

Standpoints of Parents and Teachers on the Inclusion of Answers Key in the Self-Learning Modules (SLM): A Qualitative Inquiry

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Abstract

This qualitative-phenomenological study determined the standpoints of participants on the inclusion of answers key in self-learning modules. It comprised of fourteen (14) participants selected using a purposive sample technique, with seven (7) parents in a virtual in-depth interviews and seven (7) public elementary teachers in a focus group discussion. The data analysis employed data coding and thematic analysis. For the parents, there were issues emerged from the problem namely: finding answers key incorrect, vague, and incomplete; promotion of laziness and dishonesty; and difficulties in guiding children. Meanwhile, for the teachers, issues emerged: duplication of answers from answer key; incompleteness of answers key; and lack of guidance from parents. To address the issues, parents mentioned ways: discouraging child's dependence to answers key; being present to guide child's learning; using other references; and skipping unclear and difficult activities. While teachers also pointed out ways: coordinating with learners and parents; separating answer sheets from the modules; and providing alternative mode of giving assessment to learners. They also cited insights they could share to others, for the parents: a call for removal of answers key; a call for accurate and clear presentation of answers key; a call for parental guidance in answering modules; and a call for provision of learning resources. While for the teachers: a call to attach the answers key as a guide to learners; a call to separate answers key; a call for parental guidance in answering modules; and a call for quality check of answers key. The results are deemed significant to public school teachers, parents, learners, DepEd officials, administrators, and future researchers to give awareness and to develop best practices utilizing the SLM with reliable answers key in order to attain quality education.

Keywords: self-learning modules, qualitative-phenomenological study, answers key, parents, public elementary teachers, Tagum City Division, Philippines

INTRODUCTION

The COVID-19 pandemic has given a significant impact to everyone around the world, especially in the educational system. The lack of face-to-face schooling has resulted to a variety of learning modalities being offered to students. As a result, self-learning modules are widely used in the country, particularly in public schools, as learning tools for students. Since this method of learning is new to the country's educational system, challenges and concerns have arisen. This involves various people's viewpoints on whether or not to include an answer key in self-learning courses, which could impact students' learning and evaluation of learning outcomes.

In Turkey, a study on "Teachers' Perceptions Towards Modules Used in Vocational and Technical Education" found that due to the inability of assessment methods and answers keys to cover all learning tasks, lack of self-assessment and failure of performance assessments are cited as problems in implementing the modular approach. On the other hand, in Indonesia, a study on "Developing Module on Constructivist Learning Strategies to Promote Students' Independence and Performance" was conducted by Rufii (2015) to address a problem referring to less stimulating and passive way of learning. To address this problem, a module should be developed. Similarly, in Bangladesh, a study about the "Learning Assessment in a Self-Learning Material" was conducted by Rahman (2015) to address the problem on ineffective learning under the distance learning due to inappropriate assessment of the learning process. Without the appropriate type of assessment, students could not obtain feedback on their learning. Hence, appropriate assessment which also includes answer key is vital to strengthen the learning process and to encourage learners to study independently.

In the Philippines, the Department of Education had employed a Regional Memorandum entitled Utilization of the Self-Learning Modules for the School Year 2020-2021. It clarifies that the Answer Key of the self-learning modules must be included and be reproduced to be answered by the learners at home. Its purpose is to provide immediate feedback to the learners for them to check their understanding and learning progress. However, teachers could not guarantee that the students are the ones answering the modules because the answer key is accessible to the students.

Many parents in Tagum South District schools shared their views and concerns regarding the inclusion of answers key. Since the beginning of the school year, the researcher encountered different viewpoints from parents and teachers on the inclusion of answers key in the SLMs. Some parents viewed it as convenient for them to teach their children because the answers key is accessible to them and it serves as their reference in responding to their children's queries. While for others, it can lead to any form of cheating especially if not monitored by the parents at home. On the other hand, some teachers also preferred to have answers key because they believed that it would teach learners to engage in independent learning. However, other teachers were not in favor of including answers key in self-learning module as it could lead to deception, dishonesty, or laziness.

With the present learning set-up, several learning modifications, such as consideration in learning style and remote education, have been made. In the study conducted by Rufii (2015) on "Developing Module on Constructivist Learning Strategies to Promote Students' Independence and Performance", students were the participants while in my study, the parents and teachers were the participants of the study. Furthermore, Rufii's research centered on constructivist learning methods in creating modules, while my research focused on parents' and teachers' standpoints on the inclusion of answers keys in self-learning modules. On the other hand, in the study conducted by Torrefranca (2017) on the "Development and Validation of Instructional Modules on Rational Expressions and Variations", it focused on Kto12 Mathematics particularly on students' knowledge about Rational Expressions and Motivation, while in the researcher's study, it covered all the learning areas under the modular learning approach in the new normal.

Furthermore, the results of this study are important to teachers, parents, school administrators, DepEd officials, and the community as it may provide insights on how to adapt in the new normal using self-learning modules with the presence of answers key, as well as a more detailed understanding of the experiences faced by teachers and parents. On the other hand, the researcher felt compelled to undertake this inquiry. Self-learning modules are the most common learning method in the world. As a result, the researcher stressed the importance of discovering and comprehending the diverse perspectives among the participants, as well as how the study's results would be useful for potential references.

Purpose of the Study

This phenomenological study aimed to discover and explore the different standpoints of parents and teachers on the inclusion of answers key in the self-learning modules under the new normal learning. It included the experiences encountered, coping mechanisms and insights of the fourteen (14) participants from the different public elementary schools in Tagum South District.

At this stage in the research, the inclusion of answers key in SLMs has been commonly defined as the answers found at the end of every self-learning modules provided by assigned module writers for students' bases in checking their answers.

Research Questions

1. What are the standpoints of the participants on the inclusion of answers key in Self-Learning Modules?
2. What are the experiences of the participants concerning the inclusion of answers key in the Self-Learning Modules?
3. How do participants cope with the different issues on the inclusion of answers key in the Self-Learning Modules?
4. What are the insights of the participants on the inclusion of answers key in the Self-Learning Modules?

Theoretical Lens

This study was gleaned through the Mastery Learning Theory of Benjamin Bloom (1964) which refers to giving feedback and guide to correction to students' learning. It also requires formative evaluation, according to Bloom et al. (1971), as cited by Guskey (2005), in which students can check their comprehension and enhance their learning.

The researcher attached this theory because Mastery learning includes formative assessment which guides students to determine their progress towards mastering a learning goal (Bloom et al., 1971). In modular learning, students could check their learning by comparing their answers with the answer key found at the end of every SLMs. Thus, the attachment of answers key in SLMs provides immediate feedback to students towards mastering concepts and skills.

Similarly, this research study was viewed on Henri Holec's Concept of Learner Autonomy in 1981. It stated that learning starts when the learner accepts his or her own responsibility in all kinds of learning. A learner who is autonomous is motivated to learn. It can be innate or acquired formally through education. However, teachers still perform an important role guiding the learners to have active participation in education.

In this theory, teachers give students freedom and a sense of autonomy in answering their self-learning modules. It also promotes independence and responsibility in one's own learning by accomplishing learning activities found in SLMs and being able to check their progress using answer key. However, the ability of one's own learning depends on the students' capabilities, and active involvement of both teachers and parents.

Furthermore, this study was also clipped on the DepEd Order No. 18, s 2020 titled Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Continuity Plan. The Department of Education, Davao Region released a Regional Memorandum titled, "Utilization of the Self-Learning Modules for SY 2020-2021" which specified that answers key should be attached and reproduced as component of the SLMs. The memorandum also reiterated that the students who will use the SLMs should observe truthfulness in performing the task and checking their answers.

The attachment of answer key in self-learning modules has been practiced by every school as it is indicated in the memorandum. It is an important part in the learning as it guides the learners in answering the modules. Also, it has been used to enable learners verify their own answers and it serves as an immediate feedback of learning. While for the parents and teachers, it serves as their reference in assisting the children.

Hence, the concept and idea of this study was viewed and centered on the Mastery Learning of Benjamin Bloom (1964), Concept of Learner Autonomy by Henri Holec (1981) and the DepEd Order No. 18, s. 2020. These theories and concepts provide comprehensive understanding on the different perspectives of the parents and public elementary teachers regarding the presence of answers key in the self-learning modules. Since the answers key is an essential part of the SLM in the independent learning and study habits of the learners, these theories are vital in answering the queries of this study.

METHODOLOGY

This part shows the methodology applied in this qualitative study. The methods and procedures employed are also presented in this chapter. This includes the type of research design, roles of the researcher, research participants using the inclusion criteria, data gathering and analysis, trustworthiness of the study and ethical consideration.

Research Design

This research was a qualitative study particularly phenomenology as an approach as it focused on the commonality of the lived experiences shared among the participants within a certain group (Creswell, 2013). Bhandari (2020) defined Qualitative research as collection of data and analysis of text, videos, or audio taken from participants to understand ideas, experiences, and concepts. Moreover, it was utilized to collect and analyze in-depth insights to create new ideas or problems for research.

The study used qualitative approach wherein seven (7) parents and seven (7) public elementary school teachers from Tagum South District participated in individual in-depth virtual interviews and focus group discussions intended for both parents and teachers. Since the study sought to discover phenomenon from the standpoints of selected participants, the qualitative type of research design helped to explore and understand insights from the participants who have experienced the same problem (Creswell, 2014).

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Moreover, Creswell (2014) as cited by Hickman (2015) stated that phenomenological research is an approach for describing and interpreting the lived experiences of individuals on a particular phenomenon. This type of research design enabled the

participants to express opinions, experiences, coping mechanisms, and insights about the phenomenon. Phenomenological study is a flexible research approach which allows individuals share experiences during interviews. Hence, a phenomenological research design was employed to collect data and address the research questions created for this study.

In this study, a phenomenological design was applied to discover and explore the varying standpoints, experiences, coping mechanisms, and insights of the parents and public elementary teachers in the Tagum South District. It also aimed to gain first-hand information from the participants through individual in-depth interview and focus group discussion which were done virtually due to the restriction of a face-to-face interview. The interview responses on the attachment of answers key in self-learning modules (SLMs) were useful to extract substantial and meaningful results of the study.

To acquire inclusive and reliable results of the study, the researcher utilized individual in-depth virtual interviews which focused on four (4) research topics about the experiences, standpoints, coping mechanisms, and insights of the participants on the problem. Also, the researcher employed focus group discussion which enabled participants to express their viewpoints and share experiences with other participants. These were done virtually following the safety health protocols to protect both the researcher and participants.

Research Participants

Creswell (2013) stated that a phenomenological research requires three (3) to fifteen (15) participants. The selection of participants within the range should determine the underlying experiences and insights shared among the participants.

In this research study, there were a total of fourteen (14) participants – seven (7) parents and seven (7) public elementary school teachers. Both participants were from Tagum South District. Seven (7) parents undertook an individual in-depth virtual interview (IDI) and another seven (7) public elementary school teachers participated in Focus Group Discussion (FGD). The selected parents who were interviewed were not both parents and teachers at the same time and did not come from the advisory class of the researcher. Moreover, there was a separate interview for both parents and teachers. The public elementary school teachers who were part of FGD shared experiences and discussed insights about the attachment of answers key in the slm. On the other hand, the parents under the individual in-depth virtual interview shared their standpoints and experiences using their preferred language. Hence, the participants were asked based on the four grand tour questions taken from the validated research guide questions

Purposive sampling was employed in the selection of participants. According to Creswell (2007), purposive sampling refers to identifying participants who experience the same phenomenon. The participants must have knowledge on the problem and are willing to take part in the conduct of study.

The criteria in selecting the participants from the different public elementary schools in Tagum South District was based on the following inclusion criteria. The public elementary school teachers had (a) at least one-year experience in the teaching service. Also, the teachers (b) were teaching in different grade levels who used self-learning modules (SLMs) for the school year 2020-2021. On the other hand, the parents under the IDI were identified by their (c) type of work, whether full time, part time, or unemployed, and (d) have one to five children studying in the public elementary schools. Both participants were not parents and teachers at the same time.

The researcher aimed for a voluntary participation of the participants by signifying consent forms. They were informed about the interview topics and research study based on the availability and preferred time and date of the interviewees (Boyce & Neale, 2006). The virtual orientation was done using Zoom.

Data Analysis

A Qualitative data analysis involves breaking ideas into pieces to understand it and putting it back together to synthesize themes (Creswell, 2014). This process allows the researcher to focus on important points and disregard unnecessary data. After the collection of the interview notes, audio recordings and other documentation, analysis of the data will begin. It will be carefully analyzed and examined to deliver inclusive outcomes.

In line with this, data gathered from the interview were properly transcribed and translated. Reading and rereading the materials was the first step in analyzing the data. Reviewing and listening to the recorded audio in Zoom was also employed to get accurate data.

Creswell (2012) as cited by Akinyode and Khan (2018) defined data coding as the process of fragmenting and categorizing transcripts to create explanations and thorough themes in the data. It is an initial step to ensure major themes in data analysis. Data coding also aims to reduce the data and sort out important information transcripts into meaningful and useful transcripts using the coding framework. Miles et al. (2014) as cited by Akinyode and Khan (2018) described data coding as assigning labels to different parts of the text which are related to the problems.

After re-reading and understanding the transcripts, I organized it in a systematic way by generating codes to each useful responses. I determined core ideas as well as major themes which were based on the grand tour questions of the study. The core ideas and major themes were grouped according to its similarities with other themes that have been developed from the standpoints, beliefs, experiences, coping mechanisms and insights of the parents and public elementary school teachers under this qualitative study.

I also applied thematic analysis in finding patterns or themes. Thematic Analysis is a flexible method in identifying themes that is important in addressing the research problem (Braun & Clarke, 2006). Moreover, it aims to thoroughly interpret and analyze the data. Braun and Clarke (2006) as cited by Nowell et al. (2017) suggested that thematic analysis is the first qualitative method that provides fundamental skills useful for conducting other kinds of analysis.

The data gathered after data coding were carefully analyzed using thematic analysis. The important points were chunked according to its themes. This method was substantial in getting truthful and meaningful results. Moreover, I translated the transcripts which were delivered in vernacular and carefully analyzed it to get core ideas as well as essential major themes. After defining and reviewing the themes, I made verification as my last step in analyzing the data. It was an important stage to properly check and validate the analysis of the study to obtain useful information for the results and discussions.

Trustworthiness of the Study

Pilot and Beck, (2014) as cited by Connelly (2016) stated that trustworthiness of a qualitative research study is vital to determine the usefulness and integrity of the results of the study. It pertains to the degree of confidence in the data analysis, and the methods employed by the researcher to ensure quality of the study being conducted.

According to Andrew K. Shenton's framework on the "Strategies for Ensuring Trustworthiness in Qualitative Research Projects", there are four criteria in a qualitative research study which are important in validating the rigor of the study. These include credibility, dependability, confirmability, and transferability (Shenton, 2004).

