The Teaching of Cookery Course in a State-Owned Basic Education Institution in the Philippines during the Covid 19 Pandemic

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Abstract - *The COVID 19 pandemic causes a sudden change in human and organizational activities, especially the academic institutions. Yet, it offers an opportunity to re-engineer and restructure the roadmap of education to effectively and efficiently continue to perform the constitutional mandate of delivering quality and accessible education. Thus, a qualitative study of teaching cookery courses in a state-owned basic education institution was conducted to explore and describe the perspectives of teachers in modular learning. There were five (5) participants in the study selected using the data saturation sampling method. The main instrument of the study is the researcher using the interview method. The data were analyzed using the Colaizzi method of analyzing qualitative data. The findings revealed four (4) significant themes, including "Teachers' challenges in preparing modules, "Challenges of teachers' in the retrieval of the modules, "challenges of teachers in monitoring and communicating with students, and "teachers' preparation of the modules. It causes many barriers and hindrances in the teaching and learning process, particularly in modular learning where teachers face difficulty in preparing, distributing, and retrieving modules and even communicating and monitoring with students. Thus, it causes physical, mental, and emotional fatigue to the teachers. It is recommended in the study that the government and academic institutions should hire more non-teaching personnel to prepare the modules and at the same must hire education experts for the development of the modules. Lastly, train and retrain teachers and faculty in human relations to improve handling and dealing with student issues and challenges.*

Key Words: *Distance learning, Modules, Perspectives, Cookery Course,*

Introduction

The COVID-19 pandemic has brought a serious impact on students, teachers, and educational organizations around the globe (Mailizar, Almanthari, Maulina, and Bruce, 2020). The transition from face-to-face teaching methods to more indirect methods has forced schools into a flow of learning which is full of complexities and limitations. Educational institutions have made alternative methods for both students and teachers to continue with their lessons when actual face-to-face classes are still not yet possible. To continue the delivery of education to millions of Filipino learners and for every school to reach its mission and vision which is to provide quality education to every Filipino learner, modular distance learning was implemented by the Department of Education implemented (Dangle &Sumaoang, 2020)

According to Gonzales (2015), modular learning is a teaching method in which students are required to study everything in a module with their own time and effort. Furthermore, he claimed that the method is different from the traditional one, in which pupils simply listen to the lecturers' concepts. In order to overcome the challenges that students have in typical classrooms, he argued that the modular method would be a useful alternative because it is student-centered, self-paced, and does not require note-taking. Moreover, teachers use modular remote learning to vent their grievances. As front-liners in the educational system, they have undergone various training and seminars to be better equipped in delivering better education amid the COVID-19 pandemic, as it is a departmental policy to train teachers not only for professional growth but also to be prepared for unexpected circumstances, according to Bagood (2020). The primary obstacles identified by Dangle &Sumaoang (2020) were a lack of school funds in the design and distribution of modules, students' struggles with self-studying, and parents' lack of understanding to academically assist their children. Furthermore, teachers who are new to distant learning may feel unprepared to enable instruction and want assistance. time management, instructional, and technical Instruction is heavily reliant on technology. on technology, leaving teachers underprepared and incompetent.

Furthermore, the government had to adjust and create a new learning platform without losing sight of its mission of providing learners with ongoing, high-quality learning while also raising health awareness. Due to the prohibition of face-to-face classes, the Department of Education announced that various learning delivery options, including but not limited to blended learning, distance learning, and homeschooling, as well as other modes of delivery, will be implemented based on the COVID Risk Severity Classification and compliance with minimum health standards (Briones, 2020).

The global education system has been impacted and modified as a result of the COVID-19 epidemic. All students and teachers have been affected by the health crisis, which has resulted in dread and a variety of obstacles. As a result, this research was carried out to examine the challenges and practices of public junior and senior high school cooking teachers in the face of the COVID-19 pandemic and the deployment of online learning.

