learning gained by the students. Even before the pandemic, teachers were even challenged in teaching IP learners since they had different language; and that teacher needed to translate the learning materials for it to be comprehensible to the students.

Linda (pseudonym), an optimistic teacher, used to always look at things in beautiful side. She was positive that everything happened for a reason. But this current modality of learning challenged her more and took her a lot of adjustments. According to her:

“Wala jud ko nalipay. Lisod sa amoa nga part kay ang module naay answer key. Sundogon lang. kung parallel assessment, dili sila ka answer.” IDI_02

Linda was known of her positivism in every situation. The modular instruction extended her patience for her to adjust with the situation in terms of instructional management. She found it hard to assess learning of students since the modules had answer key already. Hence, it was hard for her to check if the students were really learning. Some of the students even just copied the answer key and that could be the reason why they got poor score during the parallel assessments. This means that amidst difficulties in the situation, teachers are adjusting and coping. This supports the study of Putri et al. (2020) where teachers had distinguished more challenges and imperatives. They were counting few limitations within the choices of instructing strategies regularly pertinent in a standard face-to-face lesson and less scope of curriculum substance. They need to develop their innovation aptitudes for the potential of online learning.

Additionally, Kami (pseudonym), a naturally helpful teacher, felt the same difficulty in adjusting to the current modular delivery to IP learners, particularly in the retrieving and checking of outputs. In her statement,

“Lisod jud siya nga hago sa part sa teacher. Inig abot sa mga modules, karakara na pud ug check kay dili man sila moanhi o mopasa sa nakaschedule. So inig abot, magkabuang jud ug check.” IDI_04

For Kami, she found it difficult adjusting with regards to checking of modules since the parents submitted the SLMs late. This happened especially before the quarter; when everybody was busy

making grades and the parents submitted students' output late. This made her felt so exhausted in checking knowing since these are not only few students but most of them. Moreover, Leah (pseudonym), a lovely newbie, felt difficulty in adjusting to the current modular delivery of the lesson, not just for herself, but for the learners. In her statement,

“Though, medyo happy ko gamay pero lisod para sa mga bata, malooy ko sa ilaha kay wala jud silay natun-an. Dili maayo nga in-ani always.” FGD_02

Leah on the other hand felt the more difficulty for the students. She was worried on what might be the learning of the students in the current modality. She was even citing the difficulty of her siblings guiding their children in working with their SLMs. She saw her sister guiding her nieces and observed challenges out of it. She thought of those parents of the IP learners that most of them were busy in the farm and could hardly read or write. She was more concerned on the learning of the students and she even expressed the difficulty if this crisis would last long.

The difficulties encountered by the teachers relate to the study of Rotas and Cahapy (2020). The study uncovered the categories of challenges in distance learning which are unsteady web network; insufficient learning assets; electric control interferences; unclear learning substance; overburden lesson exercises; constrained educator frameworks; destitute peer communication; struggle with domestic obligations; destitute learning environment; money related issues; physical wellbeing compromises; and mental wellbeing battles.

Challenges Encountered by Teachers Teaching IP Learners in the Delivery of Modular Instruction

The responses from the in-depth interview and focus group discussion pointed out that the challenges encountered by the teachers teaching IP students. It generated four major themes displayed in Frame 2 .These are Non-Reader IP Learners, Language Barrier, No Education of IP Parents, and Unlocalized SLMs.

Frame 2.

Challenges Encountered by Teachers in Teaching IP Learners in the Delivery of Modular Instruction

Significant statements	Formulated Meaning	Meaning Units	Theme
<i>“As an IP teacher, gusto jud kayo ko Motabang especially sa mga non-readers. Pero maglisod ko ug reach out kay dili man Pwde magface to face.” IDI_01</i>	Teachers wished to Reach the non-readers IP learners.	Difficult to Reach	
<i>“Dili sayon. Most of the students, dili Sila maayo mobasa bisan gani ang pagsulat. Kinahanglan gyud nila ug guide. First. Dili sila kabasa ug</i>	Most of the students cannot read even alphabets that they really need face to face guidance	Cannot Read Alphabets	