Credibility is characterized as the researcher's belief in the research findings' accuracy and validity. It also discusses the research's aim, which is to choose the best and most suitable research methods to address the research questions of interest (Pilot & Beck, 2012). Korstjens and Moser (2018) identified strategies to confirm credibility which include triangulation, iterative questioning, and member checking.

In this study, the researcher used phenomenology as a tool to gather information from the participants because it was the most suitable method for gathering information on a particular phenomenon. Furthermore, purposive sampling was used to select the participants, ensuring that they are informed about the research issue and have personal experience with the phenomenon under investigation. Informed consent was also used to ensure that the participants were able to participate in the study and that they were not being forced to do so. However, since face-to-face communication was limited during the pandemic, a virtual orientation via Zoom was used as a means of contact with the participants.

Triangulation, as described by Peltó (2017) and cited by Roulston (2018), is the use of multiple methods to obtain significant results in order to establish a detailed and meaningful understanding of a particular research issue. It has also been regarded as a method for assessing validity by gathering data from various sources.

In this study, I utilized the Triangulation of Method which employed the use of Focus Group Discussion (FGD) and individual in-depth virtual interview (IDI). Parents and public elementary school teachers made up fourteen (14) of the participants. To ensure safety during the pandemic, a virtual interview was used. As a researcher, I made sure that the participants answered the questions truthfully based on the research guide questions which were related to the direct observations of the researcher.

Iterative questioning includes the use of probes to obtain detailed data in which the researcher will use probes through rephrasing questions to elicit comprehensive and accurate answers from the participants (Shenton, 2004). This will help the researcher to detect discrepancy and may discard the questionable data in order to provide transparency and credibility of the data.

To further focus on the credibility of the study, iterative questioning was employed to achieve detailed data. The researcher had returned to matters previously raised by the participants who were the parents and public elementary school teachers who had shared their experiences and standpoints about the study through virtual interview using Zoom and obtained related data using rephrased questions or probing.

Furthermore, member checking was employed in this qualitative research study. According to Lincoln and Guba (1985) as cited by Shenton (2004), member checking is considered the single most important provision that can be made to strengthen the credibility of the study. It includes feeding back the data to the participants for them to verify whether they consider that their exact responses would match what they actually expected. Moreover, if an audio recorder has been utilized, their answers should at least have been properly and accurately recorded. This method is important to strengthen the data especially because the researcher and respondents perceive the data with different points of view.

In this study, the transcripts were sent to the participants to determine whether they felt that the data were accurate. Member checking was employed to let the participants correct the interpretations and verify that the audio recordings were properly transcribed. They had signed the certification indicating that they had verified their responses. This process was done and sent online to ensure safety precautions amidst the pandemic.

Dependability is the stability of the results over time. It also involves participants' assessment of the findings, their interpretation, and recommendations of the study so that all are supported by the data as received from participants of the study (Korstjens & Moser, 2018). Shenton (2004) emphasized the employment of "overlapping methods", and the use of In-depth methodological descriptions to allow study to be repeated and enable readers to develop a comprehensive and deep understanding of the study. He also added that the role of triangulation and "audit trail" is vital in reducing the researcher's bias in conducting the research.

In this qualitative study, I applied the "overlapping methods" in which I used the individual in-depth virtual interview (IDI) and Focus Group Discussion (FDG) for the entire conduct of this study. Audio recordings were used in securing firsthand information from the participants. The "overlapping methods" was conducted through virtual interview and focus group discussion using Zoom. A virtual interview was the safest way to conduct the study which allowed the participants and researcher to have discussion without a mandatory personal meeting. Furthermore, to ensure dependability of this research study, I had included other related studies in global and national context which made this study relatable to another context.

To ensure the dependability of the study, "audit trail" was employed. Halpren (1983), as cited by Nowell et al. (2017), stated that an audit trail can help the researcher organize, interpret, and report the process of research easily. This includes storing raw data records, research notes, transcripts, as well as reflexive journal.

In this study, I included an audit trail in the appendix to provide sufficient records on how the research data was gathered and analyzed. This also served as guide and reference of other researchers to arrive at a similar, but not conflicting, conclusions regarding this research study. Moreover, I strictly adhered to the ethical standards and safety protocol provided by the technical panel in documenting and keeping the recorded data.

Confirmability as cited by Shenton (2004) is the degree of neutrality of the study in which it is concerned with establishing the data, analysis, and interpretation of the results of the study that are not biased but clearly derived from the data sources. It also refers to the acknowledgment of researcher's beliefs and assumptions. The utilization of in-depth methodological descriptions allows integrity of the research results to be examined and analyzed.

In this study, I ensured that all the transcripts were carefully transcribed and translated from the audio recordings of the participants during the virtual interview. The research findings were based on the exact responses of the participants and not on the personal preferences and biases of the researcher. Moreover, my thesis adviser, Dr. Exelsis Deo Deloy, who is an expert in this field had truly assisted me as his wisdom and skill in qualitative research were highly remarkable. Everything that was done in my qualitative research was examined, verified, assessed, and evaluated thoroughly by me and my adviser including all the data analyses, the tools and documents that were used to ensure the confirmability of my study.

Moreover, I acknowledged the limitations and boundaries of this study. The findings of this study may not generalize the experiences, standpoints and insights of the general population of the participants experiencing the same phenomenon. Miles and Huberman (1994) as cited by Shenton (2004) emphasized that the main standard for confirmability is the degree to which the researcher acknowledges his or her biases. As a researcher, I recognized the difficulty of ensuring real objectivity since the interview guide questions were made by the researcher, the researcher's biases are unavoidable. However, the use of triangulation was useful to reduce the subjectivity of the result and to ensure that the findings of the study were the result of the answers and experiences of the participants, rather than the preferences and ideas of the researcher.

Transferability as cited by Shenton (2004) refers to the degree to which the findings of qualitative study can be transferred and related to other contexts or settings with different participants. The researcher would enable the transferability judgment through provision of background data to verify context of study and thick description of the research processes for ease of transfer.

Thick description refers to describing not only the beliefs, experiences, and insights of the participants but also the context so that the behavior and experiences would be significant, meaningful, and relatable to the readers (Korstjens & Moser, 2018).

In this study, I employed detailed and thick description of the phenomenon and methods used in this study to make sure that it is credible and applicable to other users of this study. Audio and video recordings were stored in my personal e-mail and external hard drive as back-up. All the copies of documents of this study were handled and stored in a locked filing cabinet to ensure the confidentiality of the documents. Also, the transcripts and data analysis were attached in the appendices for future references of other researchers. Moreover, all data would be permanently destroyed by reformatting the external hard drive, while the paper records would be shredded three (3) years after the conclusion of the research study. However, I could keep and provide the data to other researchers, granting that it would only be used for reasonable academic purposes. The data collected and stored were treated with utmost confidentiality and security to protect the identity and privacy of the participants.

Shenton (2004) cited that provision of background data to verify context of the study is essential to strengthen the transferability of the qualitative research study. This means that a researcher provides a full description of all the related factors of the study to have a proper and deep understanding of it. Ultimately, the findings of this research study must be understood within a context of a particular organization or location to make it more relatable and transferable to another context.

In this study, I employed the provision of background data using the background studies in global, national, and local settings. Moreover, the related literature about the use of answers key in self-learning modules which were based in the three domains were also present in this study. This allowed the qualitative research study to be transferable and relatable to another context because it provided wide and relevant provision of background studies.

Ethical Consideration

Belmont Report in 1979 as cited by Anabo et al. (2018) stressed that the ethical principles served as key reference in evaluating the ethical sensitivity of research studies involving humans as participants in a qualitative study. These ethical principles are respect for persons, beneficence, and justice.

To comply with the ethical considerations, I ensured that the participants were willing to be interviewed, the research purpose and flow of interview were explained. It also emphasized that the researcher confirmed that the participants have received a full disclosure of the overview of the study, the consequences, benefits, and alternatives, with an extended opportunity to ask questions.

The first principle, **respect for persons** is identified in two ways. First, participants are acknowledged as autonomous agents who are capable of individual deliberation especially in expressing ideas, experiences, and standpoints. Second, persons who have diminished autonomy must be provided with additional protection (Anabo et al., 2018). Salganik (2014) cited that Belmont Report classified three elements of informed consent which include information, comprehension, and voluntariness. The informed consent was stated in English and vernacular to provide better understanding of the research study.

In this study, I provided informed consent to the participants and was signed electronically, scanned, or in any alternative means. This was a proof of verification to show that they had voluntarily participated in the study. Informed consent allowed the participants to be fully aware of relevant information about the study, its objectives and purpose, the confidentiality of the study, the methods to be used as well as the potential risks and benefits of the study.

Moreover, as part of the consent, I asked permission to the participants to record the entire audio or video during the virtual interview process as well as to check and modify the transcripts. Also, they were allowed to turn off their camera during the virtual interview and change their account names in Zoom to hide and protect their identity.

Voluntarism of participation was also employed by giving the participants the right to proceed or withdraw to participate in the study (Anabo et al., 2018). I informed the participants about their right to check and modify the transcript which were sent online.

Furthermore, the results and findings of the study were distributed to the participants for verification and modification of answers via e-mail. As a researcher, I also ensured to protect their rights by keeping their personal information hidden. They were assigned with codes to ensure confidentiality and privacy. They were allowed to turn off their camera and change their account names while having virtual interview.

The second principle, **beneficence** refers to the principle of doing good which means that the researcher must ensure security and safety of the well-being of the participants. It also means to increase possible benefits and reduce harm before

participating in the study (Miracle, 2016). In this way, participants are not only treated respectfully and justly but also making sure that their well-being was being protected and secured.

In this study, I assured the participants that the transcripts gathered from the individual in-depth virtual interview and focus group discussion through Zoom were handled and kept safely. As a researcher, I guaranteed that the results of this study did not harm the participants who were the parents and teachers of Tagum South District. I also ensured the parents and public elementary school teachers that their responses were only used for the research study purpose. Moreover, through this study, the participants had benefitted by having their voices, experiences, and standpoints being heard and acknowledged.

Since the participants had exerted their effort and time in participating in the study, special sensible tokens were given by the researcher. These special tokens were offered to recognize and appreciate their contribution in the completion of the study. Moreover, a just compensation was provided to the participants in return of their voluntary participation in the completion of the study. In this time of pandemic where there was no face to face interview, a load for mobile data of the participants was compensated by the researcher during the virtual interview.

The last major component of Belmont Report, **justice** pertains to equal treatment and fairness of every individual. It is important to treat research participants justly and without discrimination (Miracle, 2016). Moreover, Belmont Report (1979) as cited by Anabo et al. (2018), understands justice to be a fair dissemination of the risks and benefits of research and embodies its application in the selection of subjects.

In this study, there was an equal recruitment of the participants from the Tagum South District using the inclusion criteria. Also, I ensured that the parents as participants of the study were not the parents from the researcher's advisory class. This had guaranteed that there was no potential conflict of interest especially during the individual in-depth virtual interview. Moreover, both participants were not parents and teachers at the same time. Moreover, the questions that were asked during the virtual interview were relevant to the experiences of the participants about the inclusion of answers key in the self-learning modules. The questions only focused on the standpoints, experiences, coping mechanisms, and insights of the participants about the research topic.

Moreover, acknowledgements of the works of other authors in this study were noted and recognized. The researcher used the APA format particularly the 7th edition for referencing system in providing distinction for the work of authors cited in the study. Any treachery about the aims and objectives of the qualitative study, were avoided; maintenance of the greatest level of impartiality in discussions, and analysis during the research are also observed. In addition, any type of confusing information as well as interpretation of primary findings in a prejudiced way was prevented.

Data Privacy Act 2012 stated that the state shall protect the fundamental human right of privacy, of communication while ensuring free flow of information to promote innovation and growth. The state recognizes the vital role of information and communication technology in nation building and its inherent obligation to ensure that personal information in information and communication system in the government and in the private sector are secured and protected.

Bryman and Bell (2007) cited the measures that can be applied in research. These included that the participants should be treated with dignity and should not be harmed in any way. Full consent was ensured prior and throughout the entire research study. Moreover, anonymity and privacy were ensured to protect the identity of the participants. All research data were handled and stored with utmost confidentiality. The researcher, on the other hand, acknowledged the works and studies of other authors using the 7th edition of APA referencing style.

In this study, I ensured that the participants cooperated in my study voluntarily. I also informed them on the purpose of the study, which views or data would be collected, how the data would be kept and used, and who could have only accessed the data. I also secured confidentiality and anonymity to all the participants by assigning codes especially during the virtual interview.

Hence, all specific measures in the ethical considerations of this study were directed to protect respect for persons, beneficence, and justice. In this time of pandemic where a face to face interaction is limited, it was my duty as a researcher to ensure the ethical conduct of the study, and to protect the parents and public elementary teachers in the Tagum South District at all cost. All the concrete measures were addressed and treated properly.

RESULTS

Presented in this section are the standpoints and experiences of parents and teachers, their coping mechanism, as well as their insights on the inclusion of answers key in the self-learning modules which surfaced from the data gathered through virtual in-depth interviews and focus group discussion. This chapter showcases the significant points and essential results of the study.

Standpoints of Parents on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

After analyzing the responses of parents about their standpoints, the following themes emerged: (1) being a guide while answering the module, (2) copying the answers as a drawback of answers key inclusion, and (3) causing dilemma due to errors.

Being a Guide while Answering the Module

The participants found the answers key to be particularly helpful in assisting their children. The existence of answers key made it easier for them to assess their children's understanding at home. It also helped the parents in responding to the concerns and modification of wrong answers as well.

This concept is linked to the responses of IDI01 who expressed her standpoints:

“Ang advantage namo ani kay kung magkalisud-lisod jud, halimbawa ‘nang mga solving sa Math, kasagaran man jud sa Math, solving, maglisud najud ang mama. Ako mismo malisudan nalang pud ko. Muingon najud ko ‘ay tan-awa ra gud sa answer key bi kung giunsa pag solve ana’. Pero dili nako diretso ipakopya to ma’am. Ako sang ingnan siya na tanawa kung giunsa. I-solve daw, i-solve sa imong sarili.’

(The advantage especially when parents like me struggle to solve Math problems is that I could refer to the answers key to check how it was solved. However, I would not let my child copy it immediately. Instead, I would tell my child to solve it first by herself.)

Moreover, other participants used the answers key to check the comprehension of the child in answering the module. IDI04 expressed that:

“Para sa akong okay lang man ang pag attach sa answer key sa modules para magamit pud nila ba kanang magcheck sila sa ilang comprehension about sa lesson para ma evaluate nako ilang academic performance diri sa balay.”

(For me, it is just okay to attach the answers key in the modules, so that they could use it to check their comprehension about the lesson. At the same time, I could evaluate their academic performance at home.)