Domain of Inquiry

This study aimed to examine the lived experiences of Junior and Senior High School Cookery Teachers on their practices and challenges using modules as a mode of learning during the COVID-19 pandemic.

Methods and Materials

The study utilized the phenomenological approach, specifically the hermeneutic phenomenological method of inquiry. The study explored the lived experiences of a teacher specifically the practices and challenges they have encountered as Cookery Teachers who used Modules as a Mode of Learning during this time of Covid-19 Pandemic. Moreover, the study was conducted at Public Junior and Senior High Schools in the City of Naga, Cebu.The participants of this study are the Grade 7 to 12 Cookery Teachers who are teaching public school during this time of the pandemic. Moreover, the number of participants was determined by data saturation.

Furthermore, to analyze the data the researcher will make use of Colaizzi's method. Colaizzi's (1978) seven distinctive processes provide meticulous analysis, the end result is a concise yet sweeping description of the phenomenon under investigation, validated by the participants that created it. The method depends upon the teacher's accounts of experience; these may come from face-to-face interviews, but can also be obtained by virtual interviews. The stages are illustrated in the table below.

Ethical Consideration

The study's ethical considerations are based on the 1974 Belmont Report, which outlines three basic ethical criteria for research involving humans as subjects: respect for persons, beneficence, and fairness. Respect for a Person was a belief that embraced two ethical theories. Individuals should be recognized as independent agents in the first place, and people with limited autonomy are eligible for protection in the second. Participants may or may not answer the questions asked in the study, depending on their preferences. That is why there are no limits to how much they can answer; they are free to respond to the questions posed. In addition, no students or children are participating. The informants were given informed permission that included the study's goal, potential risks and benefits, and emergency contact information. In some situations, the extent to which the data will be kept confidential, as well as a statement from the response the people who took part in the study did so voluntarily.

Results

The following sections will present the analysis of data gathered after following an intricate procedure. Based on the data collected, the following themes were identified in this study; namely, (1) teachers' challenges in preparing modules (2) challenges of teachers in retrieving the modules (3) challenges of teachers in monitoring students' answers and learning (4) teachers' preparation for modular distance learning (5) challenges on health and wellbeing of teachers

Theme 1 Teachers' Challenges in Preparing Modules

This theme shows the challenges faced by teachers during the preparation of modules. Likewise, the following subthemes were identified from the data-gathering and are based on their own experiences. The following subthemes include: Takes Time and Scarcity of Supplies/Lack of Printing Materials.

Subtheme 1.1 It is a Gradual Process

This subtheme indicates that during the preparation, photocopying, and sorting of modules it takes a lot of time for the teachers as they spend more time preparing the modules thus, they could not do another task.

> *"When the system of the first implementation of learning modalities where it states that we were having modules. So, the printing of it is having a difficult time. It is also time-consuming for us particularly when we photocopy the modules."* Informant 1

In connection with this, the fourth informant stated that it takes 8 hours for them to photocopy and sort their modules.

> *"We stayed at school for 8 hours photocopying and sorting the modules of the students."* Informant 4

Subtheme 1.2 Scarcity of Supplies

This subtheme denotes the difficulty in photocopying modules because of the lack of photocopying materials and supplies provided by the school as informants 1 and 5 will still wait for their turn in photocopying the modules of their students.

"Also, the availability of the printing materials, the ink, and the printing machine are limited. Lastly, there are times it is delivered delayed and not on time." Informant 1

Another informant states that they only have one printer that can be used by many teachers. However, the printer that will be shared with many teachers is not working well which affects the production of modules.

"For now, we have one printer, and many teachers will use it, and it's not working well". Informant 2

Moreover, the third informant verbalized that they are no longer funded by the LGU which results in a scarcity of supplies.

"We are funded by LGU last school year like the bond papers but as of now, we only have limited supplies for bond papers so the distributions of the modules are delayed". Informant 3

The fourth informant also declared that due to insufficient resources and lack of financial support they cannot comply and do photocopying of modules as early as possible.

