

Teachers' Perceptions, Challenges and Coping Mechanisms in Developing Learning

Fely V. Alajar^a, Jane Eyre B. Cruz^b, & Emelita V. Seguirac^{c*}

^a*fely.alajar@deped.gov.ph*

^a*Teacher III, Department of Education, Malaybalay City, 8700, Philippines*

^b*Teacher III, Department of Education, Malaybalay City, 8700, Philippines*

^c*Teacher III, Department of Education, Malaybalay City, 8700, Philippines*

Abstract

This study aimed to identify teachers' perceptions, challenges and coping mechanisms in developing learning resources. The study also determined suggestions from teachers for future learning resources developers. Using purposive sampling through proportional representation, there were a total of 10 identified Junior High School Teachers from Bukidnon National High School for the School Year 2022-2023 utilized as participants of the study. Qualitative research design employing hermeneutic phenomenological method was utilized in the study. A researchers made written interview questionnaire was utilized in gathering the data that was checked and validated by the experts. Findings revealed that teachers perceived that developing learning resources enhances teaching and learning process and require careful planning. Challenges encountered by the teachers include lack of knowledge and skills, time constraint and ensuring content relevance and accuracy. In addition, teachers cope with these challenges through collaboration, time management and finding alternative material. Lastly, teachers proposed that future learning resources developers should keep a positive mindset and keep on learning.

Keywords: learning resources; perceptions; challenges; coping mechanisms; *qualitative; hermeneutic phenomenological method; purposive sampling through proportional representation*

1. Main text

Introduction

Learning Resources are defined as all materials designed to support the instruction of a subject or course including but not limited to textbooks, library books, newspapers, magazines, printed materials, charts, recordings, videotapes, pictures, exhibits, slides, transparencies, online resources, speakers and other personnel resources and all technology-based materials. The power of instructional media in enhancing learning may best be captured in the Chinese saying: "If we hear, we forget; if we see, we remember and if we do, we understand" (Muvango, 2013). It can be noted that what connects the gap between concept and drill is learning resource. Learning resources have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching.

In the Republic Act No. 10533 also known as "An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and increasing the number of years for Basic Education,

appropriating funds therefor and for other purposes” under Section 5 on Curriculum Development mandated the Department of Education to localized, indigenized and enhanced the curriculum that could cater to the needs of the students for a particular locality. Thus, teachers are encouraged to develop learning resources since it is a vital tool upon which the quality of education being provided to students is ascertained. They help in not only simplifying learning but in making learning practical, effective and comprehensible to the learners as well as help the students to maintain adaptable classroom environment.

On October 4, 2011 DO 76, s. 2011 National adoption and implementation of the learning resources management and development system (LRMDS). Department of Education (DepEd) advocates the adoption and implementation of the Learning Resources Management and Development System (LRMDS) pursuant to the implementing rules and regulations of Republic Act No. 9155 and to support the organization of Key Reform Thrust (KRT) 3 of the Basic Education Sector Reform Agenda (BESRA). Additionally, Former Department of Education Secretary Leonor Magtolis Briones emphasized the importance of developing effective learning materials in teaching and learning. As quoted: "We have to further enhance the effectiveness, the usefulness of the materials we are using."

In addition, Department of Education reiterate the use of a quality assured learning resources. To do that, DepEd issued DepEd Memorandum 82, series of 2017 on the Learning Resources and Management Development System (LRMDS). LRMDS is a system to provide accessible teaching and learning materials (TLMs) and resources for professional development. It includes guidelines, standards and specifications on how to assess, evaluate, harvest, modify, develop and produce quality-assured contextualized, localized and indigenized materials. It is an online repository or library for downloadable TLMs that are outlined in significance and suitability to the curriculum through the LR Portal. Even though there are available resources in the portal, teachers are also encouraged to develop learning resources that is suited to their learners' ability.

Moreover, LRMDS is comprised of four integrated subsystems namely assessment and evaluation, development, acquisition and distribution, storage & maintenance and publication and delivery designed to increased distribution and access to learning as well as assist in the development of learning resources. To support this, the Division of Malaybalay City under the LRMDS Division issued Division Memorandum # 565 s. 2021 entitled "School LRMDS Evaluation for Project Learning Resources Management and Development System Full-length Implementation Gains Hard-won Triumph 4 Subsystems to 3 Stars (Flight 4-3)" in which it recognizes schools who satisfactorily completed all the four subsystems.

On the other hand, Wang et al. (2021) conducted a study entitled "Teachers' Perceptions of What Makes Instructional Materials Engaging, Appropriately Challenging, and Usable" in which they discovered that teachers' perceptions, decisions around use, and actual use of instructional materials are complex and multifaceted. In particular, their findings propose that teachers are constantly assessing the efficacy of their instructional materials in meeting the needs of their students.