<p><i>alphabet. Naay uban kabasa pero dili sila kabalo mo spell-out. Even their names. Dili pud sila kabalo makipag-communicate sa teachers even messenger.” IDI_04</i></p>			<p>Non-Reader IP Learners</p>
<p><i>“Although makaingon ko sayon Siya sa amoa nga part kay uniform ang modules. Pero lisod para sa Learners kay dili Ko sure kung legit ba nga Sila ba nag nag answer.Sila ba nagsulatjud. Dili ko sure ana,dilinako matest ang validity nila kay dili man gani sila halos kabalo mobasa.” FGD_04</i></p>	<p>Teachers are feeling hard for the students since they guarantee the validity of their answers.</p>	<p>Unsure of the Students Outputs</p>	
<p><i>“Language barrier jud. Most of them are IP and they speak their local language nga pwede kayo ko nila libakon kay wala man ko kasabot sa ilang inistoryahan.” IDI_03</i></p>	<p>Students were speaking their dialect and the teachers cannot comprehend it.</p>	<p>Communication Difficulty</p>	
<p><i>Lisod sa akoo kay naay Language barrier.Lahi ang Words nga among ginagamit. Dili jud ko kabalo ug nitibo nga inistoryahan. Hawod sila sa ilang language. Unya wala pa jud koy training ana” IDI_05</i></p>	<p>Teachers have no Training in the local dialect and find it difficult for them to understand them.</p>	<p>No Training in Dialect</p>	<p>Language Barrier</p>
<p><i>“Naay language barrier kay dili man ko kabalo sa ilang inistoryahan. Lisod ang communication between me and learners,even ang parents.” FGD_04</i></p>	<p>Teachers felt the difficult in giving instruction to parents since they are speaking different dialects.</p>	<p>Difficulty in Giving Instruction</p>	
<p><i>“Supportive man ang parents, but mostly they are illiterate so maglisod jud sila. But in support with releasing and retrieval of modules, naa man sila. Kana lang jud nga dili pud sila makatabang sa ilang mga anak kay dili man pud sila kabasa. Mao nang malooy ko sa mga bata ug sa ilaha pud. Pero wala man tay mahimo sa pagkakaran kay limited man ang atong pwede buhaton” IDI_03</i></p>	<p>The parents cannot assist their children since most of them are illiterate.</p>	<p>Cannot assist their children.</p>	<p>No Education of IP Parents</p>
<p><i>“Most parents dili educated.</i></p>	<p>The parents Cannot</p>	<p>Cannot</p>	

<p><i>Dili nila masabtan ang modules. Dili pud dayon sila kasabot sa mga instruction kay lahi man ilang dialect. Busy pud ang uban sa uma, Dili kayosila makaatubang.”</i> IDI_04</p>	<p>comprehend the SLMs and they can hardly understand instructions.</p>	<p>comprehend the SLMs.</p>	
<p><i>“Sa parents, sila man ang magkuha, sila pud mag reecho unsay buhaton. Ang problema kung unsa imong ipaabot, dili magkasinabot kay wala man grado kasagaran sa ilaha.”</i> FGD_02</p>	<p>The parents cannot relay instruction as to students’ tasks.</p>	<p>Instructions are not relayed well.</p>	
<p><i>“Sa English nga language During face to face, I need to translate learning materials Para sa ilaha. Pero karon nga modular, walay makatranslate para sa ilaha. Ang answer, copy lang from top to bottom kay wala man nila nasabtan ang instruction.”</i> IDI_02</p>	<p>There is no one can translate the SLMs for the students.</p>	<p>No translator</p>	
<p><i>“Ang resources kaya ng link sa modules kulang kulang siya. Ang learning materials, generalized siya so walay para jud sa IP nga translation. Most of the students are non- reader. Kung naa pay klase nga face to face, makatranslate ko pero karon kay lisod jud na para sa ilaha mao pud nang unsa man atong expect nga learning nga dili man gani sila kasabot.”</i> IDI_03</p>	<p>SLMs are in generalized language and not translated in IP dialect.</p>	<p>Untranslated</p>	
<p><i>“Few resources. Dili localized ang language. Dili naka MTB tanan. Maglisod miig pangita ug modules nga MTB. Lisod siya itranslate padulong sa ilang dialect kay dili man pud ko kabalo.”</i> IDI_05</p>	<p>The teacher Observed the there is no MTB in SLMs In their dialect or at least in Bisaya.</p>	<p>No MTB SLMs</p>	<p>Unlocalized SLM</p>

Non-Reader IP Learners

It was revealed during the interview that teachers were challenged in teaching non-reader students. During face-to-face classes, they could conduct intervention and strategies such as extending reading sessions to non-readers during vacant times. However, during the pandemic, it was very

challenging to the part of the teacher because they thought of how the students would answer knowing that nobody could assist them in doing it at home.

Mikka (pseudonym), an enthusiastic IP teacher used to spend her vacant time before to teach reading to non-reader. At present, she felt helpless because most students could not read and much more, could not comprehend. According to her:

“As an IP teacher, gusto jud kayo ko motabang especially sa mga nan-readers. Pero maglisod ko ug reach out kay dili man pwde mag face to face.” IDI_01

The present situation seemed too hard for Mikka not just for herself, but also for the learners. She felt helpless since she wanted to extend help to the non-reader IP learners. With absence of face-to-face classes, it hindered her to do so. This gave burden to the teachers not because of the absence of students but the fact that they could not give the students the best they can because of the limitations. This result is similar to the finding in the study of Spolsky (2019) stating that there is no question about the channel in a pre-literate society. During face-to-face interaction, students attend school to memorize conventional lore, either by heart, syllable by syllable, or by learning how to reconstruct its basic material in suitable formulas. However, given a writing curriculum, the school's first duty is to teach reading and writing. Moreover, Kami (pseudonym), a compassionate teacher, expressed her sympathy to those who cannot read and write. According to her,

“Dili sayon. Most of the students, dili sila maayo mobasa bisan gani ang pagsulat. Kinahanglan gyud nila ug guide. First. Dili sila kabasa ug alphabet. Naay uban kabasa pero dili sila kabalo mo spell-out. Even their names. Dili pud sila kabalo makipag-communicate sa teachers even messenger.” IDI_04