"In photocopying the modules, we cannot comply from as early as possible because of the lacking resources and also the money. How can we buy the bond paper if ever the school has no budget? Informant 4

Theme 2 Challenges of Teachers in Retrieval

This theme alluded to the difficulty teachers face in retrieving modules. This paper examines teachers' experiences dealing with the late submission of students, particularly pupils with limited financial resources. And on how teachers come up with options for pupils who are having trouble finishing their programs.

Subtheme 2.1 Students' failure to adhere to deadlines

This subtheme indicated a situation of an extreme delay in the submission of modules. As expressed by the first informant, she stated that there are times when her students submitted their answer sheets all at once.

"Last year when the pandemic has been started, I have 12 students who only showed up to me twice within the 4 months of our class in the quarter. When passing their modules, they submit all their answer sheets all at once." Informant 1

In addition, another informant states that she needs to extend her patience in submitting modules to the students especially for those students who are working while studying or helping their parents to suffice their needs.

"The flexibility of my patience was being tested to my students especially when it comes to their quarries and then patience to wait for them because not all students can provide their answer in the modules on the scheduled day. As there are working students who sell fish together with his/her mother". – Informant 2

Subtheme 2.2 No Answers

This subtheme indicates that the teacher experienced a situation where students' answers are lacking, and some students submitted with no answer written. As expressed by the first informant, she said that there are times when she received answer sheets with no answer written.

> *"Every time I receive their answer sheets, nothing is written."* Informant 1

One informant stated that when he received modules without answers. He would call the attention of the student and guide them how to answer it.

> *"I also experience that there is a student who submitted his module without an answer and what I do is that I call the student and go to the school and tell him to answer his module. I observed that the student is lacking comprehension and he cannot read and understand that's why he cannot answer his module so I helped him by explaining the instructions clearly so he can answer his modules."* Informant 3

In addition, informant six also retaliated that she would return the modules that are lack in answers and call the attention of the students. If the students are getting a zero score the teacher will let the students take remedial exams.

> "*In the submission of the modules, especially when the answer of the students are lacking I returned back the module and call the attention of the students.*" Informant 6

Subtheme 2.3 Difficulty in Communicating Learners

This subtheme indicated that the teachers are having difficulty in communicating the learners. As stated by the first informant that although the classroom has a chat group, there are still students who are difficult to contact due to poor signal.

> *"We create a GC for my cookery students. If ever other students cannot make it because of the poor or no signal. I know not all students have their own cellphones; I would visit them in their houses and follow up with them regarding their modules.* Informant 1

Another informant stated that if she cannot contact her students, she conducts a home visitation. Especially for those students who have a problem with submitting their modules.

> *"If I really couldn't reach my students through texting, calling, and messaging them on messenger, I will be doing a home visitation. Because there are some students who didn't pass their modules and I as a teacher, I will visit my student to know the reason why*". - Informant 5

Theme 3 Teacher Monitoring

The theme is signified as challenges of teachers in monitoring students' learning wherein it explored their struggles encountered by the teachers. This struggle included the concern of teachers if the student has really learned the lessons.

Subtheme 3.1 Validation of Students' performance

This subtheme indicated that the teacher is having difficulty in validating Students' learning and performance. As mentioned by informant 1 she found out that the students are copying each other's answers.

> *"As we teachers expect less learning from our students at their cookery subject now because they can no longer work on their respective modules on their own as some students are just copying the answer of their classmates and they can also no longer participate properly."* Informant 1

Another informant verbalized that due to their inability to teach students face to face then he was in doubt about whether the students could perform the task properly.