When it comes to challenges of teachers in developing learning resources, Nyawira (2015) noted that construction of instructional materials also known as improvisation requires creativity which is likely to be a challenge to some teachers. It is time consuming and teachers with heavy workloads may end up not using improvised materials at all. Likewise, in the study conducted by Wahyuningsih et al. (2021) results showed that respondents' difficulties in developing online learning resources during the pandemic were divided into four categories of problems: first, problem that most teachers chose as the biggest obstacle in compiling learning resources was technical problems; second, analysing student learning needs, third, the difficulty in choosing the right content to give to students; and lastly, time management or not having time to make their own learning resources.

As to coping mechanism in developing learning resources, in the study conducted by Lipayon (2020), they proposed the coping mechanisms for teachers' teaching strategy which includes the use of learning resources. One of the indicators from the survey which is the lack of resources or shortages of

teaching and learning aids and textbooks got the least weighted mean of 3.98 or Very Often which indicates that teaching strategies are important among the participants and that includes developing teacher-made learning resources.

Background of the Study

In the context of Bukidnon National High School, it can be noticed that only few teachers are developing learning resources such as Strategic Intervention Materials (SIM), booklet and video lessons. As a proof, the school LRMDS only received learning resources from the following: 12 from Science, 2 from English, 1 MAPEH, 1 from Mathematics and 1 from Filipino Department.

With that aforementioned above, the researchers had the immense desire in conducting this basic research to identify teachers' perceptions, challenges and coping mechanisms in developing learning resources that will serve as basis for intervention by the School LRMDS.

Statement of the Problem

This study sought to answer the following:

1. How do the teachers perceived the process of developing learning resources?
2. What are the challenges of the teachers in developing learning resources?
3. What are the coping mechanisms of the teachers in developing learning resources?
4. What can the teachers proposed for future learning resources developers?

Scope and Delimitations

The scope of this study is to identify teachers' perceptions, challenges and coping mechanisms in developing learning resources. The study also determined suggestions from teachers for future learning resources developers. Using purposive sampling through proportional representation, there were a total of 10 identified Junior High School Teachers from Bukidnon National High School for the School Year 2022-2023 utilized as participants of the study. Qualitative research design employing hermeneutic phenomenological method was utilized in the study. A researchers made written interview questionnaire was utilized in gathering the data that was checked and validated by the experts.

Objective of the Study

The general objective of this study was to identify teachers' perceptions, challenges and coping mechanisms in developing learning resources for School Year 2022-2023.

Significance of the Study

- **For the teachers**
The study is beneficial to the teachers since it can help them how to cope with the demands of being a teacher and a learning resource developer.
- **For the School LRMDS Coordinator**
The study will help the School LRMDS Coordinator to align the School LRMDS 5 year development plan based from the results of the study.

Related Literature

Legal Basis

In the Republic Act No. 10533 also known as “An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and increasing the number of years for Basic Education, appropriating funds therefor and for other purposes” under Section 5 on Curriculum Development letter H states that:

The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units.

As quoted above, the Department of Education was mandated to localized, indigenized and enhanced the curriculum by developing learning resources suited to the level of the students. Thus, DepEd reiterate the use of a quality assured learning resources. DO 76, s. 2011 National adoption and implementation of the learning resources management and development system (LRMDS). Department of Education (DepEd) advocates the adoption and implementation of the Learning Resources Management and Development System (LRMDS) pursuant to the implementing rules and regulations of Republic Act No. 9155 and to support the organization of Key Reform Thrust (KRT) 3 of the Basic Education Sector Reform Agenda (BESRA). To do that, DepEd issued DepEd Memo 82, series of 2017 on the Learning Resources and Management Development System (LRMDS). LRMDS is a system to provide accessible teaching and learning materials (TLMs) and resources for professional development. It includes guidelines, standards and specifications on how to assess, evaluate, harvest, modify, develop and produce quality-assured contextualized, localized and indigenized materials. It is an online repository or library for downloadable TLMs that are outlined in significance and suitability to the curriculum through the LR Portal. Even though there are available resources in the portal, teachers are also encouraged to develop learning resources that is suited to their learners' ability.

Moreover, LRMDS is comprised of four integrated subsystems namely assessment and evaluation, development, acquisition and distribution, storage & maintenance and publication and delivery designed to increased distribution and access to learning as well as assist in the development of learning resources. To support this, the Division of Malaybalay City under the LRMDS Division issued Division Memorandum # 565 s. 2021 entitled “School LRMDS Evaluation for Project Learning Resources Management and Development System Full-length Implementation Gains Hard-won Triumph 4 Subsystems to 3 Stars (Flight 4-3)” in which it recognizes schools who satisfactorily completed all the four subsystems.

With the aforementioned above, it can be noted that DepEd encourages teachers to develop their own learning resources that is tailored to the needs of their learners. Hence, every learner in every locality don't have the same level of understanding to a certain subject matter, thus, the need to localized learning resources is vital.