Being a non-IP teacher to IP learners was quite hard during pandemic because everybody was separated by distance. In the IP school, most learners are non-readers and the teachers could not do anything about it. Furthermore, Dian (pseudonym), a reading legend, used to find extra time in making her students learn how to read, yet, still found difficulty in making the students understand the modules since most of them cannot read. In her statement:

“Although makaingon ko sayon siya sa amoa nga part kay uniform ang modules. Pero lisod para sa learners kay dili ko sure kung legit ba nga sila ba nag nag answer. Sila ba nagsulat jud. Dili ko sure ana, dili nako matest ang validity nila kay dili man gani sila halos kabalo mobasa.” FGD_04

Giving an extra effort to students through reading is not new to Dian but she used to do it in the normal classes. She even had doubts on the answers of the students since most of them do not know how to read. It was very challenging for her thinking that the students are in self-paced learning with SLMs given to them in English or Filipino languages. This result adheres to MacIntyre et al. (2020) that the Covid-19 pandemic worldwide reaction has made a number of challenges for language teachers.

Teachers were doing their best adapting to the new normal by using a variety of strategies. In terms of mental well-being and prosperity, coping methods that can be considered more dynamic and approach-oriented are the ones that more handle the issues made by the circumstance including the emotions stimulated which relate to positive results. Maybe more imperatively, increased use of avoidant-coping methodologies is related with negative mental results.

Language Barrier

It turned out that teachers experienced difficulty in understanding the local dialect of Dibabawon. Only one among the nine teacher-participants in Danggayon Integrated School is an IP teacher and could comprehend its dialect. The students are speaking the local dialect and the teachers could not translate the materials to Dibabawon. The most that they could do was to translate it to Cebuano. Linda (pseudonym), an optimistic teacher, used to radiate positivism to students. She looked things with hope and possibilities. In her statement:

“Language barrier jud. Most of them are IP and they speak their local language nga pwede kayo ko nila libakon kay wala man ko kasabot sa ilang inistoryahan.” IDI_03

Linda has been teaching for almost three years already and she knew most of the parents and the people in the community, especially her students. Though she was teaching for couple of years already, she still found it hard to communicate with them. The learners were speaking their local dialect-Dibabawon and cannot speak and understand Bisaya. For her, it is the major hindrance to deliver the lessons. She believed that learners had difficulty as well in understanding the lessons.

This result relates to the finding of Leaño et al. (2019). It was revealed in the study that indigenous learner-participants lacked the necessary English vocabulary to name the depicted objects in the environment. They struggled to remember the days of the week, months, and common Philippine events. These results point to the need for a language intervention to develop the basic English skills. Additionally, Martha (pseudonym), a teacher who always thought outside the box, used to be friendly to all students and had the way of adjusting to communicate with them even if they had different dialect. According to her:

“Lisod sa akua kay naay language barrier. Lahi ang words nga among ginagamit. Dili jud ko kabalo ug nitibo nga inistoryahan. Hawod sila sa ilang language. Unya wala pa jud koy training ana” IDI_05

Martha is used to camouflage herself to different situations. However, she still found the language as one of the challenges in teaching IP learners. She had a hard time communicating with them since she had no background about their local dialect. There was even a time when she was bullied for she did not know the meaning of the word and everybody in the class were laughing. Moreover, Dian (pseudonym), a reading legend, used to find extra time in making her students learn. She, like the others had difficulty in understanding the dialect of the students. In her statement:

“Naay language barrier kay dili man ko kablo

sa ilang inistoryahan. Lisod ang communication between me and learners, even ang parents.” FGD_04

Likewise, Dian found it difficult to communicate with parents because also of the dialect. She made herself clear to them so that instructions would be relayed to the students in a comprehensible way. Hence, the students failed to do the tasks given to them since their parents could not relay well due to language barrier. Spolsky (2019) postulated that if one recognizes a universal right to education, it is a natural extension to postulate a right for all to be taught in their own language and before they have gained adequate knowledge of the standard language to function in it.

No Education of IP Parents

It came out from the responses during the in-depth interview and focus group discussion that most parents had not finished schooling. Henceforth, they could not assist or help their children in learning at home. In terms of moral support, parents are very supportive; yet, during pandemic, where education can be acquired at home through SLMs, IP parents are suffering and they felt helpless since most of them could not read or write. Linda (pseudonym), an optimistic teacher, however expressed her sympathy to the IP parents. According to her:

“Supportive man ang parents, but mostly they are illiterate so maglisod jud sila. but in support with releasing and retrieval of modules, naa man sila. Kana lang jud nga dili pud sila makatabang sa ilang mga anak kay dili man pud sila kabasa. Mao nang malooy ko sa mga bata ug sa ilaha pud. Pero wala man tay mahimo sa pagkaron kay limited man ang atong pwede buhaton” IDI_03

Linda had appreciated the parents' support and hard work to send their children to school to pursue education. She even shared the eagerness of the parents to make their children become professionals in the future. Yet, the present situation is at disadvantage for students are learning at home and they could not be assisted by the teachers. This finding is similar to the results and ramifications of a qualitative study conducted in Guatemala on the views of rural, indigenous parents about their children's schooling and educational quality.