Furthermore, some participants utilized the answers key to enable their children to self-check their learning.

It is supported by IDI07 who stated that:

“Kung makit-an na nila ang answers key, maka learn sila on their own nga, “ ay B akong answer, C man diay didto. Ay C diay ni?” So, personally, maka realize pud sila nga, “Ay mao diay ni siya ang answer, so mura’g Self-Learning gyud siya ma’am kay sa iyaha gyud mismo siya naka found out didto pagtan-aw sa answers key nga imbes letter B, letter C man diay, niya ma realize ‘ayy mao diay ni ang answer’. So aside sa pagiging honest, siguro ma practice pud nimo ang pag self-learn sa akong anak, sa imong anak ana kay sila man mismo ang mo discover or makakita nga mali ilang answer or tama ilang answer...Sa akong dako ju’g kaayo’g tabang ang answers key. Wala’y problema jud kay kung naa’y mga items nga dili kabalo ang parents atleast naa mi’y basis ba, guided mi nga ‘ayy mao diay ni answer sa number 1, mao diay ni answer sa number 2 bisan dili siya detailed giunsa pag kuan, like for example tong giingon nako nga Math. Okay siya, grabe iyang gamit.”

(If they could see the answers key, they could learn on their own, ‘My answer is B but the correct one is C’. So, personally, they would realize what the correct answer would be. Then it becomes self-learning since the child learns by himself. Aside from being honest, maybe, self-learning will be practiced because the child himself could discover or check whether he got wrong or right answer. ...For me, answers key has a big help. It does not matter if parents cannot answer some of the items because we have a basis and we are guided about the correct answers for numbers 1 and 2, for instance. It is very useful although some of these are not explained in detail.)

It is supported by IDI02 who added that:

“Pero sa amoa pud nga ginikanan na syempre dili mi parehas sa teacher nga maistudyuhan gyud ang tanan. So usahay, naay time to nga naay question na naka ‘ayy tan-awon sa daw nako’, ing ana ba kanang ‘tan-awon sa daw nako bi kung tama ba akong answer’.”

(We, parents are unlike teachers who can study everything, there would be instances where we looked for the answers key to verify if our answers are correct.)

Meanwhile, some parents found it challenging to assist their children in answering their modules due to the fact that most of them had already forgotten their learning while they were still studying. Hence, for them, answers key is a big help in monitoring their children.

IDI06 asserted that:

“Isip usa ka ginikanan nga magtudlo mi samong mga anak, makatabang man gyud ang answers key. Kay pareha anang wa mi kabalo, di, amo rang li-li-on didto sa answers key kung unsa ang answer. Di, makabalo mi nga ingon-ani diay ang tamang answer. Pag mali ang answer sa among anak, tan-awon nako iyang answer then i-compare nako sa answers key nganong namali man ni? So, ma usab ang imohang solution nganong na ing- ato to siya. So naa kay ika- compare kaysa dili na nimo siya ma correct. Mao nang okay jud ug naa’y answers key...Kay murag gituyo nang answers key nga naa para kami nga dili kaayo taas ang grado na naabot, mahimo namong guide ang answers key.”

(As a parent who teaches our children, answers key is really helpful. Just like answering something we do not know, we would just glance at the answers key to know the answer and

how it was answered. If the answer of our children is wrong, I would compare it with the answers key to know why they got the wrong one. Then, they would have the chance to change their solution to get the correct one. So, answers key was really helpful in comparing your answer rather than not having the chance to correct it...Because probably, answers key was meant to be included for us, undergraduate parents, to have a guide.)

Copying the Answers as a Drawback of Answers Key Inclusion

The inclusion of answers key in the self-learning modules was not only useful to some parents but also to the learners. However, for some participants, they have viewed the presence of answers key as a disadvantage. Accessing the answers key easily could entice their children to immediately refer to the answers key without learning from it. Other children would become lazy and dishonest since they would directly go to the answers key to finish answering the modules immediately.

In line with this, IDI01 shared that:

“Ang disadvantage napod kay dili nako mabantayan mudiretso na ug sundog sa answers key labi na karon na time na makita man jud nako ma’am nga murag napul-an, murag gipang-lay na.”

(Its disadvantage is when I cannot notice them directly copying the answers key. Especially in these times, I could observe that they seem to lose interest, or maybe bored already.)

Likewise, IDI04 stressed that:

“Naa gani uban bata ma’am na i-answer nila ‘answers may vary ra’.”

(There were other children who would directly write ‘answers may vary’.)

It is supported by IDI07 saying that:

“Dili nimo siya pwede pasagdaan kay kung pasagdaan nako akong eldest, mutan-aw gyud siya diretso sa answers key kay naka attach man.”

(I would not let my eldest child to answer on his own, because if I did, he would directly go to the answers key as it is already attached to the module.)

Meanwhile, some participants noticed that their children were too reliant to the answers key without verifying whether it is correct or not. For them, it seemed that they did not take their modules seriously.

In line with this, IDI02 shared that:

“Tapos murag magsalig na without learning sa mga lesson nga naa didto. Magsalig nalang. ‘Ah mao ni ang answer’, ana parehas sa Math, di na ma absorb kay mao ni ang answer.”

(Learners seemed to be more reliant without learning the lessons in the module. They would be dependent just like in Math. They could not absorb the lesson because of answers key.)

Moreover, other participants noticed that some children gain nothing from directly referring to the answers key without reading their modules first. As a result, they only learned superficially from directly copying the answers key.

IDI06 expressed that:

“Kay kung mudiretso ra sila sa pangutana, unya mu-li-li ra diay sa answers key, wa gyud matun-an ang mga bata ma’am.”

(If they would go directly to the questions, and then glanced on the answers key, the children would not learn anything from it.)

Causing Dilemma Due to Errors

The incorrect answers key had become less reliable to some parents in guiding their children answer their modules. Because of the inaccuracies, and incoherence of the answers key, several parents were bothered and confused as it could cause mistakes to the learners.

This idea was linked to the responses of IDI01 who voiced her standpoints:

“Dili siya perfect tanan. Naa puy uban nga gibaliktad lang ang letters sa answer. Murag ana gud ma’am.”

(The answers key was imperfect because there were some inverted or switched letters in the answers key. Something like that.)

It was supported by IDI04 stating that:

“Naay dili mao ang answer ma’am...dili masaligan kay kulang og naay gamayng error

(There were incorrect answers...it was not reliable due to incompleteness and few errors.)

Meanwhile, as parents used the answers key to guide their children in answering the modules, some of them detected incoherence between some items and answers key. They have observed that the answers to some activities were not found in the answers key, hence causing confusion to them and learners as well.

IDI03 claimed that:

“Sa akoang tan-aw, murag naa lage usahay ma’am dili accurate ang instruction kay ang bata maglibog usahay answeran ba to kay wala sa answer key. Ingon-ana ma’am ba. Naa juy usahay ma’am nga ang plastada kay bali-bali. Pati sa ginikanan, kay diha naman ang panahon nga magpatabang ang anak, kay nalibog naman sila kay layo naman sa question ang mga answers nga naa sa answer key usahay.”

(As what I have observed, there seems to have some inaccuracies with the instructions. My child got confused as to what activities to answer because it was not found in the answers key. Something like that. There were also instances where the arrangement of answers key was unorganized or switched. Even to the parents, because that was the time where the child asks help when they are confused with unrelated questions and answers in the answers key.)

Likewise, IDI06 claimed that:

“Kay makahatag siya ug kalibog ma’am ba. Basig tama na diay among answer ma’am unya ang didtua sa answers key, mali. So, aha man jud among sundon?”

(Because it only caused confusion especially when you already have the right answer but when you looked at the answers key, it was different. So, what should we follow?)

Meanwhile, due to the errors like incorrect, unorganized, and incoherent answers key, some parents were stressed and dismayed about it. Instead of having answers key for convenience, it became a headache to most of them.

With this, IDI05 stressed that:

“Naa ju’y usahay nga ma-buryong gyud, masakit imong ulo ba kay ibaliktad pa nimo ang answers key nya naa pa ju’y uban nga di mabasa, nya naa pu’y bisan unsaon nimo, dili man jud sila magka-tugma uy. Gi unsa mani? Naa nama’y example nya lahi man iyang answer. Bisa’g unsaon, mao man jud ni’y answer. Naa juy kas-a ma’am naglagot ko. Nakahilak ko sa akong kalagot nganong ing-ni mani?... Ingon ko nga ‘ayy.. unsaon man nato na nga lahi man ilang answer? Hala, ipadayon na diha, dili nalang nako na i-check. Atoa nalang nang i-note diha nga ing-ani.”

(Sometimes, it irritated me and caused me headaches to invert the answers key but still seeing some unclear answers. Sometimes, some answers were really incoherent with the examples which made me question the process of it. There was also a time that I really cried out of anger because of the incoherent and vague answers key. I just told my son to continue answering even if the answer was not found in the answers key. I would not check it instead we would just put a note there.)

Finally, IDI07 emphasized that:

“Pero kining mali, naa’y error sa answers key, mag lalis mi kay gusto lagi niya sundon ang katong answer unya ang ako kay kabalo man kong mura’g mali para sa akoo, naa ju’y error, mao nang ako siyang tudluan kung unsa’y tama. So ang effect siguro kung naa’y mali nga answer didtoa sa answers key, imbes nga makatuon ang bata sa tama, mag lalis na hinoun mo kay mura siya’g ma confuse na nuon ang bata kung unsa gyud ang tama nga answer kay mali man. Lahi imong tinuohan kay kabalo ka unsa’y tama nya ang answers key lahi pud so ang bata, naa baya pud jud pu’y tendency ning akong mga anak nga didto motuo sa module. Kay gikan lagi daw sa ilang teacher ang module. Mao nang ing-ana ma’am, mao na’y effect para sa akoo.”

(We argued about the errors in the answers key because my child would really want to follow the answers key even if I know in myself that it was incorrect. That is why, I would teach him the correct one. So, probably, the effect of having incorrect answers key was that it confused the child instead of learning from it. You and your child have different beliefs and there was also a tendency that my child would believe in the module because for him, it comes from his teacher. That was the reason why and that was the effect for me.)

Standpoints of Teachers on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

After analyzing the responses of teachers about their standpoints on the inclusion of answers key in the self-learning modules, the following themes emerged: (1) serving as a reference; (2) promoting dishonesty and laziness; and (3) having unreliable answers key.

Serving as a Reference

The answers key was perceived by the teachers as immediate feedback which encouraged self-learning by assisting learners in evaluating their own results. They often referred to it when responding to questions from students and parents about the activities in the self-learning modules. Even in the absence of teachers, it was utilized as a reference for students at home.

This concept was linked to the responses of FGD6 who expressed his standpoints:

“I do agree with the inclusions of answers key in the module because there are some parents who are so busy in their work, and sometimes I have a student or a learner that her parents are so busy and sometimes left alone, together *with a yaya or a guardian, and this guardian doesn't* have any background in education. So, I do think that the answers key could also be a big help to the child. Just like when we take our LET exams as a teacher and self-review. As what have you observed *when we buy books, there are...what have you observed in the last part of the book?* There are answers key, and we could use that one as a guide for us if we do not know, or *if we do not understand what's the question in that book. So, I guess that's also a big help for our learners.*”

(I do agree with the inclusion of answers key in the module because there were busy parents who left their children to a guardian or helper. Just like my student, she was sometimes left alone with a helper or guardian who does not have any background in education. So, I do think that the answers key could be a big help to the child. Just like when we took our LET exams, we also had self-review. And what we have observed when we buy books? There were answers key that we could use as our guide in understanding such questions. Therefore, that was also a big help for our learners. Thank you.)

Meanwhile, other participants thought that answers key was important to enable the learners to check whether their answers were correct or wrong since answers key was easily accessible in the modules.

With this, FGD3 stressed that:

“We need to attach the ano in order for them to evaluate their own performance if they are doing well in their self-learning modules. They could also evaluate themselves whether it is *wrong or right.*”

(We need to attach the answers key for the learners to evaluate their own performance if they were doing well in their self-learning modules. They could also evaluate their answers whether it was right or wrong.)

Furthermore, FGD7 stated that:

“*My standpoint is...attaching answer keys is very helpful because, makita nila yung sagot at tsaka alam na nila kung ano yung tama or ano yung mali. So, for me, para sa 'kin helpful yung answer key.*”

(Attaching the answers key was very helpful because they could see the answers and they would also know the right and wrong answers. So, for me, answers key was helpful.)

On the other hand, utilization of SLMs was implemented to let learners continue their education at home amidst the threats of the pandemic and absence of physical interaction with their teachers. Some teachers believed that with the use of answers key, learners can still be guided.

In line with this, FGD4, expressed that:

“*Inclusion of answer key can be a big help for the students specially there's no teachers. Wala man tayo doon na mag guide sa kanila. There are unfamiliar words even if we are teachers, there are topics that we did not discuss every day and past topics na, so we need to ano na refer.*”

(Inclusion of answers key can be a big help for the students, especially when there were no teachers, like us, to guide them personally. There were things that we need to refer to the answers key especially the unfamiliar words and other topics which we have not discussed.)

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More so, FGD1 affirmed that:

“I also know na pinag isipan talaga nila bakit ininclude nila ang answers key sa mga self-learning modules. And also, I do believe na answers key ay dapat lang talagang iattach sa self-learning modules because the word itself “self” meaning you need to evaluate yourself and you need a direct feedback with your performance.”

(I also knew that they had thought it well why they included the answers key in the self-learning modules. And I also do believe that answers key should be attached in the self-learning modules because as the word “self” implies, you need to evaluate yourself to have a direct feedback of your performance.)

Promoting Dishonesty and Laziness

While some participants preferred to include the answers key as part of the self-learning module, others opposed with that idea as it could make other learners lazy and dishonest with their own answers especially if not being supervised by an adult.

In connection with this, FGD4 claimed that:

“They will just keep on relaxing and wala silang na learn ma’am sa all the topics na nagdating nalang tayo ng quarter two... They will just submit, submit and submit but wala silang na learn. Hindi sila naka gain. Parang yung this year, although the DepEd are looking or finding ways but still for the learners, big impact siya masyado ma’am na dili kaayo niya masabtan or ma digest ang mga topics kay of course wala ang teacher. “

(They will just keep on relaxing without learning anything even if we were done in quarter two... They would just submit without learning anything. They have gained nothing. Although the DepEd is finding ways but still, it has affected the learners in a way that the lessons were not fully absorbed since there were no teachers who personally teach them.)

Further, other participants noticed that the presence of answers key had led learners to be too dependent and lazy instead of being diligent in answering the modules.

FGD2 stressed that:

“I disagree in the inclusions of answer key in the slm. Why? Kasi nasabi na kanina . Parang itong dahilan na para maging tamad yung mga bata. Then, sa nakikita ko parang walang learning na nangyayari kasi they just copied the answer from the module.”