> *"I cannot teach my students practically. Then, they need it especially if they are TVL students and they are performance-based in their field. Some students have less learning because I am not sure that they are the ones who work on their performance activities."* Informant 2

Subtheme 3.2 Health-Risk in Home Visits

The theme is signified the personal monitoring of the teachers to students. This theme explores the experiences of teachers in conducting a home visitation which may cause a health risk. As expressed by the first informant, during the COVID19 pandemic one of her main ways to connect with her students is to personally conduct a home visitation. Especially to those who have a poor signal or internet connection, and to address students' concerns regarding the submission of their modules.

> *"I would visit them in their house and follow up with them. Aside from that, I will ask their neighbors and even their relatives for those who recognize them to give them a hard copy of the modules.* Informant 1

Informant two responded that the best way to connect with the students who have difficulty in answering the module is to conduct a home visitation.

> *"For us, so we're in modular learning the main challenge is how to connect physically to your students because you'll be the one to go there. Home visitation is always present in distance learning there are students that can't provide their answer sheets so I must go to their home.*" Informant 2

Despite the risk it brings when conducting a home visitation, the informant still chooses to take action in order to guide the students and to know the reasons for their concerns of the students.

> *"So what I did is conduct a home visitation even if it's too risky for me just to deliver the module and also to know the situation of my students in order to guide them in answering their modules because I know not all students can understand their modules."* Informant 3

Moreover, Informant five added that it is a must to conduct visitation in order to properly guide the student, especially those who fail to submit their modules.

"If I really couldn't reach my students through texting, calling, and messaging them on messenger. I will be doing a home visitation. Because there are some students who didn't pass their modules and I as a teacher, I will visit my student to know the reason why. There might be students who are having a hard time understanding the instruction or being written on modules or maybe they are doing something else. So, enable for me to reach them, I will do home visitation". Informant 5

Theme 4 Teachers' Preparation

This theme shows the action plan of the teachers in dealing with the new mode of learning specifically modular distance learning. Thus, this theme includes; Offered Enhancement Training for Teachers and Strategies and Techniques Used by the Teachers.

Subtheme 4.1 Enhancement Training

This subtheme indicates the available training they attended in regards to the new mode of learning. Informant 1 states that they have attended enhancement training on how they will handle the new mode of learning since it is new to them.

"Every other month or monthly we have enhancement training on how we should handle our modality, particularly in our modalities of learning that we are using today." Informant 1

Additionally, informant 2 verbalized there are webinars provided by the Division such as; creating activities that could fit based on the curriculum guide through using the modular distance learning.

"Division webinars especially on curriculum enhancement in Filipino, English, TVL, and etc. webinars/training module making, how to enhance, how to modify though we have a book, I just took it all there, how you can enhance and how you can create activities, just for you to fit in the curriculum guide, still based on the module approach." Informant 2

Subtheme 4.2 Strategies and Techniques Used by the Teachers

Through training and seminars, teachers were able to create different strategies and techniques for dealing with the new mode of learning. Informant 1 stated that he/she will conduct a virtual class to have a consultation with his/her students depending on the results of his/her evaluation of the students' answers.

"During the evaluation of my students and depends on my evaluation and the results of the module they were answering. I will have a virtual class with them. Consult them once a week or depending on the needs of my students." Informant 1

Additionally, the second informant verbalized that amidst the Covid-19 he/she still come up with a strategy by sending multimedia videos or links for the students so they'll be able to know the processes of their lesson. Aside from that, the teacher accepts queries from the students.

"For them to be guided, I will send them some multimedia videos, links, photos, etc. I want them to know the processes of those things and what to do. I also cater to their

queries or questions and provide them with answers. I encourage them not to lose hope and continue their studies and never be discouraged." Informant 2