Learning Resources

Learning resources improve students' long-term and short-term retention in all the subjects. Many researchers suggested that students need to join enthusiastically in the process of learning and this active participation can be heightened by the proper use of resources, Lusin (2013) supported to this view argues that

pupils need to be actively involved in their learning and manipulate objects in their surroundings so that they can generate better understanding of mathematical concepts. The activity-based instruction using manipulative instructional material might enhance the teachers' professional development on project work of material through paper cutting and any other activities. Educational research indicated that the most valuable learning occurs when students actively construct their own mathematical understanding, which is often accomplished through the use of instructional materials (Matthew et al., 2009).

Learning resources play an important role in overcoming learning problems faced by humans. According to AECT 1977 mentioned by Wahyuningsih et al. (2021), learning resources are anything or resources that educators can use either separately or in combination for the purpose of teaching and learning to increase the effectiveness and efficiency of learning objectives. Learning resources are everything that is in the environment of learning activities that can functionally be used to optimize learning (Sanjaya, 2008 as mentioned by Wahyuningsih et al., 2021). Advances in technology have given birth to new learning sources. One of the things that distinguishes this new learning resource is its digital character. Digital refers to the combination of hardware (operating system and application programs) and software (processing, memory, input and communication) elements. Consequently, digital learning resources can be understood as a combination of hardware and software elements that can solve learning problems and facilitate learning activities (Dopo, 2016).

Munir (2016) mentions several types of digital learning resources developed by educators, namely computer software, interactive media and online resources (e-books, websites, youtube channels, interactive videos). The wide availability of these types of technology-based learning resources in various formats offers the possibility to make a profound difference in education (Hill et al., 2001 mentioned by Wahyuningsih et al., 2021). Digital learning resources are not only used to transmit and access information but are seen as materials that provide wide opportunities for anyone, including educators and students, to be able to create and express themselves. Besides that, digital learning resources also have main benefits, namely (1) Having the ability to customize experiences for students through interactivity, feedback and constructive engagement; (2) Has a variety of presentations to meet the needs of students through a choice of alternative materials; (3) Digital resources can also combine various media into one scope through a combination of text, video, sound and graphics (Davies et al., 2008 mentioned by Wahyuningsih et al., 2021).

Furthermore, with interactivity skills, visualization and feedback from digital learning sources have a positive impact on improving the quality of learning related to motivation, retention, learning styles, and students' creativity (Yani, 2020). In order for learning resources to function properly, users' ability to maximize the characteristics of these learning resources is required. Educators' ability to use or develop a digital learning resource needs to be owned in the current era, especially in the pandemic era where learning is carried out with an online system.

There are many applications or software that teachers can use to create their own learning resources. Some of the benefits that can be obtained by developing their own learning resources are the results of learning resources that are made according to the needs of the material being discussed and teachers can adjust what types of learning resources are most suitable for their students. In addition, it is more economical if the teacher is able to make it himself and is able to increase his role as a professional teacher.

Teachers must be able to determine the type of material content related to the field of study they are working on, so that it will be easier to choose the type of learning resources to be made and used in learning.

The ability to choose this type of material is also included in the professional competence of a teacher, where the teacher must master learning strategies including classifying material content.

Ikerionwu (2000) referred to learning resources as objects or devices which help the teacher to make learning meaningful to the learners. Similarly, Ezegebe (1994) classified them into two as visual materials, made up of reading and non-reading materials and audio-visual materials comprising electrically operated and non-electrically operated materials. Social studies is a subject that depends in the use of a number of resources. Osakwe and Itedjere (1993) summarized these resources as textual like books, audio-visual and human resources. They stated that these resources are either used individually or collectively in any meaningful social studies teaching and learning situation.

The purpose of learning resources is to promote efficiency of education by improving the quality of teaching and learning. Nyawira (2015) detailed that for resources to enhance understanding of concepts, it is important for the teacher to consider some factors: first, is the appropriateness or suitability of the resources to accomplish the task; second, is the level of sophistication; whether it is at the correct level of understanding for the learners; third, is the cost element; whether it is cost effective and has the potential for the intended learning; fourth, is the availability of the resource; its availability when needed and learner's familiarity with it; fifth, the technical quality; the quality of the material that is whether legible, visible and/or audible; lastly, is time.

Onyeachu (2010) defined instructional materials as modes and methods of making the teaching and learning process easy, more meaningful and understandable. In a similar definition, Onyia (2013) explained that learning resources are created to foster and boost effective teaching and learning experiences. Learning resources are therefore, display tools for teachers at all levels of education for active and effective delivery of the lesson and boost the learner's academic achievement. Grasping the significance of learning resources, they depicted them as complementary channels of communication which a teacher can use to dense facts and make them clearer to his learners.

Furthermore, the roles of learning resources in teaching learning process in schools cannot be highlighted. Nonetheless, these essential learning resources are often unreachable in most schools. The unavailability of these learning resources in secondary schools often lead the teachers to talk and chalk as they have no visual or audio-visual aids to see, touch, smell and hear in the process of teaching and learning. Hence, Onyia (2013) observed that when the instructional materials are not available, learners cannot do well. This implies that when learners are not doing well the set objective of education cannot be realized. This is why the emphasis in curriculum implementation calls for adequate instructional materials in schools.