(I disagree with the inclusion of answers key. Why? Because as I said earlier, it becomes the cause of laziness. Also, I observed that there were no learnings happened as learners would just copy the answers from the module.)

Furthermore, few teachers believed that they cannot guarantee honest answers from the learners since they cannot physically monitor them. With the easy access to the answers key and lack of supervision from parents, children might be tempted to copy the answers key.

Lastly, FGD1 emphasized that:

“Diraa pud nato ma-test ang responsibility sa parents and the honesty and integrity of the learner.”

(It was also our way to test the responsibility of the parents as well as the honesty and integrity of the learner.)

Having Unreliable Answers Key

Switching letters, inconsistent, and incoherent answers with the activities found in the modules, and unclear instructions were among the issues that some teachers observed in the self-learning modules. For some participants, they noticed that some answers key was unreliable due to some incorrect answers. These errors were either typographical or literally incorrect which led to confusion and misinformation.

This concept was associated to the responses of FGD3 who voiced his standpoints:

“If you check all the modules, since it was being provided by the teachers, I would not say that all the answers given provided in the module are all correct.”

(If you check all the modules, I will not say that all of the answers in the module were all correct, even if it was being provided by the teachers.)

It is supported by FGD6, affirming that:

“I do agree that there were errors in the modules.”

Moreover, other participant who was once a module writer too, understood that some errors were overlooked by some writers due to some reasons like time constraints. This shortcoming should not solely be blamed to the writers.

FGD5 asserted that:

“I think it is quality assured and dumaan na po yan sa LRE, Learning Resource Evaluation. So, I do believe if there would be errors, there would be I think mga technical errors lang gyud na...pero hindi siya nabantayan sa writer noh kasi nalibat na ang writer kay syempre daghang kay nag ideas nga nagadagan ni writer. Regarding with the answer key, tama gyud, na gawas nga dili pud nato solely iblame sa mga writers kay, as a writers murag kita ang nidagdag sa weight nila and pressure.”

(I think that it was already quality assured by the LRE or Learning Resource Evaluation. So, I do believe that if there were errors in the module, it would be only technical errors...Regarding the answers key, it was overlooked by the writer probably because of having so many ideas on his or her head. Besides, it was indeed right not to solely blame the writers, because as a writer also, it seems that we were adding to the weight and pressure that they were facing.)

On the other hand, a participant viewed answers key as unreliable especially in the opinionated or open-ended type of activities since not everything in the answers key had exact correct answers. Hence, there was no substantial learning on the part of the learners.

FGD4 shared that:

“In the part of teachers, we really do not identify what would be the learnings of the students because most of our students really rely on the answer key even in the opinionated learning activities or learning enhancements. Example, in the answer key, we put there, “depende sa sagot ng bata”, kahit yan, ilagay pa yan nila sa kanilang answer sheet. In that case, where would be the learning?”

(In our part as teachers, we really do not identify the extent of the learnings of the students because most of them really rely in the answers key even in the opinionated learning activities or learning enhancements. For instance, the answers key says, ‘answer may vary’. The learners would even write it in their answer sheet. In that case, where is their learning?)

Experiences of the Parents on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

As I had examined the participants’ responses on their experiences regarding the inclusion of answers key in the self-learning modules, three (3) major themes were manifested: (1) incorrectness and incompleteness of answers key; (2) promotion of laziness and dishonesty; and (3) difficulties in guiding children.

Incorrectness and Incompleteness of Answers Key

Some participants viewed answers key with incorrect and ambiguous answers which confused the students. For them, this could lead them to assume they have the correct answers and facts. They found inverted and switched responses, as well as incomprehensible ones due to the tiny and distorted font.

In line with this, IDI01 said that:

“Naa puy uban na baliktad ang mga wordings? Ambot, sa pagplastar ba na? Di jud mabasa. Naa jud bisag balihon nako sa pikas, di gyud pareho, di mabasa. Sa murag pagplastar siguro to.”

(There were other answers in the answers key which were inverted. It was incomprehensible, probably because of its arrangement. Even if you rotate it, still, it was unreadable. So, maybe it was because of its arrangement.)

In addition, IDI05 affirmed that:

“Mga struggle jud sa iyahang answers key. Naa man ju’y sa activity dili mabasa ma’am ba tungod kay gagmay ang letra. Naa pu’y uban nga blurry ma’am, naa pu’y mga ing-ana ma’am.”

(There were really difficulties with regards to the used of answers key because there were incomprehensible activities due to very small fonts. Other activities were also blurry.)

Meanwhile, other participants observed a lot of errors in the answers key that would lead to misapprehension to both learners and parents.

IDI03 stressed that:

“Sama sa atong giingun nako sa imuha ma’am answer nga dili mao unya maglibog pud ang bata kung tama ba to maong mangutana sila. Mao pud na ang among problema na na-encounter.”

(As what I have told you that the answers key was not correct as it also confused the child in verifying her answers. That is why our children would have asked us. That was also the problem that we encountered.)

It was supported by IDI06, stating that:

“Unya, ang uban pud nga naa’y tubag, mali-mali pud lagi ma’am. Bisan pag makatabang man gyud ma’am noh ang answers key labi na ako kay pila raman akong naabot sa pag-iskwela pero makabasa-basa man pud ma’am. Makasabot man pud siguro ta. Unya, unsaon ta man nga daghan ma’y mga mali-mali pud. Unya dili kaayo sakto ug tubag. Unya dili pud maayo ang pag-explain. Pareha anang sayon-sayon nga mga subject, pareha anang Aral. Pan., kung naa’y mga pangutana, syempre naa raman na didto sa gidiscuss sa module. Ang nabutang didto sa answers key kay lahi ang tubag. Nagbutang man didto ug tubag sa lahi pud nga topic. Unya bisa’g unsaon nako’g pangita didto sa answers key, wala man gyud didto ang tubag. Unya sayon ra biya to. Makabalo man mi ma’am.”

(Other activities may have answers key but incorrect. We, parents, may have not finished studying, but we also know how to read and understand. Although, answers key can help us but there were still many errors and unrelated answers, as well as incomplete explanation. Just like in some easier subjects like Araling Panlipunan in which the activities were found in the discussion of the modules, the answers key was incorrect. The answers there were the answers for different topic. Even if I review the answers key, I still cannot find the answer. I know it for sure because it is an easy activity for me, but it still has incorrect answer.)

On the other hand, other participants noticed that some activities lacked correct answers or could not be found in the answers key. Some activities also do not have clear instruction and do not coincide with the answers key.

IDI07 expressed that:

“So far, okay man siya kay kung assessment every lesson naa man jud didtoa naa didto kung unsay answer pero ang reklamo lang sa akong anak aning answer key base pud sa akong natan-aw, naa pu’y mga part sa mga activity nga wala ang answers key.”

(So far, answers key was helpful especially during assessment of every lesson in the module. The only thing my son complained about the answers key was the answers of some activities were not found in the answers key.)

Promotion of Laziness and Dishonesty

For some participants, the laziness and dishonesty of some children were the hindrances in gaining meaningful learning. They observed that some children were too dependent with the presence of answers key, lazy to study the content in the modules, and dishonest with their answers because they only copied from the answers key.

In line with this, IDI06 expressed that:

“Usahay maglagot lagi pud ko aning mga bataa kay pag maglisod sila, makit-an nalang nako nga gikopya nilang answer didto sa answers key. Matingala naman ko ba nga usahay kadali ra kaayo mahuman. Gipangkopya naman diay ang answers key. Unsa pa daw langayan nga naa man daw answers key unya dili man daw mailhan sa maestra kay mu-check raman daw na.”

(Sometimes, I got angry with my children because I usually catch them copying the answers key especially when they struggle with some items. I wonder sometimes why they finished the modules ahead of time. Its because they copied it from the answers key. They also said why to delay answering when they can go directly to the answers key. Their teachers would not notice it, anyway, because they would just check it directly.)

Consequently, other parents observed that some children depend mostly in the answers key without reading and understanding each lesson from the modules. Throughout the modular learning, they noticed that they have become lazier, dishonest and devaluing the learning.

With this, IDI03 stated that:

“Usahay dili jud ingon na sa tanan subjects nga ilang na-answeran murag makabalo mi, kay usahay dili naman lang mangutana ang mga bata, mao to ilahang gi-copy ba gyud nila ang answer key. Kabalo naman ta sa mga bata nga usahay murag tapulon nalang sila, mu answer nalang... Wa gyu’y matun-an ma’am kay di naman sila mubasa atong mga story, paragraph or instructions ba na naa didto sa module. Kung mudiretso lang sila, ahh wala ju’y makat-unan ang bata”

(Sometimes, we do not know if our children really answered all the subjects honestly because sometimes they would not ask help from us. The reason was that they already copied the answers from the answers key. We also know that sometimes our children would become lazy in answering, that is why, they tend to just copy... They would not learn anything because they would not read the stories, paragraph, or instructions in the module. They would not gain anything if they would go directly to the answers key.)

Likewise, IDI07 expressed that:

“Ang bata man gud naa’y tendency nga kung makabalo sila nga naa diay answers key ang module nga gihatag sa ilang maestra, mo ingon naman noun sa akoa nga, “Ma, dili na lang nato ni basahon, isulat na lang nato kung unsa ang naa sa answers key. So, struggle siya ma’am no labaw na iyang papa, gusto sa iyang papa basahon para naa’y makat-onan. Unsaon maning akong bugoy kay di naman hinuon jud siya mo basa kay didto nalang daw sa answers key mutan-aw diretso. So imbes hinuon nga makabalo, maka practice ug basa, makabasa sa question, wala na gyud ma’am kay labon na’g lisod ang item, didto na lang jud siya mo diretso’g tan-aw sa answers key sa module.”

(When the child learned that there was an attached answers key in the self-learning module, he would have the tendency to directly refer to the answers key without reading the content anymore. It was a challenge, especially in the part of his father, because he wanted our child to learn something. The problem with my child was that he does not want to read because he just wants to directly copy the answers key. So, instead of learning and practice reading, there was no learning at all, especially in answering difficult items, he would directly refer to the answers key in the module.)

Moreover, as a result of children’s dishonesty and laziness, some parents believed that it could lead to superficial learning. Some children did not care about their studies as long as they could comply the requirement of submitting the modules and answer sheets to their teachers.

IDI01 stated that:

“Kay kung magsalig lang gyud ang bata sa answer key unya dili siya magbasa atong content sa iyang lesson nga nakasulat didtua sa module, murag useless. Di jud siya kasabot ma’am ug unsa to iyang gipang answer kay wa man to niya gibasa sa iyang aralin. Diretso naman siya. Murag “Ah basta kay maka-answer lang ko”. Naa juy time nga mudiretso silag kuan sa answer key, dili nagud to basahan tung mga content sa aralin. Diretso na sa answer key. Tapos murag magsalig sa answer key.”

(Everything would be useless if the child would be dependent to the answers key and will not read the content anymore. He would not understand what he is answering because he did not read the lesson. He would be complacent for just answering without reading. Sometimes, he would skip the content and directly copied the answers key, which makes him dependent to it.)

Difficulties in Guiding Children

Most parents encountered difficulties especially in supervising their children because of work or challenges with the modules itself. For some participants, they were facing challenges with teaching their children at home due to confusing items, incorrect and vague answers key, and difficult subject areas. It was also tedious for them to recall the topics in order to explain it to their children.

IDI02 shared that:

“Pero sa questions kana diha usahay confusing ang ilahang mga questions nga which is usahay pati ako nga ginikanan, usahay dili masabtan. Naay time na kanang dili ka kasabot bisan Grade 1 lang na, pero nay time ba nga murag ang question ba maka confuse jud.”

(The questions were sometimes confusing, which also confused me even in Grade 1 lessons. Although, it was an easy one, but some questions get confusing sometimes.)

More so, IDI06 stressed that:

“Mao gyud na’y problema diha kay grade 5 paman ma’am, maglisod man gani ta aning plus minus, unsa nalang kaha nang about na ug mga division. Unya maglisod biya. So magpatabang gyud sa akoa ma’am. Naa ma’y mga lisod gyud biya ma’am. Unya ang mga ang mga answers key didto kay lahi ang topic. Unya ang activity lahi naman pud. Mao nang makaingon nga lisod i-ijrp.org siya kay dili mi makapangita ug kanang pattern kung unsaon pag-answer kay lahi man ang i-

discuss sa example ma'am. Unya pag-abot na sa activity nga mag-answer na mi, lahi na man. So, maglisod na mi ma'am."

(That was our problem now because my child is only grade 5. We would really struggle. I even struggle with addition and subtraction only, how much more with division and other complicated lessons. So, my child would seek help from me especially with difficult activities. Unfortunately, some answers were not found in the answers key, or the answers were not related to the activities. I could also tell that it was challenging because we cannot find a pattern how to answer it because the things that were discussed in the modules were not found in the answers key.)

Consequently, the answers key was limited to subjective type of exercises only that required specific answers. Some activities which did not have answers in the answers key required non-written outputs or objective type answers which varied from one learner to another.

IDI07 asserted that:

"Ang isa pud siguro sa mga performance. Like for example, sa arts ilahang module, magpa drawing didto ug festival for example or magpa check sa ilang temperature. Kana ganing mga performance ma'am nga kung naa didto sa module nga dapat musayaw ang bata or mukanta ang bata. Pwede mang gud siya nga dili na buhaton sa bata kay wala nagtan-aw ang teacher. So, challenge sa amo nga parent kay gusto pud mi nga i-push ang among anak nga mo drawing, musayaw, mo jogging, i-check kung pila pintig sa heart kung ato nga activity ma'am. So challenging siya no kay lisod, magsalig sila kay wala'y teacher nitan-aw sa ilaha."

(Another thing was the performance. For instance, in Arts, the module required them to draw a festival or check their own temperature. There were activities in the module that asked learners to either sing or dance. They could also not do it since there was no teacher who will checked on them. So, it was a challenge for us parents, because we also want our children to perform the things in the module such as drawing, dancing, jogging, checking pulse rate and heartbeat. It was challenging because children would have the possibility not to comply since no teacher monitors them.)

On the other hand, the lack of other learning resources was one of the challenges of using self-learning modules. Although the answer key was accessible and inadequate, particularly for parents who do not want their children to depend on it. Books, the internet, notes, and other references were examples of learning tools that can help students improve their knowledge and validate their answers.

In line with this, IDI03 expressed that:

"Naglisod gyud me ato ma'am. Sa face to face makabalo ang bata sa school unya wala na sila ka take note unya wala pajuy libro. Murag naglisod jud mi ato ma'am...Usa pa ang module nipis raba kaayo na gamay lang nga mga activity ang ilang ma-undergoan nga compared sauna nga libro, daghan jud sila ug makat-unan ato ma'am."