THEMES	SUBTHEMES
Theme 1 Teachers' Challenges in Preparing Modules	**Subtheme 1.1** It is a Gradual Process
	Subtheme 1.1 Scarcity of Supplies
Theme 2 Challenges of Teachers in Retrieval	**Subtheme 2.1** Students' Failure to adhere the deadlines
	Subtheme 2.2 No answers
	Subtheme 2.3 Difficulty in Contacting Learners
Theme 3 Challenges of Teachers in Monitoring Students'	**Subtheme 3.1** Validation of student's performance
	Subtheme 3.2 Health-Risk
Theme 4 Teachers' Preparation	**Subtheme 4.1** Enhancement Training
	Subtheme 4.2 Strategies and Techniques

Discussion

COVID-19 pandemic threatens the lives of people across the globe and at the same time affects the different sectors of society. Academic institution is one of the sectors that cope with the challenges of times. In the Philippine educational system, modular distance learning was implemented both in public elementary and secondary schools. Yet, teachers crafted modules that were used by students in learning. This shift in the mode of instruction does pose struggles to the students and to the teachers who play an integral part in the new normal education. Based on the study conducted by the researchers, the Cookery Teachers in the selected secondary schools under the Division of the City of Naga, Cebu encountered various challenges in teaching using the modular distance learning modality amid the COVID-19 pandemic.

There are four core themes in the study which included (1) Teachers' Challenges in Preparing Modules, (2) Challenges of Teachers in Monitoring students' Learning, (3) Challenges of Teachers in Retrieving the Modules, and (4) Teachers' Preparation for Modular Distance Learning and the Challenges on.

Most of the teachers believed that preparing the devices and tools for teaching the new normal is important. Effective command in distance learning requires a range of equipment which includes computers, laptops, webcams, and internet modems However, not all teachers have complete devices to facilitate teaching in distance learning. Generally, the common devices and tools that the teachers are preparing are limited only to laptops, desktops, and pocket WIFI. In the current situation, electronic means and digital tools are considered essential to keep the constant communication among students and teachers, distribute educational materials, and access online platforms (Sadeghi, 2019). Teachers had difficulties addressing the new normal. Teachers, face variegated challenges such as spending extra time during the preparation, photocopying, and sorting of the modules some stayed for at least nine hours in reproducing the modules and some teachers would spend a day or two. All in all, the production process of the module is time-consuming and this is aggravated by the limited photocopying machine. In addition, De Pedro and Derasin (2022) described that teachers find it difficult to obtain online references for their assigned modules. Despite the vast amount of references available on the internet, Teachers experienced difficulty finding reliable information. In addition, poor internet connection fueled this problem.

Another finding of the study is the challenges faced by the teachers in module retrieval. This would the student unable to meet the deadline of submissions, while others submitted their modules without any answers. Likewise, teachers also have difficulty in contacting their students regarding their concerns related to their module. Furthermore, withstanding the fact that producing module takes a lot of time, teachers also face a lot of struggles in retrieving the modules of the students. A few of these problems are the incomplete answer of students, no answers written on the module, students' failure to submit the modules on time, difficulty in contacting learners, and students' submission of modules all at once. Moreover, the teachers are forced to accept late submission of modules otherwise a lot of students will fail in class. According to Alvarez (2021), Communication failures such as instructions or confusion of students on modules, limited teacher guidance, students' disrespectful attitude toward teachers, complaints about not understanding the module, and all of this result in misbehavior on students and failure to pass worksheets on time were some of the issues encountered when using a modular distance learning approach. Moreover, one of the real struggles of the teachers is not being able to reach out and connect to students, especially students with concerning behavior or students who become the breadwinner of the family. However, some teachers always choose to bring positivity, and understanding and extend their consideration for students giving them choices to decide which path to take in even the amount of hardship the teachers have. Additional findings of the study described the Challenges of Teachers in Monitoring Students'. Teachers are having a hard time monitoring their students learning progress.