Teachers' Perception in Developing Learning Resources

Wang et al. (2021) conducted a study entitled "Teachers' Perceptions of What Makes Instructional Materials Engaging, Appropriately Challenging, and Usable". They used a mixed-methods approach in which they interviewed 61 teachers to understand the characteristics that they associate with engaging, appropriately challenging, and usable instructional materials. They used a combination of the survey weighted data from the 2020 AIRS (Doan et al., 2020) and school demographic information from the 2018–2019 National Center for Education Statistics (NCES) Common Core of Data (CCD) to examine teachers' perceptions of their materials, teachers' purposes for modifying the materials, and the relationship between perceptions and the purposes for modification.

They discovered that teachers' perceptions, decisions around use, and actual use of instructional materials are complex and multifaceted. In particular, their findings proposed that teachers are constantly assessing the efficacy of their instructional materials in meeting the needs of their students. In doing so, they consider whether their instructional materials are engaging and appropriately challenging for their students, as well as whether the materials are easy to use. Most of their participants reported that it is difficult to find a single curriculum that meets all of their own and their students' needs. Hence, they often supplement or modify their main instructional materials.

Furthermore, in the same study mentioned above, acquisition of insight into teachers' perceptions of their instructional materials and the characteristics they associate with effective materials is important for at least three factors. First, developers of instructional materials could work to ensure that their resources reflect the key characteristics that teachers pay attention to and identify as effective. To do this, it requires evidence about what within the resources drives teachers' perceptions. Second, schools could consider these characteristics in their resources adoption processes along with standards alignment. Explicitly, making resources that reflect teachers' views of what is engaging, appropriately challenging, and easy to implement available to teachers could increase their use of the resources, thus, reducing distinction in application within a school and increasing instructional coherence for students.

At the same time, making such resources available to teachers could relieve teachers from the task of searching for supplemental materials or modifying provided resources. Third, although teachers' adjustments of required or recommended resources can enrich learning experiences for students, it can also weaken the design of the resources in ways that undermine students' opportunities to achieve academic standards and potentially can increase inequity in learning opportunities.

This particular study is related to the present study since the current research aimed to determine teachers' perceptions and challenges in developing learning resources with the use of qualitative research design employing hermeneutic phenomenological method. The difference are the participants and locale of the study.

Challenges in Developing Learning Resources

In the study conducted by Wahyuningsih et al. (2021) entitled "Teachers' Difficulties in Developing Learning Resources" using descriptive qualitative study that aims to reveal teachers' difficulties in developing digital teaching materials and provide recommendations regarding the results of the research findings. They employed survey questionnaires to 55 teachers who were taken randomly. They analyzed the data using Milles and Huberman's version of the qualitative descriptive technique, namely data reduction, data presentation, and concluding. Apart from qualitative data, there is also numerical data in percentages to support the research findings.

Results showed that participants' difficulties in developing online learning resources during the pandemic were divided into four categories of problems: first, problem that most teachers chose as the biggest obstacle was technical problems including its lack of knowledge and skills; second, analyzing student learning needs, third, the difficulty in choosing the right content to give to students; and lastly, time management or not having time to make their own learning resources.

This particular study is related to the present study since the current research aimed to identify teachers' challenges in developing learning resources with the use qualitative research design employing hermeneutic phenomenological method. The difference are the participants and locale of the study.

On the other hand, in the study of Nyawira (2015) entitled "Challenges Facing Teachers in Utilizing Instructional Resources when Teaching Mathematics in Public Secondary Schools in Nairobi County, Kenya" which they used descriptive survey research design to establish the challenges that teachers face in utilizing instructional resources when teaching mathematics. The population was sampled using the stratified sampling techniques. They employed coding for the qualitative data and statistical data in form of frequency distribution tables was presented for the quantitative data.

The results noted that construction of instructional materials also known as improvisation requires creativity which is likely to be a challenge to some teachers. It is time consuming and teachers with heavy workloads may end up not using improvised materials at all. This particular study is related to the present study since the current research aimed to identify teachers' challenges in developing learning resources with the use qualitative research design employing hermeneutic phenomenological method. The difference are the participants and locale of the study.

Furthermore, in the study conducted by Alban and Alieto (2022) entitled "Instructional Material Development for Modular Learning: Voices from Inexperienced English Language Teachers" a qualitative research study utilized the thematic analysis method to unveil the challenges and coping mechanisms of English language teachers in developing the modules. Purposive sampling technique was utilized to determine the 7 participants of their study.

Based from the findings, they identified four themes for the challenges that the participants encountered while developing learning resource. These are: (1) orientation deficit with regards to module development; (2) lack of reliable resource materials; (3) insufficient time allotted for module development; and (4) unawareness of the learners' level of understanding. This particular study is related to the present study since the current research aimed to identify teachers' challenges in developing learning resources with the use qualitative research design employing hermeneutic phenomenological method. The difference are the participants and locale of the study.