(We struggled a lot that time because they do not have any notes and books to refer. Unlike in face to face classes, the child can learn well. But now, it was difficult...Also, the modules were thin with only few activities to learn, compared to books, which could be a source of essential learning.)

Likewise, IDI06 asserted that:

"Sa tinuod lang, mao gyud na ang problema karon kay wala gyud nag provide ang eskwelahan o ang maestra og libro o kanang resources man guro tawag ana para makita pud namo ba nga maskin wala siya didto sa module, kay gamay raman ang gipakita didto na topic. Unya ang nakapait karon, wala man pu'y mga libro nga gipanghatag. Unya unsaon man pud namo pag magresearch mi sa internet nga muna-muna raman pud, sa among pagkaon raman pud. Maong lisod gyud pud kaayo ma'am."

(Honestly, that is the problem now, because the schools did not provide any books or resources, if that is what you call it. There were no books to refer since modules only have few lessons...What made it more difficult was the lack of books. Also, how could we research on the internet when our money was only enough for our daily meals? That is why, it was very difficult for us.)

Furthermore, other parent admitted that they helped their children answer the modules or answering it by themselves. They defended that letting their children answer alone would take several days to finish.

In line with this, IDI01 explained that:

“Kini akong grade 3 makaapil gud kog sulat sa module niya ma’am. Dili jud perfect na siya ang mosulat tanan. Kay ako nadamay jud ko kay kung siya akong pasulaton ma’am, maylag sa isa ka semana naay duha ka module masulat...Bisan ako parent makatabang man gyud kog answer sa akong mga anak ma’am. Honest lang gyud ko, makatabang man gyud ko. Maka answer jud ko ug apil kay usahay mag tinapulan, nah ‘mama’”

(In my experience, it is not my grade 3 son who answers everything because sometimes, I write it myself. If I let him answer alone, it would take more than a week to finish two modules...Honestly speaking, I also help my child answering his module because sometimes, he was lazy and would call my name to write for him.)

Experiences of the Teachers on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

As I had examined the participants’ responses on their experiences regarding the inclusion of answers key in the self-learning modules, three (3) major themes were manifested: (1) duplication of answers from answer key; (2) incompleteness of answers key; and (3) lack of guidance from parents.

Duplication of Answers from Answers Key

Some teachers observed their learners’ answer sheets being directly copied from the answers key. They responded that the answers of their learners were duplicated from the answers key including the errors and ‘answers may vary’. These problems caused insignificant learning and showed less guidance from parents and other adults.

The ideas are linked to the responses of FGD1 on his experience:

“Ang nabutang nalang didto kay ang answer jud sa likod kay you cannot deny the fact nga nangopya raman gyud sila sa answers key sa likod “

(The answers written in their answer sheets were the answers key found at the end of the module. You cannot deny the fact that children really copied the answers from the answers key at the back of the module.)

Meanwhile, other participants noticed that most learners did not scan nor read the modules first before trying to answer on their own. This also bothered her because of the fact that there was no learning at all.

In line with this, FGD5 also shared her experience:

“I have an experience that, let’s assume, half of my class, I can already with the ocular inspection that they truly copy the answer key without truly scanning their slms...Most of the students prefer to copy the self-learning modules in a very quick manner without even thinking twice, without even reviewing every activities or every quizzes that is included in the slm which is a little bit bothering because it seems that learning is a little bit in the copying method na”

(I have experienced through my ocular observation on my learners, I noticed that they directly copied the answers key without even scanning the modules...Most of the students prefer to copy the self-learning modules in a very quick manner without hesitation or without even reviewing every activity or quiz that was included in the slm. It was quite bothering because it seems that learning was already in the copying method.)

Moreover, other participant observed that some of their learners duplicated the answers key. They also noticed that they did not read the modules because of the copied answers from the answers key. Hence, some students become lazy due to the presence of answers key.

FGD2 expressed that:

“Sa nakikita ko parang walang learning na nangyayari kasi they just copied the answer from the module... our pupils would become lazy...they did not read the slm, they just copy directly the answers key.”

(In my observation, it seems that no learning happened because they just copied the answers directly from the answers key in the module. Our pupils would be lazy because they did not read the slm. They just directly copied the answers key.)

Incompleteness of Answers Key

Due to the sudden shift to modular learning using the self-learning modules with attached answers key, some errors and inconsistencies were identified by the teachers. These include incomplete answers key as well as incorrect ones which caused confusion to learners, parents, as well as teachers. For the teachers, they have observed that some activities do not have complete answers key especially the subjective type of exercises.

In line with this, FGD1 shared that:

“Ang akong nabantayan jud sa answers key kay if objective type, daghang jud kaayo ang sa boxes, kompleto jud siya pero if subjective nga yung iba-iba ang answer, wala na ginainclude sa ubang writers so naa didto nga nakit-an nako nga module nga subjective type man siya kay let’s say or naghimo to sila ug own nila nga drawing ba to, kay wala na nila gininclude didtua. Pwede man gud ibutang nga kuntahay sa Pagnilayan Natin, iba-iba ang sagot or gumawa ka nito, wala na nila gininclude sa box o pag-uli sa modules sa bata...Basta objective type kay kompleto jud pero kung subjective kay wa na nila ginainclude sa box”

(I have observed with the answers key that the answers for objective type activities were completely supplied, whereas for the subjective type it was incomplete. I have seen some subjective type activities like requiring learners to draw, yet the answer for it was not included in the answers key. It could have been provided as ‘answers may vary’, but for Pagnilayan Natin which supposed to have answers may vary was not included. So the learner did not also answer it when he or she returned the modules...For the objective type, the answers were complete, but for the subjective type, it was not included in the box or answers key.)

Furthermore, other participants experienced that other parents asked them about the unclear instructions and answers key which were confusing both to the parents and learners.

FGD2 affirmed that:

“I have experienced that three (3) or four (4) parents ask me about the answer key. They said, ‘ma’am, bakit mali po yong sagot?’. Kasi MAPEH yon parang Music ata. Then, one other subject is paraaaang Math.”

(I have experienced that three (3) or four (4) parents asked me about the answer key. They said, ‘ma’am, why is the answer wrong?’. I think it was MAPEH, particularly Music. Then, another subject was maybe Math.)

FGD6 asserted that:

“My experience was about the images in the module. The instruction was not clearly stated because there are some images that are, nawala gali siya? So the parent keep on asking ‘ma’am pwede maklaro ang instruction?’”

(My experience was about the images in the module. The instruction was not clearly stated because there were some missing images. So the parent kept on asking to clarify the instructions.)

Hence, other participant observed some answers key as unreliable. As a result, parents were confused at the same time, teachers took so much time figuring out how to respond to their queries.

FGD4 mentioned that:

“There are times na matagal ko ma-answer ang queries nila kung “Paano ito ma’am?” Kasi nahirapan din sila ba kasi hindi maintindihan yung answers key. So, yong pag assist sa kanila or pag give ng explanation, matagalan pa kasi gi-gisearch ko pa man kung anong gagawin.”

(There were times that I responded quite late to their queries about how to do it because they got confused due to incomprehensive answers key. That is why, the giving of assistance or explanation was delayed because I researched about it beforehand.)

Lack of Guidance from Parents

Meanwhile, some participants noticed that certain parents and guardians did not pay attention to their children's education because of the duplicated answers from the answers key.

In line with this, FGD7 stressed that:

“Malaman mo talaga na pinabayaan na yong bata na sumagot na mag-isa, walang guidance ng parent kasi yong pagkopya niya sa answer key, diretso kahit nilagay doon na ‘may iba’t-ibang mga sagot’, kinopya. Ma-assess ko na yong bata na pinabayaan siya na sumagot ng kaniyang module. Kasi sa amin grade 3, hindi pa kasi pwede yung i-independent sila na sasagot. Unlike lang yung sa matatalino na talaga... Pero sa mga question, halimbawa maraming subject, iba’t-ibang quarter at tsaka iba’t-ibang module. So siguro hindi na makaya ng parent yung pag-assist.”

(You will really know that the child was being neglected by the parents because their answers were duplicated from the answers key even if it stated, ‘answers may vary’. I could assess that the parents did not guide the child in answering the module. Because in grade 3, it was not

advisable to let the children answer independently unlike those smart and above average learners...Probably, the parents cannot assist the children well due to having many modules to answer.)

Meanwhile, other participant received incomplete outputs from learners. This showed lack of attention from parents at home.

FGD4 asserted that:

“Kasi yung mga ipasa previously, yung iba nga hindi na kompleto ang answer nila kasi napagod na siguro or hindi natin alam kasi running out of time din siguro sila or walang guidance sa parents, only the child.

(The answer sheets submitted previously were incomplete, probably because they ran out of time or there was no guidance from the parents. They probably let the child answer alone.)

One of the dilemmas that teachers faced was parents or guardians’ lack of attention to their children especially while answering modules. They had observed that parents did not facilitate the learning of their children, instead, they just let them copy the answers from the answers key.

With this, FGD5 claimed that:

“Third, most of the parents, they would not try to assist their student. They would directly instruct their student or their learners at home to directly copy the answers key for them to have no responsibility at all. I mean, they putting off their responsibility in assisting their students to learn more what’s inside of the SLM. ...For me, kailangang gyud siya tanggalon kay sa akoo through my observation and while I’ve checked my students’ output, wala gyud siya’y learning nga nahitabo kay ang ilahang na condition ba kay copy nalang diretso sa answer key.”

(Third, most of the parents would not try to assist their student. They would directly instruct their children at home to directly copy the answers key in order to escape from their responsibility. I mean, they put-off their responsibility in assisting their children to learn the contents from the slm... for me, it really needs to be removed because in my observation while checking my students’ output, there was no learning at all since they were conditioned to immediately copy the answers key.)

Coping Mechanism of the Parents on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

As I had examined the participants’ responses on their coping mechanism regarding the inclusion of answers key in the self-learning modules, four (4) major themes were manifested: (1) discouraging child’s dependence to answers key; (2) being present to guide child’s learning; (4) using other references; and (3) skipping unclear and difficult activities.

Discouraging Child’s Dependence to Answers Key

Some parents instructed their children not to rely on the answers key in order to avoid being confused and committing errors. Also, others held to their ideals of upholding fairness and integrity by sticking to their own answers instead of using the answers key.

In connection to this, IDI01 shared that:

“Yes ma’am kung confident siya saiyang answer, ‘maingon man siya “naa man diri ma oh, oh, naa man diri oh nakasulat’ “aww sige. ‘Nisalig man kaha ka saimong answer?’” ana siya ‘ahh kani ra akoo uy, bahala na kung malian, mali’

(Yes, if she was confident with her answers, she would tell me that her answers were based on the lessons in the module. So I told her to stick with her own answers if she was confident with it.)

Meanwhile, other parent taught her child to be honest by not relying too much in the answers key because she believed that it was useless to have higher marks when the child does not really gain something from it.

IDI02 expressed that:

“Pero never mi gapakli gyud didto sa answer key. Never gyud never. Honesty lang. Kay sa karon na time, lisod para gud sa akoo Ma’am gusto gud ko nga makakuha sila ug higher grades. Pero gusto nako na makuha nila na through sa ilang honesty ba pag answer. Kanang gikan gyud sa ilahang kakayahan, dili gyud na ga salig kay adunay answers, ga salig kay duna naay parents.”

(But we never scanned the answers key. We only answered honestly especially nowadays, it was hard. For me, I wanted my children get higher grades by answering honestly, without being reliant to the answers key.)

On the other hand, some parents allowed their children answer independently to really test their capacity. They wanted their children learn on their own instead of being too dependent with the presence of the answers key.

IDI03 explained that:

“Kung maglisod jud galing, kay wala man pud namo sila gianad ug magrely sa answer key kay actually, murag dili man jud tinood na tama tanan ang answer didto. Amo pud gina encourage ang bata nga dili magsalig sa answer key kay dili man pud tama siguro tanan ang naa didto nga answer. Kadtong unsa ang tama nga answer mao jud to among gi-answer ma’am, mas kabalo man mi nga mali to, di man pud pwede nga mao to ang i-answer sa bata kay magsalig naman pud ang bata kay kani bisan mali e answer nato.”

(We also encouraged our children especially when they were experiencing difficulties in answering the modules. We did not teach our children to rely to the answers key because we knew that not everything in it was correct. It was not also right to copy the wrong answers key because they will be dependent from trusting the wrong answers in the answers key.)

Furthermore, other parents instructed children to stick with their own answers and not to follow the answers key due to some errors.

IDI04 expressed that:

“Ingon ko sagdi lang kung unsa imong answer sige lang tas kasagaran man gud sa answer key ma’am nay answer may vary. Sa ilaha jud gikan ang kuan oh daghan jug answer may vary.”

(I just told them to let their answers as ease since some of the answers key were also ‘answers may vary’. I am also sure that their answers were really theirs because some answers key were ‘answers may vary’.)

Likewise, IDI06 affirmed that:

“Gi-answeran lang gihapon namo didto ma’am. Gibutang lang gihapon namo didto sa papel didto saiyang yellow pad kay kabalo man mi ma’am. Gi note ra namo didto ma’am nga wala namo nakita ang kuan didtoa. So, sayon-sayon ra man siya, di gi-ingnan nalang nako akong mga anak nga isulat nalang ninyo inyong answer diha sa yellow pad kay makit-an raman na sainyong maestra inig check. Unya, mao na nga giingnan nako akong mga anak nga ang inyohang makabaluan nga tubag, isulat nalang dihaa masking mali diha sa answers key kay makit-an raman na sainyuhang maestra inig check. Giingnan nako sila.”

(We still answered it in their yellow paper even if some answers were not found in the answers key. We also added a note stating that we did not see the correct answer. Since the activity was quite easy, I just told my children to still write their answers because their teacher will check it, anyway.)

Being Present to Guide Child’s Learning

Giving assistance to children was one of the coping mechanisms practiced by some parents as it gave strength and encouragement to their children to be motivated to learn. Moreover, they admitted to put so much attention to their children in order for them to learn and refrain from cheating.

In line with this, IDI01 stated that:

“Naa man jud ko pirminte ma’am kung mag-answer ming tulo (3) naa jud ko pirminte. So ako jung ingnon nga ‘basaha, basahon jud kay para masabtan ninyo dili kay mudiretso mog adto anang answer key, magsalig na hinuon mo. Sige basahon. Kasabot?’ Kana. Tanawon man gyud nako ma’am. Naa man jud ko sailing tapad Akoa jung monitoron.”

(I am always with my three children, always. So, I would really instruct them to read carefully to understand the topic, instead of referring directly to the answers key as it will lead them to be dependent to it. I would really check or monitor them because I sit beside them.)