Considering assessment of student learning outcomes is very important in determining the authenticity of the students' progress. As reflected in the narratives of the teachers and student respondents, it becomes a concern about how to assess learning outcomes and how to answer assessment tasks emerged as a major concern. As reflected in the narratives of the teacher and student respondents. The assessment measures are essential to ensure that learners have acquired and mastered various knowledge and skills and that they are ready for employment or further study (Coates, 2015). There is a need to address the teachers' concerns on how to conduct off-classroom performance evaluations and the bulk of submissions they have to evaluate outputs submitted online or offline. The design and planning are important factors to consider not only in the assessment per se but also in the parameters of how students will be graded (Osborn, 2015). In addition, Teachers are still experiencing problems with monitoring, feedbacking, and assessing student learning due to several gaps, such as communication, technology, and students' socioeconomic status. However, these dilemmas in the education spectrum are not just experienced in the Philippines. Niemi and Kousa (2020) revealed that even in Finland, where the best quality of education is provided, teachers also experience problems with students' assignments and examinations. Even if the students were able to accomplish their tasks, teachers remain skeptical, about whether the students really learned or they just copied their answers from others. According to Dargo and Dimas (2021), the teachers must do constant monitoring of learners to learn more about the learners' needs and their home environment. This will help the teachers to have a better understanding of the factors that affect the learners' performance. This too is an opportunity to cheer them up and encourage them for they look on the importance of having a teacher beside them.

The last finding emphasized the Teachers' Preparation in modular learning in which they have to prepare for the development of the module and it involves an extensive process. According to Bagood (2020), a frontline in the educational system has undergone various training and seminars to be more equipped in delivering better education amid the COVID-19 pandemic as it is a norm of the department to train teachers not just for professional growth but to become ready for unexpected circumstances. In this new mode of learning, teachers encountered training on how they will handle the new mode of learning that are using today. Furthermore, according to Francisco and Nuqui (2020), teachers stay alert and have commenced joining seminars and training to prepare for the new normal education. Also, Pollard and Tomlin (2001) noted that expert teachers identified teacher preparation and training as the greatest need, according to Pollard and Tomlin (2001)

Also, they also displayed the concern of teachers when they distribute the modules. Since going to school would mean they have to socialize with people, which means a greater risk for their health. Being physically healthy is important in order to fulfill everyday duties and tasks most especially for teachers. According to (Pajarianto et al., 2020) A work from home analysis done in India showed that teachers must commit to most new educational processes, which renders them incapable of prioritizing their mental health wherein teachers need to become healthy physically, mentally, and emotionally to fulfill their duties and responsibilities. In producing modules, teachers face a lot of challenges, especially with their health. They have suffered from the current circumstance. These findings supported the study of Kyriacou, 2001; Lazarus et. al 1984. Teacher stress, the experience of unpleasant job-related emotions associated with the depletion of psychological resources has long been a prevalent topic of discussion among educational practitioners, policymakers, and researchers (OECD, 2020b). This attention may be due to the understanding that prolonged experiences of stress can lead to teachers experiencing burnout which, in turn, is associated with both lower confidence in their ability to do their job (Buri c & Kim, 2020; Skaalvik&Skaalvik, 2010) and intention to quit their job (Buri c & Kim, 2020; Weisberg &Sagie, 1999).

Conclusion

The COVID 19 pandemic affects the landscape of the educational settings. It causes a sudden shift from face-to-face to distance learning that leads to many challenges and concerns, especially in a developing country where internet connection is very slow and financial resources are a challenge. It causes many barriers and hindrances in the teaching and learning process, particularly in modular learning where teachers face difficulty in preparing, distributing, and retrieving modules and even communicating and monitoring with students. Thus, it causes physical, mental, and emotional fatigue to the teachers. The study recommends that the government and academic institutions should hire more non-teaching personnel to prepare the modules and at the same must hire education experts for the development of the modules. Moreover, the government must establish/build a high-speed internet connection access for the students and the teachers for monitoring and communication. Train and retrain teachers and faculty to different available online platforms to have comprehensive knowledge and skills in using technology in teaching. Lastly, teachers and faculty should undergo training in human relations to improve handling and dealing with student issues and challenges.

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