The fact that their children had better access to school was enough for these parents to consider it a successful educational achievement. This understanding is influenced in large part by their own restricted formal education experiences. Despite their recognition of the value of education, these parents had low standards and ambitions for their children's academic success, which was possibly due to their own lack of education. Most of the parents' thinking about education and the children's future is influenced by the social organization and corresponding family obligations of children and youth (Ishihara-Brito, 2013).

Furthermore, Kami (pseudonym), felt the empathy to parents since they had not finished their studies or even no education at all to assist their children in answering the activities in the SLMs. In her statement:

“Most parents dili educated. Dili nila masabtan ang modules. Dili pud dayon sila kasabot sa mga instruction kay lahi man

ilang dialect. Busy pud ang uban sa uma, dili kayo sila makataubang.” IDI_04

She narrated the efforts of parents to provide the needs of their children. They are working hard in the farm and they do everything for their living just to provide the educational needs of their children.

This

pandemic; however, tested their plans for their children and their faith for success since their children would be learning from their homes and the fact that they could not assist them for they lack the knowledge to do so. Finally, Leah (pseudonym), a lovely newbie, felt much the burden in knowing that most parents are uneducated. In her statement:

“Sa parents, sila man ang magkuha, sila pud mag reecho unsay buhaton. Ang problema kung unsa imong ipaabot, dili magkasinabot kay wala man grado kasagaran sa ilaha.” FGD_02

She cited that there was even situation when the tasks assigned to students were not done since the parents could not offer assistance. This distance learning added a burden to the marginalized population like the IP learners. This is in adherence to the recommendation of Rhea (2014) that indigenous and non-indigenous educationalist should develop a program in leading and managing education to Indigenous people and also to educate non-indigenous children.

Unlocalized SLMs

From the interviews, it emerged that one of the challenges the teachers encountered in managing IP learners especially in these pandemic times, was that SLMs were not translated to local language. SLMs were downloaded from DepEd sources with English and Filipino are the medium of instruction. The highest point of local translation of some was in Cebuano. Knowing the fact that Dibabawon Tribe has its local dialect, students could hardly comprehend the content.

Maria (pseudonym) expressed how challenging and difficult the SLMs since they were not translated to local dialect. According to her:

“Sa English nga language during face to face, I need to translate learning materials para sa ilaha. Pero karon nga modular, walay makatranslate para sa ilaha. Ang answer, copy lang from top to bottom kay wala man nila nasabtan ang instruction.” IDI_02

Before pandemic, Maria translated the lessons for the students to easily grasp. Though she cannot speak the dialect but she tried her best to explain lessons to the easiest way possible for the sake of students' learning and understanding. She tried translating some worksheets into Cebuano. Additionally, Linda (pseudonym) had also felt the challenge on the terms used in the SLMs. She stated:

“Ang resources kay ang link sa modules kulang kulang siya. Ang learning materials, generalized siya so walay para jud sa IP nga

translation. Most of the students are non-reader. Kung naa pay klase nga face to face, makatranslate ko pero karon kay lisod jud na para sa ilaha mao pud nang unsa man atong expect nga learning nga dili man gani sila kasabot.” IDI_03

Linda tried her best to find SLMs with local dialect translation hoping to find any but still ended up using the DepEd suggested sources which are in English version or at least in Filipino version. She wished for face-to-face classes so she could translate the lessons for them. This is a contrast to the effort exerted by DepEd-Sarangani that amid COVID-19 widespread, DepEd-Sarangani considered the utilization of these SLMs to cater the requirements of the learners within the province.

The composition of these SLMs is more extensive as usually being included within the Self-Learning Packs (SLK). The SLK is composed of the created SLM and the Learning Movement Sheets (LAS). The LAS is made as a supplementary material giving extra exercises and activities to achieve the essential desirable abilities anticipated from the learners to create. Sarangani area, being one of the provincial ranges in Southern Mindanao has 320 open schools, elementary and auxiliary, where 180 of which are serving more or less 60,000 IP (Innate Individuals) Learners. This LAS are contextualized and indigenized agreeing to wants of the neighbourhood individuals shown within the range (Bayod & Bayod, 2020).

Furthermore, Martha (pseudonym) cited how challenging the SLMs are for the students for the terms are foreign to the students. She said:

“Few resources. Dili localized ang language. Dili naka MTB tanan. Maglisod mig pangita ug modules nga MTB. Lisod siya itranslate padulong sa ilang dialect kay dili man pud ko kabalo.” IDI_05

Dian (pseudonym) also added:

“Ang pagreproduce sa modules. Unta localized ang module kay dili man siya localized, another burden sa bata kay dili man siya translated. Dili jud siya kasabot Ma'am. Maglisod pa gani ug basa.” FGD_04

Martha and Dian both wished to have SLMs translated to Dibabawon. They observed that this untranslated SLMs would add burden to students. They even tried to translate it to local dialects but Unfortunately, they also could not speak and comprehend the student's dialect. This relates to the study of Benson and Young (2016). The interaction ought to give support of the MTB-MLE through capability building seminar to distinguish the commonly utilized phrasings in sciences and its trouble to the rudimentary school teachers. It was done so administrators could bolster the improvement of some guidelines on the materials with Ilocano dialect for the basic schools within the K-12 Program of the Department of Education.