Likewise, IDI04 claimed that:

“Ginaguide man gud nko sila ma’am mustorya mana sila nga nagkalisod, ‘lisod mani ma oy unsaon mani siya?’ Ingon ko tan-awon nako, tan awon sa nako ang answer key usa nako i explain. Ako ang una mutan-aw. I-explain nko sa ilaha nga ing-anaon, ing-anaon pag-answer anaon. Paghuman nilag answer didto na nako i-compare. Tan-awn namo ug asa mi dapat nagkamali diha i-explain nko sa ilaha nganong wala sila kasabot ato. Ginatagaan nako silag chance ma’am na icorrect nako ilang answer. Ako na mag tan-aw ‘ma unsaon ni mutan-aw ko

sa kuan', mananghid sila. Ginaremind lang nko sila nga mag honest sila. Pirmente man nko na sila ginaingnan gud ma'am."

(I guided them in answering the modules. They also told me whenever they have difficulties answering specific activities. Then, I would refer to the answers key so I could explain to them how to answer it. After they answer, I compared it with the answers key and traced where they committed errors. At the same time, I gave them chance to correct their answers. They would also ask permission if they can refer to the answers key. So, I would also remind them to answer honestly.)

On the other hand, there were parents who also work for living and sometimes, they were busy working to be able to provide for the family. But it did not hinder them from guiding their children with their modules.

IDI03 shared that:

"Gitabangan jud namu pag-ayo siya ana mam. Ang iyahang gibuhat mam nagkuan nalang pud siya sa iyang mga classmate unsay ilahang nasabtan pud. Sharing nalang pud bitaw mam kay sa pagkakaran kami man jud mga ginikanan ang maestra nila kay kami man ang naa sa balay. Actually ma'am, ako nagtrabaho man ko. Akong asawa mam dili pud kaayo niya matutukan ang mga bata nga mag-answer kay naa puy giatiman nga gamay pero atleast naa ra sila sa isa ka balay og naay pangutana ang mga bata, makapangutana sila sa ilang mama..." "Manawag na sila sa amua ma'am kung nganong in.ani, kanang gi confirm naman gud na nila ma'am kung tama ba gyud to nga wala nila gi-follow ang sa answer key. Pero kung makabalo lang pud mi sa kuan, ma correct pud namu gyud ang dili mao nga answeran nga naa didto."

(We really helped them in answering. Our children would ask their other classmates online. They would share with other classmates about what they learned on their own. For now, we, parents, served as their teachers. However, it was hard on my part because I am also working at the same time. My wife was the one left alone with my children, but my wife could not supervise them directly because we have our baby. But atleast, our children have someone to refer when they were confused with some items...They would call us when they want us to confirm their own answers. We also helped them and correct them if they answered the wrong one.)

Moreover, IDI05 asserted that:

"Kinahanglan jud nga tagaan nimo siya ug time labi na ana nga mga subject nga Mathematics, Science, English. Sa mga major subjects, kailangan jud nga naa jud kay time para asikasuhon sila, imoha jud silang tutukan para ma guide jud ba nga makabalo sila kay ma useless mang gud ma'am kay basi'g mo li-li ba, ilaha nalang sundugon. Di man pud na pwede nang ing- ana. Gina remind jud nako siya ma'am nga dili jud nimo sundugon ang kuan ha? Kinahanglan magbasa ka dinhaa sa question, ug dili ka makasabot pangutana sa akoo, ayaw gyu'g diretso sa answers key kay naaa."

(We needed to make more time to teach subjects like math, science, and English. We must devote our attention to those subjects in order to direct our children and provide value to their learning. Otherwise, it will be worthless because they will most likely just look at the answer key. That can never happen because I always told my child not to copy but to read the questions carefully and ask me if they have clarifications. I made it clear to my child that he or she does not go straight to the answer key.)

Consequently, giving punishment or consequences when children cheat or copy the answers key was somehow effective to other parents. It was one way of disciplining them in order for them not to practice dishonesty and laziness.

IDI06 shared that:

"Ginatugon man nako akong manghod ma'am nga kung mag diretso na sila ug answer sa answers key, ayy. Ang akoang kwaon sa ila ma'am ang akong consequence kung mag inun-ana sila ayy, sila mao'y mag kuan manghugas ang isa, isa ka adlaw...Kay kung muing-ana ana ko nga bantayi gyud na kung mudiretso na'g kopya sa answers key kay wa gyud na'y matun-an. Murag magpatabang ko ana sa akong manghod kay 'tan-aw ana imong mga pagumangkon kay maynalang ha di na sila mangopya kay kung mangopya na sila, wa jud na sila'y matun-an."

(I told my younger sibling that if my children would go directly to the answers key, I would give them a consequence. If they would do it, they would wash the dishes for a day...I reminded him to watch over my children and ensure that they would not directly copy the answers key, otherwise, they will not learn anything.)

Lastly, separating or detaching the answers key from the module was one effective strategy to others especially during the first quarter of the school year where teachers printed the modules and just stapled it. Hence, separating the answers key was easier for them.

IDI07 emphasized that:

“So ang akong style, ginatanggal nako siya, ginabulag nako kay para lagi ang bata dili siya diretso didtoa sa answers key. So inag dawat, inag pa answer, gi guide man na siya sa iyang papa no, ako, ako lang sa ju’y mag gunit sa answers key. Pag magsugod na sila ug answer, ihatag nako sa iyang father ang answers key para guided pud siya kung unsa diay tong mga answer atong activity. May man tong sa una nga dili siya libro’g style kay pwede nimo siya tanggalon.”

(So, my strategy was I removed the answers key from the module so that my child would not skip to the answers key. As soon as we received the modules, I kept the answers key and his father would guide him in answering the modules. When they start answering, I gave the answers key to my husband for him to be guided with the answers on specific activities. The modules before were better unlike now which was like a book, we cannot remove the answers key anymore.)

Using Other References

Researching on the internet and other references was one of the initiatives that the parents and learners performed since solely relying to modules was not enough. For the participants, searching information from the internet and other reference was one of the ways to resolve issues concerning the inclusion of answers key in the slm. It also developed thinking skills and responsibility of their children’s learning.

In line with this, IDI03 also stressed that:

“Usa pud nga nakahatag ug tabang sa ilang pagskwela ma’am kay kining internet. Kay kung maglisod sila sa ilahang kanang lesson sa module, dali nalang kung naay load, maka-search sa internet kung unsa’y meaning ba. Unsa’y pasabot sa word nga ilang nalisudan. Ginapasearch nalang namo sailaha ma’am sa internet. para naa sila’y idea kung unsa ang answer na gikihinanglanon maong gamit jud ma’am kung pabor sa amoa kung na’y internet connection kay pwede na didto maka search ang mga bata.”

(The internet has been one of the sources of learning because they could easily research whenever they experienced difficulties in their lessons. By using the internet, they could find the meaning of some difficult words so that they will have an idea about the right answer. As a result, it was favorable in our part if there is internet connection that our children can use for searching.)

Moreover, IDI04 shared that:

“Kana lang naa mi kanang wala nasabtan usahay ug wa, mu tanaw mi sa libro ug wala jud didto jud mi padung sa google. Magbasa pa sila ma’am usa sila mag answer sa mga question.

(When we got confused with some questions or activities, we referred to books or if none, we searched on the internet using the google. They would read first before answering the questions.)

Likewise, IDI05 claimed that:

“Naa man pud didto sa likod ma’am. Naa sa likod mga references, pwede man to siya nimo e kuan ma’am e ano sa google.”

(The references were found at the back of the self-learning modules. We can get ideas from it by searching it in google.)

Meanwhile, one parent discovered that using the notes of elder child was helpful to younger child as it served as reference in verifying answers.

IDI03 asserted that:

“Akong gina pasabot sa ilaha nga kung unsa ang nahibal-an ninyo sauna nga gi eskwelahan ninyo labaw na nga naay manghod unya naay mga notebook iyang magulang sauna sa grade 6, magamit gihapon mam. Nakatabang jud mam ang take note sa iyang ate sauna.”

(Yes. I made them understand that they could use the learning they had before when they were still studying in schools most especially the notebooks or notes would also help them. The notes of the elder sister have helped her younger sister a lot.)

Skipping Unclear and Difficult Activities

Other parents admitted that they sometimes skipped some challenging activities with incorrect answers and confusing instructions. For them, it was better to just skip some difficult activities since not all activities required perfect answers.

In connection with this, IDI01 pointed that:

“Kung dili, palaktawan lang nako. Muana siya nga ‘ma naa biya koy laktaw’ Ana ko ‘Sige lang. Di man gyud na kinahanglan iperfect gyud nimo ba”

(If we cannot answer, we just skip it. My child would then tell me that she skipped some parts. I would also reply that it is okay because it does not need to be perfect.)

Moreover, IDI06 admitted that:

“Unya naa gyud panahon nga muingon nalang gyud ko nga laktawan nalang gyud nato na ‘nak kay maskin ako wa ko kasabot. Ingon ko nga iskip nalang nato na. Magtug-an nalang gyud ta sa tinuud nga wa gyud ta kasabot. Ingon nalang nako ma’am uy kaysa magpakuan kuan. Kabalo man mi nga di gyud mi kabalo ana nga unsaon na pag-answer nang Mathematics.”

(There were some instances that I would just tell my child to skip it because I do not even understand how to answer it. We just admit the truth that we could not understand it instead of acting like we know it even if we do not. We knew in ourselves that we cannot answer that part especially in Math.)

Consequently, other participant preferred to answer the activities which were only found in the answers key to conserve time in answering the modules.

IDI03 shared that:

“Kadto nalang instruction sa answer key nga naa sa ibabaw kung unsa nga exercise, exercise 1.5? Exercise 1.2, mao nalang among gina kuan ma’am ginabasehan”

(We just based the activities to answer from the instruction stated in the answers key like exercise 1.5, etc.)

Finally, a participant initiated to leave a note for the subject teacher to inform him or her about some difficult activities with unclear or incorrect answers key.

IDI07 emphasized that:

“Ang tendency lagi kung lisod na kaayo, wala pa jud sa answers key, amo nalang jung i- skip. Dili nalang nako answeran kaysa mamali man gihapon. Di mi kabalo unsaon pag explain pud sa iyaha nga ing- ani ang answer. So amo na siyang i- skip. Naa pa gyud to’y kaysa nga mag note na lang mi’s teacher nga wala gyud mi kabalo ani ma’am nga part.”

(We skipped it if the activities were really difficult. We just did not answer it to avoid committing errors. We skipped if we could not explain to him how to answer it. There was one time, we put note to inform the teacher that we did not know that part.)

Coping Mechanism of the Teachers on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

As I had examined the participants’ responses on their coping mechanism regarding the inclusion of answers key in the self-learning modules, three (3) major themes were manifested: (1) coordinating with learners and parents; (2) separating answer sheets from the modules; and (3) providing alternative mode of giving assessment to learners.

Coordinating with Learners and Parents

It is part of the responsibilities of teachers to give updates or correction to the learners or parents whenever they notice errors in the modules especially in the answers key in order to prompt them about it.

FGD6 stated that:

“So, if you’ve seen some errors in the modules, we teachers, it’s our part to call the attention of our learners through messenger, through text messages if we’ve seen some errors in the modules.”

(If we have seen some errors in the modules, it is our part as teachers to call the attention of our learners through messenger, or text messages in order to update and instruct them.)

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Moreover, FGD2 shared that:

“We need to explain to the parents na hindi talaga maiiwasan yong pagkakamali. Kasi we have limited time, right? And hindi ko naman sinisisi yong teachers kasi teacher din naman ako. So, pinaintindi ko nalang sa mga parents na hindi talaga maiiwasan dahil minadali ang modules. Then naintindihan din naman nila.”

(We needed to explain to the parents that the errors in the answers key were inevitable because we only had limited time making it. I do not also blame the teachers who did the modules because I am also a teacher. That is why, I made my parents understand it and they also understood.)

Further, giving notes to parents was one way of instructing them about what to do especially in guiding their children at home.

FGD7 mentioned that:

“Every module, every magbibigay ako ng module, meron talaga yang reminders dun kung ano talaga yung gusto kong ipaabot. At tsaka in my answer sheet also, meron akong nilagay na, ginabisaya pajud nako ‘ANG BATA (dako pajud naka bold naka red) ANG BATA ANG MUSULAT SA ANSWER’. Kanang i emphasize jud nako ba para klaro na gani.”

(I always gave reminders every time I distributed the modules. I emphasized in the reminder which was also written in vernacular to really deliver what I wanted to instruct them. I wrote there ‘THE CHILD WILL WRITE THE ANSWER’.)

It was supported by FGD6 stressing that:

“We, teachers should connect to our learners. Find ways para din hindi sila kopya nang kopya dun sa answers key. It is also our work to keep on reminding them just like what FGD7 said a while ago, you can put notes on the notebooks that keep on reminding the kids and the learners that please do not merely copy what is inside or what is inside the answers key.”

(We teachers should connect to our learners and find ways to avoid copying the answers key. It was also our job to keep reminding them just like what FGD7 said earlier. We could also put notes on the notebook reminding them not to merely copy the answers key.)

Separating Answer Sheets from the Modules

A separate answer sheet was one of the strategies that teachers implemented to ensure the honesty and independence of learners and parents at home. Separating the answer sheet included selecting relevant activities to be answered by all types of learners. For the participants, this strategy was used to distract learners from relying much on the answers key.

In line with this, FGD7 shared that:

“Tsaka ginawa ko, hindi ko bini-base yong answer key. Kasi nag-gawa ako ng sarili kong answer sheet para madali din pag-check, para hindi na sila makakopya doon sa likod kasi mag-base man talaga sila sa module para mag-answer sila. Hindi naman sila direct doon sa likod para magkopya so sa answer sheet... Makita mo talaga na hindi na sila nagtingin doon pero hindi na talaga lahat kokopyahin kasi ginabase ko man yung answer sheet ko sa pasunod sa module na kailangang i-answer para, para sa akin madali ako magcheck at para madali ko rin ma-assess yung bata.”

(Also, I did not base in the answers key. I made my own answer sheet for me to check easily and for them not to directly copy from the answers key at the back of the module. Using the separated answer sheet, they would really answer truthfully without referring to the answers key... You could really see that they do not glance at the answers key because I made my own answer sheet based on the order of the essential activities in the module.)

Moreover, other participant separated answers key from the modules to ensure learners to practice self-learning instead of merely relying in the answers key.

FGD5 shared that:

“With that, makita gyud nimo nga aside from relying on the answers key, in order to verify if their learning is correct noh? They will also read, aside from scanning, they try to study the activity itself because naa na sa ilaha, nakapattern na sailahang behavior na gi-separate man siya. Mu-automatic ug kopya sa answer key. Instead, they will try to scan what specific activity, what specific page, what specific lesson it is na ang nahitabo kay instead of relying, nahimo siyang independent learner.”

(With that, aside from distracting the learners to rely from the answers key, you could also verify their learning if they answered correctly. Also, they would really read, and study the activities instead of merely scanning it. It would be patterned in their behavior that they have separate answer sheet. They would scan what specific activity and pages to answer. It then becomes independent learning instead of relying.)