Coping Mechanisms in Developing Learning Resources

Coping mechanism proves the condition of professional crisis and identifies teachers a significant reduction and experiences level of orientation in life that leads to the process of reflection and strengthening. Coping mechanism provides an insight on the academic stress among the teachers in dealing with students. Adjustment to coping mechanism provides a competitive enhancement of teachers in handling untoward behaviour to cope with the lesson for the learners (Nagle, & Sharma, 2018).

In the study conducted by Lipayon (2020) entitled "Coping mechanisms of Junior High School (JHS) teachers in facing challenges surrounding classroom management, teaching strategies, and professional development", the study examined the coping mechanisms of the respondents in terms of classroom management, teaching strategies, and professional development. Descriptive quantitative method of research is utilized in the study because it aims systematically and accurately to describe the situation phenomenon and population of the study. The study included of 22 TLE teachers as participants.

Their findings proposed the coping mechanisms for teachers' teaching strategy which includes the use of learning resources. They said that technology and innovative methods of teaching in the classroom which engage and help students with different stimuli that create learning base activity environment. It provides lesson interesting and fun for the students to learn. Technology provides resources for learning based on the needs of the students looking for efficiency methods in teaching inside the classroom towards the trend of technology in teaching. As a matter of fact, one of the indicators from the survey which is the lack of resources or shortages of teaching and learning aids and textbooks got the least weighted mean of 3.98 or Very Often which indicates that teaching strategies are important among the participants and that includes developing teacher-made learning resources. This particular study is related to the present study since the current research aimed to identify teachers' coping mechanisms in developing learning resources with the use qualitative research design employing hermeneutic phenomenological method. The difference are the participants and locale of the study.

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The findings revealed five themes on how the participants cope with the challenges encountered in developing learning resource. These are: (1) finding reliable resources; (2) managing time productively; (3) adjusting within students' level of knowledge; (4) collaborating with colleagues; and (5) keeping a positive attitude. This particular study is related to the present study since the current research aimed to identify teachers' coping mechanisms in developing learning resources with the use qualitative research design employing hermeneutic phenomenological method. The difference are the participants and locale of the study.

The literature and studies mentioned above are related to the current research because they have identified the perceptions, challenges and coping mechanisms of teachers in developing learning resources. In addition, the researchers assured that the aforementioned significantly helped in the interpretation of the data and supported the outcome of the current study that made it more valid.

Methodology

This research will make use of the qualitative research design was used to investigating teachers' perceptions and challenges in developing Learning Resources, as well as how they cope up with it and what can they propose for future Learning Resources developers. Particularly, hermeneutical phenomenological method was employed since its objective is to transform the lived experience into a textual expression of its essence, in such a way that the text's effect represents a reviving reflection and a reflexive appropriation of something significant: in which the reader comes to life with strength in its own lived experience (Fuster, 2019). Thus, this method was deemed appropriate in the present study since it aimed to identify teachers' perceptions, challenges and coping mechanisms and interpret it based on the observation by the researchers.

Respondents of the Study

The participants of this study were the 10 Junior High School teachers of Bukidnon National High School for School Year 2022-2023 from the 3 Filipino, 3 English, 2 Science, and 2 MAPEH Departments.

Sample Technique

The researchers use the purposive sampling through proportional representation because they have experiences in developing learning resources.

Research Instrument

The researchers made use of the researcher-made interview guidelines that was checked and validated by the panel of experts.

Data Gathering Procedure

The researchers made use of a written interview questionnaire that was checked and validated by expert. When the data collection is completed and the study's outcome was obtained, it will be shared with the panelists and the people who will benefit from such a study. In doing so, the identity of the participants will remain confidential as their names will not be published.

An Interview Protocol Refinement (IPR) was followed in conducting this research. First, the developed interview questionnaire was checked and validated by the content and grammar experts to ensure that the questions were anchored to the research problem. It was then revised based on the recommendation by the experts. Second, the researchers conducted the written interview to the teachers regarding their perceptions, challenges and coping mechanisms in developing learning resources as well as their suggestions for the future learning resources developers. Third, the researchers then analyzed and interpret the data collected.

Data Analysis

To analyze the data, the researchers made use of hermeneutical phenomenological method by Husserl (2008) cited by Fuster (2019) was employed since its objective is to transform the lived experience into a textual expression of its essence, in such a way that the text's effect represents a reviving reflection and a reflexive appropriation of something significant: in which the reader comes to life with strength in its own lived experience. There are four phases proposed in this method which consists of the following:

In the first phase, previous stage or clarification of budgets. The researchers established the budgets, hypotheses, preconceptions and recognized that they could intervene in the research. This will be done through answers to questions proposed about the perceptions, challenges and coping mechanisms in relation to the research with the aim of avoiding their presence in the interpretation of experiences.

Second phase, collecting the experience lived. The second stage aims to describe the issue of study in the most complete and unbiased way. The researchers began to gather the data through the use of a written interview questionnaire which was given to the participants. The questionnaire includes the perceptions, challenges, coping mechanisms and proposed for future learning resources developers.