Actions Taken to Address the Needs in Managing IP Students

The responses from the IDI pointed out the challenges encountered by the teachers teaching IP students. They generated three major themes as shown in Frame 2. They are the Home Visitation, Weekly Tutorial, and Supplement Materials.

Home Visitation

The teacher-participants had similar thoughts on the specific actions to be taken to address the needs of IP learners. All of them had done home visitation to monitor the students and to extend necessary assistance. Yet, it was not often done since there were also other tasks in school which needed to be complied. Mikka (pseudonym) had visited the students in their homes more often because she is a resident in the community. According to her:

“Nag conduct ug home visitation kung unsa nay improvement sa mga bata, kung naa sila nalibogan, among gina-cater. Magsacrifice jud Ma'am. Moadto jud sa ilang balay. Nagneed man jud sila ug tabang. Nagpaanhi ug bata pud kay dili man jud makaya sa uban. Pero dili daghan nga bata unya nagasunod pud ug safety protocols.” IDI_01

Since Mikka is an IP teacher, she could relate with the parents who struggled on the modular instruction of their children. This led her to do home visitation to check, monitor and extend help. She learned to sacrifice

Frame 3.

Actions Taken to Address Needs in Managing IP Students

Significant statements	Formulated Meaning	Meaning Units	Theme
<i>“Nag conduct ug home Visitation kung unsa nay Improvement sa mga bata, kung naa sila nalibogan, among gina- cater. Magsacrifice jud Ma'am. Moadto jud sa ilang balay. Nagneed man jud sila ug tabang. Nagpaanhi ug bata pud Kay dili man jud makaya sa uban. Pero dili daghan Nga bata unya nagasunod pud Ug safety protocols.” IDI_01</i>	Teachers conducted home visitation to help students when there are clarifications.	Extend Help	Home
<i>“Most of the times, ang parents wala nagaanhi sa school, kasagaran gihatod sa ilang balay. Dapat unta, sila ang mokuha Sa module</i>	Aside from the delivery of modules, teachers also check and talk the learners during house visit to make them feel	Feel Valued	Visitation

<p><i>every week. Pero kay dili man pirmi moanhi, house to house nalang jud kung dili nila makuha. Para nalang pud among mabisita ug maistorya kadali ang bata ug ilang Makita nga amo jud silang gipakabanaan.”</i> IDI_02</p>	<p>they are valued</p>		
<p><i>“Approach lang sila ug maayo. Sometimes, nay nagaadto sa amoa nga mga estudyante. Approach them wisely. Then ako jud pud sila gi home visit, kaisa pa hinoon pero plano pa jud nako padayonon para more nako ma-reach and mga bata.”</i> FGD_01</p>	<p>Do visitation to reach the learners amidst distance learning.</p>	<p><i>Talk to Learners</i></p>	<p>Weekly Tutorial</p>
<p><i>“Every Wednesday, nagaadto mi sa Purok, magcater mig mga bata para kung nay querries macat namu. Among pangutan-on ang Pinakanalisdan nilaug among tabangan ang mga bata nga ilang masabtan.”</i> IDI_03</p>	<p>Assist students at to the hardest part of SLMs.</p>	<p>Assistance</p>	
<p><i>“Maexcite ko kada Wednesday, mag- visitation and weekly tutorial mi. Kung naa silay question, i-meet mi nila sa Wednesday para sa coaching ug mentoring. Kaya langpud lagi kay dili pud tanan moduol. Katolang mga competitive nga bata ang moduol. Siguro maulaw ang uban.”</i> IDI_04</p>	<p>The teachers are not obliged to offer tutorial but happy to give coaching and mentoring to students.</p>	<p>Coaching</p>	
<p><i>“Akong ginaschedule ang bata para ma meet para macoach ug matabangan. Naay ma meet naa pud dili pero ginasabot lang kaya ng uban nagtrabaho man sa uma.”</i> FGD_03</p>	<p>Teachers arranged schedule to meet the students personally to cater their needs</p>	<p>Extend Help</p>	
<p><i>“Katong naa pay face to face, dba problem man jud ang behavior, Nagagamit mi</i></p>	<p>Teachers are Using multi- Media to Supplement learning and</p>	<p>Multimedia</p>	<p><i>Supplement Materials</i></p>

<p><i>ug laptop. Kay kung naa silay makit-an nga videos, mopuyo na sila. Karon nga distance learning, home vistation, ginaadtoan sila Mampara maupdate pud mi sa ilaha. Apil ang parents mmakumusta namu.”</i> <i>IDI_03</i></p>	<p>manage disruptive behavior of IP learners.</p>		
<p><i>“Nagahatag Ko ug separate nga worksheet. Oo, Teacher-made. Hand-outs, Nakatranslate ug Bisaya para dili Kayo malisdan ang parents ug mga bata.”</i> <i>IDI_05</i></p>	<p>Teachers are doing effort in preparing separate hand-outs translated in Bisaya so that it will lessen the burden of the parents.</p>	<p>Hand-outs</p>	
<p><i>“Aside sa module Ma'am nagahatag jud ko ug reading materials para ma meet nako ilang needs. Ginabridge na nako ila reading para nga makataban sa ilang module.”</i> <i>FGD_04</i></p>	<p>Teachers were Giving extra reading materials To bridge reading concerns.</p>	<p>Reading Materials</p>	

for it just for the sake of her students' advantage. She did it heartily for the students. This implied that teachers had shown big concern on their students' learning. This result adheres to the study of Hiratsuka et al. (2018). The study suggested that indigenous people's worldviews should be communicated through storytelling or facilitated dialogue which have to be mostly in their native languages. As indigenous communities' culturally adapted home-visitation services continue to share their cultural adaptation process, it is possible to identify cultural moderator variables and test theories, resulting in adapted approaches that can be used for a variety of subcultural classes.