Furthermore, sorting essential activities into separate answer sheet was effective to refrain learners from directly copying the answers key.

FGD5 added that:

“Regarding with that, in order to really find solution even though nga naay flaw ang answer key. In our grade level, we choose to print; we condense all the activities in the module na nilagay namo siya sa separate answer sheet. Kay tapos, naa mi mga certain pages na mao lang to among ginainclude kay naa man guy uban part nga amo pud ginatan-aw na dapat, in average kumbaga kung sa norm reference nato, tanang mga bata makaya ug answer whether kung lower pa nga level ang bata or higher na siya or in advance. So, we select out of the slm, those kabalo mi nga possible nga makaya-kaya sa bata and then we put it to the separate sheet so that ang bata madistract, ‘ahh naa diay koy lahi nga answeran?’”

(Regarding that, in our grade level, we preferred to print by condensing all the activities in the module and putting it in the separate answer sheet. Also, we only included activities which could be answered by all types of learners, whether slow or fast learners. So we only selected those activities that the slow learners would be able to answer and put it separately in order to distract them from relying in the answers key.)

Providing Alternative Mode of Giving Assessment to Learners

The participants provided alternative assessments to assess the learners’ performance to address the needs in assessing the learners under the distance learning. For the teachers, they utilized the use of summative tests to evaluate the extent of learning of the learners throughout the quarter.

The concept was linked to the responses of FGD4 in her explanation:

“We provided summative tests which is also mandatory to us. So that in that summative test, we can really evaluate the how far the students really just rely on the answer key in answering the module. Because the giving of summative test, after a week when they return the modules, binigay set of summative. So pag answer ng bata, wala doon yung modules nila so through that, *it’s a big help for the teachers*”

(We provided summative tests which were also mandatory to be given to the learners. In that summative test, we can really evaluate the level of learning of the students. We could also test if they have been relying their answers in the answers key. The giving of the summative tests happened after they returned all the modules. So, when the child answers, there were no more modules with answers key. Therefore, it would be a big help for the teachers.)

Consequently, some participants utilized rubrics for objective and convenient assessment of learners’ output or answers. FGD7 shared that:

“So what I did in my modules, I have a rubric in checking modules kasi kung icheck natin yan *one by one, it’s ano lang talaga yung sa time niya ba, magconsume. Parang everyday nalang sa ating buhay magcheck nalang tayo so ayoko nang ganyan. So I made a rubric para pagtingin palang, kasi alam naman nila yung sagot, nandoon naman sila so why do you check it one by one? So, sa rubric, meron yun syang ano yung nakapasa ba yung bata, yung sa timeliness. Meron din so...makita mo naman, ma-assess mo kung ang bata ba ang nagsulat so may point din yan. Sa rubric nalang nako bawion para dili na kapoy sa akong part then dali na sa akong part...Then kana na rubric, in two copies na siya para ihatag nako ang copy sa parent, mao to iyang score ana nga module and then naa koy copy sa pinirmahan niya. So black and white mao na iyang mga scores so wala siya nagrely sa answer sa module kanang sa answer key sa likod kay kabalo naman sila na mao to ang answer so dinha na nako gina-assess through that rubric. That’s all.”*

(So what I did in my modules, I provided a rubric to check for checking instead of checking it one by one which would only be time consuming for us. Checking it one by one would also mean checking every day for the rest of our lives, and I do not want that to happen. So, I made a rubric where I could check the timeliness and what activities did the child accomplish. There would be no sense in checking the answers key because the children already know it. So, to

make it more convenient, I have used a rubric...That rubric will be in two copies, one for the parent. It is where the parent could see the score of the child. I also have another copy to be signed by the parent. The score is written in black in white, therefore, I can assure that the child did not rely in the answers key at the back of the module because they have a separate answer sheet which can be assessed using the rubric. That is all.)

Likewise, including performance tasks also let the teachers check the learning of their learners because it did not only limit to the pen and paper test and modules alone.

FGD7 stressed that:

“So in making grades, hindi lang yung module ang babasehan diba meron pa tayong performance task. So, bakit tayo mag rely doon sa module na meron pa man tayong ibang aspects para ma-assess talaga yung bata through their performance which is na malaki talaga *yung mga equivalent niya diba for 60/40...50...for sa performance. So diyan tayo babawi na sila talaga yung gumagawa in their performance. So pwede rin nating magsend sila online. Madaming ways natin sila ma-assess ang bata.*”

(In making grades, modules were not the only basis. We also have performance task. So, why would we rely in the module if we have other aspects to assess the performance, which have greater equivalent? We can use that to really assess their performance, which they could also send online. We could assess them in many ways.)

Insights of the Parents on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

As I had analyzed the participants' responses on their experiences regarding the inclusion of answers key in the self-learning modules, four (4) major themes were manifested: (1) a call for removal of answers key; (2) a call for accurate and clear presentation of answers key; (3) a call for parental guidance in answering modules; and (4) a call for provision of learning resources.

A Call for Removal of Answers Key

Due to the different challenges that parents encountered while guiding their children in answering the modules, they wanted a complete removal of the answers key from the module. For the participants, eliminating the answers key would ensure learners to be honest with their answers. Thus, teaching them to persevere in finding the correct answers by studying the modules, understanding the questions before answering, and referring to other reliable sources to supplement their learning.

In line with this, IDI02 expressed that:

“*Pero mas manaig gyud sa akoo ang NO gyud nga kanang dili gani dapat nga naay answer key nga makita ang bata. Kung pwede dili nlang mag butang ug answer key, kung gusto sila na maka learn jud ang bata, walay answer key. Kay kung maganswer key man gud himuon lang lage to nilang shortcutan. Labi na kadtong duol na nag deadline, di nato sila mag answer didto nlang sila mo shortcut. Ang ma suggest lang jud kay ano is kung pwede walaon jud. Para to be fair naman na kahit papano sa karon na time. Kay kung ano man gud answer key, useless po.*”

(Eliminating the answers key was really favorable for me. If possible, removed the answers key if they really want the child to learn. Otherwise, they would just use it as a short cut to finish the modules ahead of time especially when beating the deadline for submission. So I suggest, it would be better to remove it to have fairness because if there is a presence of answers key, it would be useless.)

Likewise, IDI04 affirmed that:

“*Bisag walay answer key ma'am ok lang sa amoa. Mas ganahan pako nga walay answer key para mafocus jud ilang hunahuna didto sa lesson.*”

(Even if there were no answers key, it was really fine for us. I would like it better if there was no answer key, so they could focus with the lessons in the module.)

On the other hand, other participants wanted to remove the answers key especially for solving and open-ended activities since there were various ways of answering it.

With this, IDI01 stressed that:

“*Kung dili gyud poydi nga dili ma-attach nga dili mawala ang answer key sa likod. Ing ana lang siguro. Murag dili ihatag tanan ang answer ma'am? Okay lang nang ihatag tanan ang answer kanang sa mga multiple choice, okay lang nga naa na. Pero ug kanang sa mga solving, ijr.org sa mga explanation, ay kung sa bagay kung explanation, dili man gyud na nila ginahatag,*

nakadepend siya sa teacher kung unsay ianswer. Dili man ingon nga isa ray answer sa mga *solving mga ing ana. Para mahibal an jud, makabalo ba jud ang bata.*”

(If it is not possible not to remove the answers key at the back of the modules, then it would be better to only include answers for multiple choice type of exercises. But with the solutions and activities that needs explanation, although the checking depend on the teacher, should not be supplied in order to know the extent of learning of the children.)

Consequently, separating the answers key would provide significant learning to children as they will focus in reading the content and understanding the exercises. Also, it encouraged fair play to other competitive parents who want their children get high grades from the hard work and perseverance of their children.

Furthermore, IDI07 added that:

“Separated siya nga ihatag sa parents para kato dili ma access dayon sa kuan.. sa mga bata...i-separate jud siya ma’am kay para atleast humanon sa niya’g answer tanan usa siya mutan- aw didtoa sa iyang answers key. “

(It should be separated in which the children cannot access it immediately. It should be separated to ensure that the children will finished answering before looking at the answers key.)

It was supported by IDI04 stating that:

“Para sa akua maam no dapat i separate sya. Dapat ako lang ang makakita kay para sa akua kahibalo man ko sa akong anak ug kanang ing ana kung unsa sila ka responsable mag answer pero dili man gud tanan bata ma’am nga ing ana. Sila nagabase rapud na sila ang mga bata uban ma’am nagabase raman gud na sila sa answer key. Kanang about sa answer key kung naa lang koy ikasuggest, gusto lang nko iseparate ang answer sa mga question.”

(For me, it should be separated. I should be the only one to look at it. But I also know in myself that my children were responsible because they do not rely their answers in the answers key. If I could only suggest, I would suggest to separate the answers key from the questions.)

A Call for Accurate and Clear Presentation of Answers Key

Since there were errors found in the answers key, parents requested the module writers to thoroughly review the answers key in terms of its clarity and accuracy. For the participants, they firmly expressed their suggestions to check the answers key and clarify and simplify instructions to better understand the activities.

In line with this, IDI03 stressed that:

“Mao lang gyud to ma’am importante jud kaayo to kanang maghimu og module kanang precise jud ilang instruction ba, kung unsa’y, kung unsa’y answeran nga exercise...Ang amua lang unta ma’am isip ginikanan nga unta klaruhon sa naghimu ang mga instructions og asa or unsa nga mga activity ang answeranan sa mga bata.”

(It was really important to make the modules precised especially the instructions. It should be clear what exercises to answer. For us, parents, we wanted the writers to clarify the instructions as to what activity will our children answer.)

Furthermore, other parents also suggested that answers should be provided clearly, correctly and should coincide with the activities.

IDI05 stated that:

“Ang akua lang ma’am nga unta kanang tarungon. Naa naman, ilaha naman nang gibutang dinhaa dapat unta syempre makasabot pud ko sa ilaha kay tao ra man ba..nya ing- ana. Magkamali pero unta matarong siya para dili pud ingon nga ma-struggle na dili lisod sa amoa ba nga ing- ana kay syempre mura’g na kuanan naman amoang mga utok ba, maglisod jud mi ba kay dili namo na profession jud nang ing- ana nga teacher para ma kuan jud namo. So ang akua lang ma’am nga matarong lang unta ang pagbutang sa answers key nya unta pwede dili nalang ahh separate.. nya dili na nabaliktad, gibaliktad na nimo, mao ra gihapon. mura’g nag mirror siya nga dili siya mabasa. Pa ana didto ang dalan sa kuan...So mao to siya, tarungon ang pagbuhat especially plastada na kanang dili lisod or libog sa inyong part kay para..”

(What I could say to the module writers is that, they should make the answers key correctly. Since it is already there, they should do it accordingly. Although, it is inevitable to commit errors sometimes, but they still need to carefully do it so that it will not be difficult for parents to use it. We will really struggle because it was not our profession to be a teacher. For

me, just arrange the answers key appropriately and not to separate it. It should be comprehensive and not difficult to use.)

On the other hand, some parents also pleaded the writers to proofread the answers key in order to serve its purpose as a guide to parents and learners, not to confuse them.

IDI06 mentioned that:

“Mao nang ginahangyo nako nga unta sa mga writers sa mga naghimo ug modules nga tarungon pud gyud nila ug tan aw ba. Mag focus pud sila didto sa answers key nga ilang ipanghatag. Since ang mga ginikanan man ang magtan-aw ana unya dili biya tanan ma’am, gradohan. So, dapat tama gyud ma’am ba tanan ang answers didto sa answers key ma’am ba. Mao lang pud na ma’am unta ing-ana ma’am.”

(That is why, I am pleading to the module writers to do their task carefully. They should focus on the answers key that they will provide since the parents who will use it in guiding their children were not all well-educated. So, the answers key should be accurate.)

Finally, IDI07 affirmed that:

“Pero if naa pu’y ma suggest or ma recommend sa writers, better siguro if i- double check pud ang answers key kay naa man gu’y part nga mali, ohh ana.”

(But if I can suggest something to the writers, I would recommend to review the answers key carefully especially with the errors and the coherence of activities with the answers key.)

A Call for Parental Guidance in Answering Modules

For the participants, it was imperative to provide support and monitoring to strengthen the motivation of their children. Thus, spending time with children especially in answering the SLM would be a big help to the children as well as to the teachers, who need support and cooperation from the parents in this situation.

In line with this, IDI02 said that:

“Kung pwede gane ano, kailangan eh papirmahon ang ginikanan or what. Pero lage, honest lang sa lage jud ta ron.”

(If possible, parents should affix their signatures. But still, it will not work. So, being honest matters now.)

Moreover, some participants requested other parents to guide their children truthfully without duplicating the answers key to have fairness with other children who answer their modules honestly.

IDI07 asserted that:

“At the same time gina practice nato nga maging honest sila kay ila jung gibasa. Ug dili kabalo di mangutana, or kung mamali, natural lang manang mamali kay mao gani nga kuan module kay sa ilaha man jud na, self-learning man na. Wala’y tudlo sa teacher.”

(In that way, we teach them honesty because they read it truthfully. If they are not sure with what to do, tell them to ask. If they will also commit mistakes, it is natural since that is the essence of self-learning. No teacher will teach it for them.)

Meanwhile, some parents also suggested other parents to monitor their children in reading the lesson and answering activities.

IDI03 stressed that:

“Para sa akoo ma’am okay raman nay answer key ma’am. Mao lage tong ingun nako mao toy kuhaan og basi namu or guide kung unsa lang ang answeran sa bata, although ang katong ubang activity nga naa didto, I kuan gihapon nila, basahon gihapon nila bisan pag dili nila answeran kay wala sa answer key ma’am. Maunang hagit jud na sa ginikanan nga tan-awon jud nila ilang mga anak sa pag-answer sa module. Monitor jud mam.”

(For me, it is okay to have answer key. Just like what I said, it serves as our basis or guide as to what activities that the child will answer. Although answers of other activities in the module are not found in the answers key, they will still study it even if they will not answer it. That is why, it is a challenge for the parents to monitor their children while answering the module.)

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Likewise, IDI06 affirmed that:

“So, isip usa ka ginikanan, responsibilidad pud nako o nato nga kuan kanang pokusan pud nato ang pag-iskwela sa atong mga anak kay para sa ilaha pud biya ni ma’am.”

(As parents, it is our responsibility to focus on the studies of our children for their own welfare and future.)

A Call for Provision of Learning Resources

Learning resources are essential to supplement the learning of the children. With this, parents were requesting the schools to provide learning books. They expressed their sentiments regarding the lack of resources and support from the department or schools.