Third stage, reflecting on the experience lived - structural stage. The purpose of this stage is to try to apprehend the essential meaning of something. This phase seeks to make a more direct contact with the life experience. The aim is to grasp the meaning; hence, the researchers were able to draw the themes through the set of phrases that have the fundamental meanings of teachers' perceptions, challenges, coping mechanisms and proposed for future learning resources developers.

Fourth stage, writing about- reflecting on the experience lived. The purpose of this step is to integrate into a single description all the individual expressions of all the subjects being studied. The researchers

determined the group's expressions, that is, the characterizing structure of the group being studied. That means putting the structure of each individual expressions into a general structure which represents the common expressions of teachers' perceptions, challenges, coping mechanisms and proposed for future learning resources developers. In addition, the comparison of the final work with other studies using the same approach is reviewed in this phase. In particular phase, the research interprets the data by connecting their experiences to the experiences of their participants.

Results and Discussion

This chapter presents the result and discussion from the data gathering procedure undergone by the researcher. The data gathered are interpreted which answers the research questions. The discussion is about the perceptions, challenges and coping mechanisms in developing learning resources. Additionally, it also determined the proposed for future learning resources developers.

1. Teachers' perceptions in developing Learning Resources

As for teachers' perceptions in developing Learning resources there were 2 themes that were identified: (1) enhances teaching and learning process, and (2) requires a careful planning.

Enhances teaching and learning process

Some participants strongly believed that developing learning resources enhances teaching and learning process. This implies that learning resources have an essential role in making learning fun, engaging and meaningful to the learners. As gleaned in the statement of Participant 1,

"Developing learning resources can help enhance teaching and learning process since it can make learning more meaningful to the learners as well as aide in further expanding the students' knowledge of the subject matter." (P1)

From the statement of Participant 1, it can be noted that learning resources can helped teachers in explaining and deepening the topic or the lesson that are being discussed. This statement was supported by Participant 8 which claimed that teachers tend to find an alternative way in teaching their students through the use of learning resources. They pointed:

"My perception in developing learning resources is that, teacher is finding a learning alternative or means in order to help learners master the skills stipulated in the learning competencies set by the DepEd in every grade level and subject area. Learning resources developed by a teacher could also be a solution to the learning problem viewed inside the classroom."

From the statement above, it can be pointed out that learning resources increases teaching and learning process since it can be a key to the learning delinquency viewed inside the classroom. Meanwhile, Participant 9 and 6 believed that:

"I believe that developing learning resources is an important aspect of teaching and learning process that requires careful preparation and attention to detail." (P9)

“My perception about developing learning resources is it will help us to make our lessons easy and interesting.” (P6)

As seen in the statement above, it further supports the other statements mentioned earlier that learning resources really enhances teaching and learning process by making the lessons easier and interesting if it was carefully crafted by the teacher. As observed, learning resources such as video lessons helps the teaching-learning process more attractive since it boosts students’ engagement and interactions inside the classroom.

Requires careful planning

Majority of the participants perceived that in developing learning resources requires careful planning to ensure its usefulness inside the classroom setting. As participant 3 said: “requires careful planning, considering the learner’s needs and interest” which means that teachers should keep the learner’s needs and interest in mind as a priority since they are the end users of the learning resources that they are developing as what the Participant 5 pointed out that it should “cater the multilingual learners”. While, participant 4 said that:

“Set clear learning objectives: before creating any learning resources, it’s important to have a clear idea of what you want learners to achieve. This will help you focus on the key content and skills that need to be covered.”

From the statement mentioned above, it is really important that in cautiously planning the crafting of learning resources, objectives must be cleared to ease the burden as to what type of learning resources to develop. In addition, it can be revealed that in doing so, teachers must also consider its adaptability as what the participant 7 implied:

“In developing learning resources, it is always perceived that the material made must adaptable to the current or affiliated society. It must be made a feasible material to the learners so that they can easily comprehend such.”

With that statement above, it can be remarked that in every learning resource that a teacher developed it should always be malleable and easy to understand by the learners. Thus, it is deemed important that a learning resource requires careful planning by setting the objectives clear and make it adaptable and suited to the learners.

2. Teachers’ Challenges in developing Learning Resources

From the challenges of teachers in developing learning resources, three (3) major themes had become apparent. These are: lack of knowledge and skills, time constraints, ensuring content relevance and accuracy of the learning resources.

Lack of knowledge and skills in ICT

In developing learning resources, it is expected that the teacher is equipped with the knowledge and skills in ICT. The lack thereof would be a challenge to teachers. This, in particular, is the challenge met by participant 1 and 10. They stated:

- (P1) *“Lack of knowledge on technology hindered me in developing learning resources.”*
 (P10) *“My competency in technology skills more particularly video editing.”*

With the statements above, it can be concluded that the lack of knowledge and skills in ICT really considered as one of the challenges of the teachers in developing their learning resources. As noticed, there are some teachers who have little knowledge in manipulating technology, thus, it hinders them to even try to develop learning resources which led them to rely solely on textbooks and modules.

This result corroborates with the study of Wahyuningsih et. al (2021) since majority of their participants said that they don't have the ability or skills related to the development of resources.