Moreover, Maria (pseudonym) spent time in visiting the students in their houses. According to her,

“Most of the times, ang parents wala nagaanhi sa school, kasagaran gihatod sa ilang balay. Dapat unta, sila ang mokuha sa module every week. Pero kay dili man pirmi moanhi, house to house nalang jud kung dili nila makuha. Para nalang pud among mabisita ug maistorya kadali ang bata ug ilang makita nga amo jud silang gipakabanaan.” *IDI_01*

Rico (pseudonym) added that he really looked for ways to reach out the students through home visitation. According to him:

“Approch lang sila ug maayo. Sometimes, naay nagaadto sa amoa nga mga estudyante. Approach them wisely. Then ako jud pud sila gi home visit, kaisa pa hinoon pero plano pa jud nako padayonon para more nako ma-reach and mga bata.” *FGD_01*

These teachers who were doing home visitation did sacrifices by walking for extra mile just to make sure the students felt that they were much valued. During the visitation, they encouraged the students to keep moving forward despite the crisis. They also encouraged them to manage their time in doing the SLMs tasks. They also catered queries and clarifications from the students regarding the SLMs content. This is congruent to the concept of Lathi et al. (2019). They state that home-visiting programs are fantastically assorted with a variety of program models and composed curriculums. Whereas, objectives of home-visiting programs affect child rearing practices to improve long term advancement. More particularly, home-visiting programs aim to upgrade child rearing information and aptitudes in collaboration with their child.

Weekly Tutorial

The data from the in-depth interview and focus group discussion showed weekly tutorial had been also done by the teachers. They walked extra miles to reach the students in their individual homes. They asked permission from the Barangay Captain and Purok Chairman to cater students' needs in the Purok Center. During the session, they would address some concerns and queries of the students. According to Linda (pseudonym):

“Every Wednesday, nagaadto mi sa Purok sa Sapdan ug sa 20, nagaadto mi sa Purok unya magpaabot mi ug mga bata inya ginaassist namu sila. Sa ilang mga quirries, kung asa sila nalisdan, pero nga follow gihapon mi safety protocols.” IDI_03

The teachers did not settle to wait for the parents to claim and submit SLMs of students. They also exerted effort every Wednesday to go to the Purok Center for tutorial, coaching and assistance to the students. Linda emphasized that they adhered to the IATF protocols, specifically in the observance of social distancing, and the wearing of face mask and face shields. The teachers also took it as opportunity to encourage the students amidst the current crisis the world is facing. Linda offered tutorial to students and helped them for some difficulties.

This conforms to the finding revealed in the study of the Drane, Vernon and O’Shea (2020). It postulated that students who are incapable to get to, or maintain the essential engagement in online learning, the support of other learning options is fundamental to ensure equity for all students. Moreover, Kami (pseudonym) stated that:

“Maexcite ko kada Wednesday, mag-visitation and weekly tutorial mi. Kung naa silay question, i-meet mi nila sa Wednesday para sa coaching ug mentoring. Kaya lang pud lagi kay dili pud tanan moduol. Kato lang mga competitive nga bata ang moduol. Siguro maulaw ang uban.” IDI_04

Kami mentioned that she performed the tutorial in a lively manner. She even prepared activities for students that could not compromise social distancing. During tutorial, she observed that there were some students who didn’t asked for clarifications with regards to SLMs. She observed that those competent students during face-to-face classes were the ones concerned to ask for clarifications. Though they tried their best in giving enough time for tutorial, most students were not so responsive and perceptive. This showed that even in this kind of modular learning, passive learners were still the same.

This agrees with the ideas of Simona (2016). It states that teachers must focus on making their classes more interactive in order to transform passive learners into critical thinkers. People who can communicate to their communities are better thinkers. As a result, group work is the most effective way to build communication and collaboration abilities. Young pupils are inexperienced group members who require specific tactics to help them collaborate well with their peers. Hence, teachers must also carefully select activities that require collaboration and dialogue.

Finally, Rysa (pseudonym) shared her experience in using gadgets and technology. She also extended coaching and mentoring to students. In her statement:

“Akong ginaschedule ang bata para ma meet para macoach ug matabangan. Naay ma meet naa pud dili pero ginasabot lang kaya ng uban nagtrabaho man sa uma.” FGD_03

Rysa has been so empathic to her students. That is why she scheduled her students to come to school one by one for direct tutorial, especially for those who are living near the school. Yet, some of the students failed to come in their scheduled time. Hence, she extended her patience to the students knowing that some of them are working in the farm to help their parents for a living. Rysa believed that by doing tutorial, it would help the students and she did it wholeheartedly.

Flores et al (2012) posited that in adaptive tutorial, students either kept their current user model cluster or were assigned to a different user. In terms of knowledge, students with little prior knowledge gained more from the lesson than students with high prior knowledge. Overall, students considered the instructional to be simple to read, understand, and navigate.

Supplementary Materials

It was revealed during the interview that another action taken by the teachers to cater the needs of IP learners was by using supplementary materials and strategies. It was not new to students who have disruptive behaviours. Teachers need to find ways to address such concern so that other students would not be distracted from learning. Few of the strategies employed by the teachers were the provision of videos and other activities. Some had used supplementary materials. They are localized materials suited for the students.

Linda (pseudonym) admitted that she used some strategies to get the attention of students even before the pandemic. One of those is by using multimedia. According to her:

“Katong naa pay face to face, dba problem man jud ang behavior, Nagagamit mi ug laptop. Kay kung naa silay makit-an nga videos, mopuyo na sila. Karon nga distance learning, home vistation, ginaadtoan sila Mam para maupdate pud mi sa ilaha. Apil ang parents makumusta namu.” IDI_03

Linda integrated multimedia in her instructional management. It was effective to the IP learners especially in managing their disruptive behaviours. She looked for videos that would relate to her topic. This agrees with the study of Joshi (2021) which stated that providing multimedia during the teaching and learning process in the classroom is one of the approaches for improving students' academic needs and helping them develop English language abilities. Furthermore, the use of

technology in the classroom cannot be ignored as a beneficial factor in boosting teaching quality and providing more diverse ways for teaching a foreign language.

In addition to it, Martha (pseudonym) looked for some ways as well to not settle on the modules given to her. She crafted separate worksheets and handouts to supplement the modules. These materials are localized and translated to Cebuano for the students to easily understand. She said:

“Aside sa weekly tutorial Ma'am, nagahatag ko ug separate nga worksheet. Teacher -made jud siya para lang jud ma reach sila. Maghatag pud kog hand-outs para ma enrich ilang knowledge. Ginabisaya na jud nako tanan apil ang assessment. Nindot siya kay makaexperiment ko sa mga bata pero wala lang pud ko kabalo sa nag answer . pero lisod pud siya sa ako nga part kay hago kay multigrde baya ko..” IDI_05

Martha did her part also in making teacher-made hand-outs and worksheets to enrich the learning of the students. It was localized so it would be easier for the students and some parents to comprehend. Though it was quite taxing and tiring on her part, but she made it as a sacrifice to make sure that students had learnt something. This is supported by the study of Okobia (2011) that because teachers drive learners to learn more, the utilization of instructional materials gives the teacher with fascinating and engaging platforms for imparting knowledge.

Finally, Dian (pseudonym) had also espoused that she also gave supplementary materials to students even before pandemic. The current modular delivery did not hinder her to still do it. According to her:

“Learn ilang language kay importante kay naa man ta sa ilang community na belong. Akong ginaschedule ang bata para ma meet para macoach ug matabangan. Naay ma meet naa pud dili pero ginasabot la ng. Aside sa module Ma'am nagahatag jud ko ug reading materials para ma meet nako ilang needs. Ginabridge na nako ila reading para nga makatabang sa ilag module.” FGD_04

Dian made adjustments in the delivery of modular instruction. As her not settling on SLMs alone, she did not just do tutorial but also prepared supplementary materials in support to the SLMs given. She exerted time to prepare additional materials for the students to learn the topics easier than with SLMs alone. She used these materials to supplement the modules since some resources are lacking. This result is similar to the study of Jotia and Matlale (2011).It mentioned that it is impossible to overstate the strategic and critical importance of teaching materials and resources in the successful implementation of the National Junior Secondary Schools Socials Studies Curriculum.

Summary

This study explored the experiences, challenges, and actions taken by the teachers in the instructional management to IP learners in the delivery of modular instruction. The researcher employed a qualitative design using phenomenological approach through in-depth interview and focus group discussion for the collection of data. Husserlian's data reduction technique was used in

transcribing textual data and in analysing the reduced data, Collaizi's (1978) thematic analysis was utilized.

The participants of the study were nine (9) teachers of Danggayon Integrated School, an IP school located in Sitio Danggayon, Casoon, Monkayo Davao de Oro. Purposive sampling technique was utilized in selecting the participants. Informed consent was signed by the participants to agree that their participation was voluntary. The interview guide questions utilized in collecting data were validated by three experts. Due to current work arrangement of public schools where teachers are required to a 3-day work on site and 2-day work from home, the interviews were done in two separate dates and settings. Permission to conduct the interview was being asked from the school head, tribal chieftain and barangay captain. Time of interview was arranged and agreed by the researchers, participants and the school head. After the analysis of data, the researcher went back to school to inform the participants of the result and they were asked to confirm the themes generated in the analysis. All participants agreed to the result of the study and confirmed that all generated themes were true and correct.