Time Constraint

With regards to time constraint three participants agreed that it is one of their challenges since they really don't have the luxury of time because there are other pending paper works that's need to be done. As quoted:

- “Much to my desire to develop learning resources but, time would not warrant. Too many school paper works plus advanced academic schooling which also demands time.”* (P8)
“Limited time and resources.” (P3)
“Time constraint in learning because of the busy schedule, lots of reports to accomplish.” (P1)

From the statements above, it is ascertained that teachers find it difficult to developing learning resources given the very limited time they have since they also have other auxiliary tasks including reports that needed to be submitted as soon as possible, professional development and hectic schedule.

This result verifies the findings of the study of Wahyuningsih et. al (2021) that time constraint is also one of teacher difficulties in developing learning resources. This also substantiates what Nyawira (2015) noted that construction of instructional materials also known as improvisation requires creativity which is likely to be a challenge to some teachers. It is time consuming and teachers with heavy workloads may end up not using improvised materials at all. Additionally, this result is coherent with the result of the study of Alban and Alieto (2022) in which their participants revealed that they were given insufficient time to develop their learning resource.

Ensuring content relevance and accuracy of the learning resources

This is the major challenge that the participants encountered in developing learning resources since the content should be accurate, relevant. As what participant 4 said:

- “Content relevance and accuracy: one of the biggest challenges in developing learning resources is ensuring that the content is relevant, accurate, and up-to-date.”*

With the statement above, it is understood that all the learning resources developed by the teachers should be precise, appropriate and new-fangled. Thus, it requires a series of evaluation as stated by Participant 9:

“Developing learning resources is a challenging task that requires continuous evaluation and improvement from experts in order to ensure that the materials remain relevant and useful to learners and teacher-user.”

From the statement above, it cannot be denied that developing learning resources is a tedious task since it needed to undergo a sequence of evaluation before it can be approved to be used in the entire school or even in the Division. These series of evaluation include subjecting it to assessment by the experts to test its validity, then it should also be put into writings by doing research since it needs to be research-based in order to be considered as an innovation by the teacher.

This result supports with the study of Wang et. al (2021) in which their findings propose that teachers are constantly assessing the efficacy of their instructional materials in meeting the needs of their students. On the other hand, some teachers also stated that they references are limited. As quoted:

“My challenges in developing learning resource are I don't have enough materials to use.” (P6)

“Certain challenges meet such as the availability of resources to be used as a reference in developing my own learning resources.” (P7)

It can be noted from the statements above that although teachers tend to developed their own learning resources, they still need to find references from accurate sources and that can be localized, contextualized and suited for the type of learners they have. As what participant 8 exclaimed:

“Very difficult to develop a learning material that is universal. It means that the learning material developed is applicable to all learners with different learning styles and different level of understanding.”

Thus, teachers need to source out from different references in order to developed a more flexible learning resources apposite for the unique learning styles and needs of the students. This result is consistent with the result of the study of Alban and Alieto (2022) in which their participants disclosed that the lack of reliable resource materials is one of their difficulties in developing learning resource.

3. Teachers' Coping Mechanisms in developing Learning Resources

When it comes to teachers coping mechanisms in developing learning resources, three themes emerged: (1) collaboration, (2) time management, and (3) finding alternatives.

Collaboration

Developing learning resources is a rigorous task, hence, collaborating with co teachers will make it easier. This particular coping mechanism was used by Participants 1, 2, 4 and 10. Below are their statements:

“Peer tutorial/ ask from the co-workers who are expert on watching YouTube (self-learning)” (P1)

“I don’t hesitate to ask the experts (LRMDS Coors, MTs). I collaborate with my fellow teachers.” (P2)

“Collaborate or working with others can help you generate new ideas, share the workload, and get different perspectives on your work. Collaboration can lead to a more creative and effective end product.” (P4)

“Peer support and collaboration is the key since it can make my life easier.” (P10)

From the statements above, it can be concluded that two heads are better than one. Collaborating with co-teachers means sharing of ideas, perspective, creativity and effective learning resources. Also, asking experts is one factor to consider in order to give the teacher-developer to a wide range of knowledge on what and what not to do while developing learning resources.

This result agrees with the study of Alban and Alieto (2022) in which their participants divulged that collaborating with colleagues is indeed helpful in developing learning resources.

Time Management

When faced with time constraints in developing learning resources, time management is the key to combat with that challenge. Participant 3 stated that:

“Prioritizing and managing tasks effectively. Being open to constructive criticism and continuous improvement.”

From the statement above, it can be concluded that as teachers we should know what to prioritize first to managed our tasks effectively. This statement was supported by Participant 5, 7 and 9:

“Balancing my time in teaching, doing paper works and developing learning resources.” (P5)

“Time Management. I should learn to balance my time to be able to develop learning resources.” (P7)

“Do no procrastinate, since making IM is a laborious task it needs proper planning and managing the time effectively so as to reduce stress and ensure that have enough time to complete my task.” (P9)

From the statements above, teachers should know how balance their time in teaching their students and doing other related works such as developing learning resources. It may be a tedious work developing learning resources but teachers should always keep in mind that learning resources are the heart of the curriculum because without it, teacher will not be able to teach their students effectually. Thus, managing time effectively equates to working efficiently.