Findings

The purpose of this study was to describe the instructional management of the teachers teaching IP learners in the delivery of modular instruction. Furthermore, it sought to describe the perceived experiences, challenges, and actions taken to cater the needs of IP learners, particularly during COVID-19 crisis where face-to-face classes were strictly prohibited. The qualitative phenomenological approach sought to go deeper into the issue to bring the feelings and insights of the participants to the surface and to find out what constructs may be derived from the findings.

Theme 1 revealed advantage amidst the crisis in the sense of sufficient time given to students in finishing tasks in the SLMs. In this delivery of modular instruction, teachers found it advantageous in the sense that students had more time to study. This implied that students had plenty of time to finish tasks since the modules and activities. The time given to students to finish each task is enough compared to the tasks given to them before the pandemic. This means that the department was also thinking on the well-being of the students. It had been observed that each task would take them a maximum of one hour per module.

Theme 2 revealed teachers' passion to serve IP community by being passionate in delivering learning by doing house to house visit when not claimed by the parents. This implied that teachers did not just wait for parents to claim and submit the modules but walked beyond extra miles to deliver it to their houses and also claimed the finished ones. The teachers were adjusting with their strategies in delivering lessons in the new normal. Moreover, they utilized strategies to make sure that learning would still be acquired by students amidst the crisis. Teachers were more considerate when parents could not come to school to get the children's modules. During home visitation, they also took it as an opportunity to encourage the students to keep fighting and overcome the current hardships.

Theme 3 expresses the same difficulty felt by the teachers in adjusting the current modular delivery to IP learners, particularly in retrieving and checking of outputs. This means that amidst difficulties of the situation, teachers were adjusting and coping. Teachers were also concerned on the possible learning the students might acquire by self-paced learning. This was more of their concerns than of themselves.

Theme 4 revealed the reason why the teachers were very concern of the possible learning of students because most of them were non-readers. During face-to-face classes, teachers would utilize

their vacant times to teach reading to non-readers. But recently, they felt helpless because most students were not good in reading and comprehension and no one could assist them personally. This had become the challenge of teachers not because of the absence of students but the fact that they could not give the students the assistance.

Theme 5 revealed the sympathy felt by the teachers to the parents and students because most of IP parents did not finish their studies or they had no education at all. This means that they had no capacity to assist their children in answering the activities in the SLMs. The parents were supportive in sending their children to school to acquire education, but this current situation made them worried as to how to help their children since most of them could not read or write.

Theme 6 expressed the difficulty of teachers in communicating to learners and parents due to language barrier. It was very hard to teach learners with different dialects. Among the nine participants, only one of them was an IP member. So, most of them had no knowledge and background with the dialect. They could not understand the local dialect which learners are using in the daily life. It was good to know that Dibabawon tribe has preserved its dialect. Hence, it was a challenge for the teachers to learn their dialect.

Theme 7 expressed how challenging and difficult the SLMs for the learners since these were not translated to local dialect. Most of the students could not read and write. There were no contextualized and indigenized materials to be used in the delivery of modular instruction. This fact made the teachers very worried as to how and what the students may learn since most of them could not read and comprehend and the materials utilized were in English and Filipino languages.

Theme 8 revealed the effort exerted by the teachers through home visitation. Teachers had visited students in their houses more often because most of their students were living near the school. It was also done by all teachers in the school. This implied that teachers showed much concern to their students' learning. Home visitation was done to deliver SLMs, monitor students' status, and assist them to whatever clarifications they had in the SLMs content.

Theme 9 revealed teachers' effort in sharing their time to conduct tutorials in the purok center. The school itself innovated to exert time and effort going to the purok center to give assistance to the students. This implied that the school did not just wait for the parents to come to school but they reached out to the students. Purok officials and barangay functionaries made sure the teachers were adhering to the safety protocols imposed by IATF to fight against COVID-19. Teachers selflessly exerting tutorials, mentoring, coaching and answering queries of the learners.

Theme 10 revealed strategic approach initiated by teachers to help learners understand the SLMs. They used supplementary materials to make learning possible even self-paced. One of those was by using multimedia. This implies that teachers were doing their best in giving quality education amidst the current situation. This was done by incorporating instructional strategies and media that were utilized in learning.

General Statements

With the study's findings, the following general statements are presented:

The instructional management experiences of teachers in teaching IP learners in the delivery of modular instruction made them more eager to help the learners. Hence, the teachers'

challenges gave them opportunities to be more adaptable, considerate, and mindful to students and parents that made them grow professionally. Moreover, teachers became more strategic and resourceful in making difference by walking an extra mile to reach out to their students.

Recommendations

Based on the findings of the study, the following recommendations are enumerated:

1. The *Department of Education* may assign teachers in the IP schools who are members of IP community as well to eliminate language barrier. Furthermore, DepEd should revisit the SLMs and produce a localized SLMs for IP learners.
2. *School Leaders* could devise or enhance a program to ensure that IP learners acquire quality education; yet, preserving their own culture and language;
3. *Teachers* may enhance the program of visitation and tutorial to cater students' needs and assistance as part of enhancing classroom management amidst pandemic crisis.
4. *Future Researchers* may replicate using various variables such as but not limited to effects of teachers' wellness and the impact of the intervention program to the academic performance of the IP learners.



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