This result confirms the result of the study of Alban and Alieto (2022) in which their participants detailed that they need to manage their time productively by organizing a schedule planner to guide them in what to do.

Finding alternatives

When faced with a time constraint in developing learning resources, participants 6 and 8 both resorted to looking for alternative materials to be used in their class. As gleaned in their statements below:

"I find an alternative material." (P6)

"Instead of developing my own learning resources, I resorted to use whatever available learning resources in the internet (ppt, videos, worksheets etc.). But before using them, I checked the content and its correctness." (P8)

From their statements, it can be noticed that both teachers have the capability of looking for reliable materials that can serve as supplementary materials for the students to better understand their lesson since they don't have the time to develop their own learning resource given the time constraint they faced.

This result ratifies the result of the study of Alban and Alieto (2022) in which their participants specified that they tend to find reliable resources and emphasized the importance of being resourceful and creative also helped them.

4. Proposed for future Learning Resources Developers

From the participants' perceptions, challenges and coping mechanisms in developing learning resources, the following are the participants proposal for future learning resource developer.

Keep a positive mindset

Participant 1 and 5 stated that:

"Be patient, approachable, open-minded, willing to extend help and perhaps facilitate training (ample time gyud) on this matter." (P1)

"Being open minded with the new innovation and technology used in it which the learners may learn in a very effective way." (P5)

From the statements above, it can be sensed that keeping a positive mindset despite the challenges in developing learning resources should be put into mind by future learning resource developers since they needed to be patient and open-minded to the objective criticisms, they will receive to enhance their learning resource.

Keep on learning

Majority of the participants agreed that future learning resources should be keen on keep on learning. This means that in order to grow as a learning resource developer, one must be open to learning by equipping oneself on the latest trends in education, attending trainings, learning how to integrate ICT and social media and make it authentic. Below are their statements:

"Keep thy self-abreast with the latest trends in developing learning resources. Make learning resources that are practical, relevant, appropriate and sustainable." (P2)

"Stay up to date with the latest trends and research in education." (P3)

“Use various forms of media such as videos, animations, and interactive activities to engage the learners and provide a better learning experience. Incorporate assessments into your resources to help learners evaluate their understanding and progress.” (P4)

“In developing learning resources makes sure that the resources are easy to find within the community. Make it more authentic and eco-friendlier.” (P6)

“There should be a poll of learning resources developer experts per subject. They are responsible for the making of learning resources per subject. They should be unloaded by 1 subject for them to have time for the making of Learning resources.” (P8)

“Identify the problem first, do a content analysis, and look for baseline data.” (P9)

“More capability training, less load.” (P10)

From the statements above, it can be commented that teachers should be reluctant in learning new things especially when it comes to developing learning resources. Keeping themselves armed with skills and knowledge in developing learning resources will make it easier for their learning resources be approved in the future.

Summary of Findings

Result of the study revealed that:

1. Teachers' perceptions in developing Learning resources: (1) enhances teaching and learning process, and (2) requires a careful planning.
2. Teachers challenges in developing learning resources: (1) lack of knowledge and skills, (2) time constraints, (3) ensuring content relevance and accuracy of the learning resources.
3. Teachers' coping mechanisms in developing learning resources: (1) collaboration, (2) time management, and (3) finding alternatives.
4. From the participants' perceptions, challenges and coping mechanisms in developing learning resources, the following are the participants proposal for future learning resource developer: (1) Keep a positive mindset, and (2) keep on learning.

Conclusions:

Based from the summary of findings the following conclusions were drawn:

1. Most teachers perceived developing learning resources as it enhances the teaching and learning process since it can help them in deepening their students' understanding of a certain topic. It also requires a careful planning since it should undergo a series of evaluation.
2. The lack of knowledge and skills, time constraints and ensuring the quality of a learning resources hinders teachers in developing learning resources.
3. In coping with the challenges in developing learning resources, teachers were able to collaborate with their colleagues, managed their time effectively to work efficiently and find alternatives if they really cannot develop their own learning resources.

4. Keeping a positive mindset and keep on learning are proposed by the participants for the future learning resources developers.

Recommendations

Based on the conclusions of the study, the following are recommended:

1. For teachers to be open-minded in developing learning resources since its part of our job as teachers to be innovative and in doing so, we should keep ourselves equipped with the skills needed by attending trainings, collaborate with co teachers, searching on reliable sources, accept objective, logical and radical criticisms that could improve our learning resources, managed our time productively and aligned our goals with what the Department of Education wanted us – MATATAG!

2. For school administrators, expand and intensify the program that encourages teachers to be innovative and creative in teaching their students through various trainings that could foster their ability and skills in developing learning resources.

3. For the future researchers, focus on exploring deeply on the same topic using the exploratory sequential analysis to further verifies the result of this study.

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