In line with this, IDI03 presented his recommendation:

“Dapat pud unta sa school aside sa module, naa pud unta’y reading materials nga magamit sa bata para didto sila makakuhag ideya about modules nga ilang answeran ma’am...Actually, lahi naman gud ang pamaagi sa pagtudlo sa face to face kay wala na baya’y reading materials, ang module exercise na baya diretso compare sa face to face or sa eskwelahan, ma explain sa maestra kung unsa ang pasabot sa topic nga iyang gusto itudlo sa mga bata mam. Kung unsaon pagpamaagi nila nga makakat-on jud ilang bata kay wala may reading materials ang gihatag sa teachers nila.”

(The schools should provide other reading materials besides the modules, in which the learners could get idea about the activities that they will answer...The face to face class was actually different compared to modular. In face to face, teachers could explain the lesson thoroughly, whereas in modular, there were no reading materials provided and the modules only have exercises.)

Furthermore, other participant suggested to provide learning materials as reference for more examples since the modules with answers key were not enough to sustain the learning of their children.

IDI05 stressed that:

“Kay kung mangita ka ug lahi nga mga unsa ba example, lisod uy ug wala ju’y maukab nga libro, wala. Mas nindot man jud ug naa unta’y libro jud ma’am nga nahatag.”

(Because it is very difficult to look for other examples if there are no books to refer. It would be better if there are books provided for us.)

Hence, other participant preferred to have other learning resources to use for their convenience as the facilitator of their children’s learning.

IDI06 suggested that:

“Ang gusto lang nako ma’am nga ipaabot sa kadtong mga naghimo sa modules ma’am nga unta ang module ma’am, daghan pug magprovide pud sila ug daghang mga example ma’am ba para pud makwaan namo ug base activities sa mga bata ma’am. Dili mi maglisod.”

(I would just like to deliver to the module writers that they should provide more examples which will serve as our basis in answering the activities and for our convenience.)

Insights of the Teachers on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

As I had analyzed the participants’ responses on their experiences regarding the inclusion of answers key in the self-learning modules, four (4) major themes were manifested: (1) a call to attach the answers key as a guide to learners; (2) a call to separate answers key; (3) a call for parental guidance in answering modules; and (4) a call for quality check of answers key

A Call to Attach the Answers Key as a Guide to Learners

Some teachers wanted to attach the answers key to serve as guide for learners. Since this modular learning aims to let learners experience and enhance independent learning, teachers agreed to include the answers key for the learners’ benefit. Without it, learners would be misguided in using the self-learning modules.

“An answer key is provided in the last part of the module. So, if you remove the answers key, you are misleading the learners using the module. So, it must be included in the answer key. Diba wala yong teacher to immediately give the feedback? So here comes now the answers key para madaling malaman ng bata, whether their answer is wrong or correct, since wala doon yong teacher na mag give ng feedback.”

(An answer key is provided in the last part of the module. If you remove the answers key, you are misleading the learners in using the module. So, the answers key must be included to provide

feedback to the learners since the teacher is not there to give it to them. The answers key is used to let learners know easily whether they get wrong or right answers.)

It was supported by FGD1 saying that:

"I would like to attach the answer key it's because for the children or the learners to easily evaluate themselves if they learned or not. Para ma kuan pud nila since it is a self-learning module. And also to know their strengths and weaknesses. "

(I would like to attach the answers key because it is used by the learners to easily evaluate themselves if they are learning or not. Since it is a self-learning module, they would know their strengths and weaknesses.)

Moreover, to others, including answers key in the modules would not only guide learners and parents but also help teachers secure that answers key would not be swapped with others because it is attached in the modules.

FGD5 stressed that:

"I was also enlightened that it is indeed a self-learning module. Dapat included gyud pud siya and attached. Kay economically speaking, we know that another production of another separate sheet for that specific answer key would cost paper, resources, and it would be...and isa pud, naga stock nalang pud siya file nalang pud siya. Mao pud na akong ginaisip. What if magkambyo? Naa na hinuoy mis-alignment between the answer sheet to be copied. Naa bay uban ingon ana. So much better siya i-include nalang gyud pud siya. Kanang ibutang sa kinalasan...kay as I was hearing or listening to the discussion, tama pud. Ang answer key man gyud kay needed man pud siya."

(I was also enlightened that it is indeed a self-learning module. It should be included and attached because economically speaking, another production of resources for a separate answers key would cost more paper and it would be costly. Besides, it would only add up to the file of the teachers. I also think, what if it would be swapped, exchanged or misplaced with other answers key in different subject areas. So, it is much better to attach it at the last part of the module, because as I was listening to the discussion, I agreed that it is needed in the module.)

Lastly, the answers key also makes the tasks of teachers easier because parents could directly verify their answers from the answers key attached to the modules.

FGD7 asserted that:

"I would agree to attach the answers key in the module; but I will not depend...I will not base my assessment sa slm itself. So, parang ano lang talaga yan sa akin yang slm yung nababawasan yung trabaho as a teacher. Kasi meron nang slm. So, it's okay for me na ano talaga, yung naka attach siya na para hindi na palaging tanong nang tanong yung parent. Para trabaho talaga nila yung kasi nasa bahay sila, diba?"

(I would agree to attach the answers key in the module, but I would not depend and base my assessment in the SLM itself. So, that SLM for me only lessens my workload as a teacher. It is okay for me to attach it so that parents would not keep on asking me about the answers. It is also their duty at home to assist their children.)

A Call to Separate Answers Key

While there was a call to attach the answers key in the SLM, some teachers wanted it separated or eliminated as it only promotes dishonesty and laziness among learners. Other participants disagreed to the idea of including answers key as part of the module. Instead, separating answers key would be useful in checking the answers of the learners.

FGD2 affirmed that:

"For me, as a point of view, I agreed to the idea of FGD5(?)...He is not agreeing with the inclusion of the answer key. I agree to that. for me, it's better siguro na i-separate nalang yung answer key para yung parent yung mag-hawak ng answer key and after that, kung matapos na yung bata sa pagsagot niya, ichi-check ng parent ang answers kung tama ba yon o hindi para doon matulungan ng parents to check it."

(For me, in my point of view, I agree with the idea of FGD5. She disagrees with the inclusion of answers key. For me, it is better if it will be separated or the parent will only keep it, then use it after the child answers his module. The parent will only use the answers key as reference for checking their answers.)

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Meanwhile, some teachers disagree in including the answers key because it will not make learners work hard in learning

and discovering new ideas through the SLM. Moreover, separating the answers key would encourage learners to read and understand the modules and questions.

FGD4 expressed that:

“Just attach the answer key so that the learners will strive, they will do their best. They will read, they will really read the topic. They will just not write immediately. So, I am in favor for the answer key it will be a separate attachment. A separate attachment ba yung question ma’am?... Separate ma’am. I will go for separate ma’am.”

(Just separate the answers key for them to strive and do their best in reading the topic instead of immediately writing the answers. So, I am in favor with separating the answers key. Is your question all about the separate attachment ma’am? Then, I will go for separate answers key.)

Lastly, FGD6 stressed that:

“For me it is okay to separate it. It is okay also to put it on the module. But, see to it that the learners should not copy what’s inside the answer key.”

(For me, I have no problems with separating or including the answers key in the module as long as learners will not copy what is inside the answers key.)

A Call for Parental Guidance in Answering Modules

With the utilization of self-learning modules with attached answers key, some teachers need the parents’ full cooperation as they spend most of their time with the children. To them, parents must involve themselves in the learning process by monitoring their performance and directing them to answer honestly without being dependent on the answers key.

In line with this, FGD6 affirmed that:

“Again I keep on emphasizing that we should connect with our learners and to the parents so that the learners will not really rely on the answers key.”

(Again, I keep on emphasizing that we should connect with our learners and parents as well, so that the learners will not really rely on the answers key.)

On the other hand, others suggested that parents must have direct communication with their children while other teachers should guarantee authentic assessment of answers in every exercise found in the modules.

FGD5 mentioned that:

“Dapat naa gyuy awareness that ang answer key alone, dili siya ang kana gyung pinaka peak in answering and reading the slm. It would be, what would be they’ve learned inside the slm. Dili lang man pud na siya puro assessment. Gina-activate sa slms ang learning gyud sa bata, not just norm of answering directly through copying the answer key.”

(Second, it would be much better to have direct communication and interaction among the teachers, the parents, and the learners. There should be an awareness that the answers key alone is not the sole purpose of answering and reading the slm. It should be the learning that they gained using the slm. It is not purely assessment. The SLMs activate the learning of the child, not just the norm of answering directly by copying the answers key.)

Likewise, some participants pleaded other teachers to have direct correct information through the guidance of parents at home since parents and teachers must work together for the education of learners.

FGD6 affirmed that:

“So, if you observed that your learners keep on repeating the same mistakes, then what are you doing as a teacher? So, we have to talk to them, and then find some ways so that these mistakes will not happen again.”

(So, if you observe that your learners keep on repeating the same mistakes, then what are you doing as a teacher? So, we have to talk to them, and then find some ways so that these mistakes will not happen again.)

A Call for Quality Check of Answers Key

The participants urged fellow teachers to validate the answers key before reproducing it to ensure utmost accuracy and reliability to learners and parents. They suggested to check every detail in the answers key including grammatical and technical errors.

In line with this, FGD5 pointed that:

“Dapat i-strengthen lang pud labi na sa mga errors. Be it grammar. Be it the answer itself. Be it the technical error kung nagkambyo-kambyo ba sa answer key. It would be better gyud noh nga naa gyuy kanang hugot. Naa gyuy kanang grabe gyud nga pagka scrutinize kay I believe, naa lay mga learning areas lang gyud nga ginascutinize pag tama nang ilang mga slms. How about those others *nga murag...diretso lang, submit lang diretso tungod kay nag-apas sa deadline? So naa gyud tay mga timetable sa sakto gyud pud kay tama gyud.*”

(Answers key should be strengthened especially addressing the grammatical errors, incorrect answers themselves, and technical errors, and if there are switched answers key. There should be rigid scrutinizing of answers key because I believe that there are only few SLMs in other learning areas which had been scrutinized well. How about those other SLMs which had been submitted without being reviewed due to approaching deadline? That is why we need to have a timetable to meet the deadlines.)

Moreover, it is imperative to the module writers to proofread the modules especially the answers key to avoid confusion and errors on the use of the self-learning modules.

FGD3 asserted that:

“We need to scrutinize it first and double check whether it is correct or not because when we return the module to our pupils, they would assume that our answers or the modules we check is *already correct.*”

(We need to scrutinize and double check it first, whether correct or not. Because when we return the module to our pupils, they would assume that our answers or the modules we checked are already correct.)

Finally, it was also suggested to ensure that the activities found in the modules are relevant and coherent to the answers key at the end of it.

FGD5 stressed that:

“*It is really part of the teacher-advisers or the subject teachers to really review firsthand muna before releasing the modules. So dapat ginareview gyud pud na siya. So since we would have this two-way, parang mutualism. Since we were the teachers, we are the managers of our class, it is our responsibility to review the module. It is our responsibility to assess if tama na ba na activities ang atoang ihatag sa atoang students.*” (FGD5)

(It is really part of the teacher-advisers or subject teachers to really review the modules firsthand, before releasing them. It should really be reviewed. So, we would have a sort of mutualism since we are the teachers and managers of our class, it is also our responsibility to review the module. It is our responsibility to assess if the activities that we provide to our students are already enough.)

All the thoughts expressed above manifested the standpoints and experiences of the participants in relation to the themes which emerged in the insights of parents and teachers on the inclusion of answers key in the SLMs that could be shared to others.

DISCUSSIONS

This chapter presents the discussions and conclusions drawn from the results of the study. This also encompasses the implications for teaching practices, further research, and concluding remarks.

The purpose of this phenomenological study was to explore and understand the standpoints and experiences of parents and teachers, particularly the challenges encountered regarding the inclusion of answers key in the self-learning modules, how they coped with the situation, and their insights that could be shared to others. To gather significant data, virtual in-depth interview, and focus group discussions were utilized using the validated questions given by the validators. All the questions formulated had been answered by the participants who voiced substantial information for analysis.

Standpoints of Parents on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

The parents who were selected as the participants shared their standpoints on the inclusion of answers key in the self-learning modules. From their truthful responses, three (3) themes emerged, namely: (1) being a guide while answering the module, (2) copying the answers as a drawback of answers key inclusion, and (3) causing dilemma due to errors.

Being a Guide while Answering the Module

The information gathered centered on the viewpoints and experiences of the parents showed that the presence of the answers key has been an advantage for them. Some parents stated that the answers key helped them in guiding their children answer the self-learning modules. It was also revealed that parents who have not finished schooling benefited the most in utilizing the answers key. For them, it served as their reference in checking the answers of their children especially those difficult subjects in elementary. Hence, the answers key enabled them to assess the learning of their children at home. *www.ijrp.org*

In relation to this, Guido (2014) stated that modules provide active participation in learning and enable learners to proceed at his own level, choose learning mode or style, and identify his strengths and weaknesses. Furthermore, modules were based on the

psychological principle-learning by doing by Jean Piaget. This means that learner works by himself and checks his own understanding and progress by comparing his answers with the answers key of the modules. This provides the learner an immediate feedback of his learning. The instructional module confirms that the accomplishment of appropriateness, development, and comprehension of competency of the learning modules are well identified as it helped students' advancement in cognitive capabilities and comprehension of the ideas.

It was supported by Rahman (2015) who stated that assessment has served a vital role in self-learning material like modules. The learning material which contains questions and answer key can be a type of a formative assessment which learners can evaluate their level of progress, development, and achievement in finishing a task.

Hence, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (2018) stressed that the SLM contains 'answer keys' at the end of each learning module to allow children to confirm their work. Moreover, the answers key guides learners to check their own comprehension and reflect on their understanding before they continue to the end of a module or unit. This supports children to assess and refine ideas prior to proceeding to much more complicated ones.

Copying the Answers as a Drawback of Answers Key Inclusion

The restriction of face to face instruction resulted to home learning through the implementation of self-learning modules with the attachment of answers key at the end of the SLM. However, the easy access to the answers key had enticed some of the learners to merely copy it. This has been observed by some parents at home. For them, the presence of answers key somehow affected the honesty and responsibility of their children in using the SLM. Children who directly copied the answers key did not use the SLM properly which supposed to teach them self-learning.

In relation to this, Guangul et al. (2020) the absence of teachers monitoring the learners and the presence of answers key affect the learning process, as it is susceptible to academic dishonesty by copying answers in the modules. Moreover, other children merely copying answers make other students who answer seriously to be at the disadvantage, as they may feel that their hard work is being cheated on and not rewarded. Hence, it results to other students feeling demotivated and the quality of learning may also drop.

More so, Suralta (2020) asserted that working parents struggle in guiding four to five children altogether. Some parents also complained about the stress they experience in supervising their children while doing other work. Thus, some of them let their children copy the answers key at the end of every module. However, other modules do not have answers key which caused confusion to other parents and children.

Causing Dilemma Due to Errors

The errors and ambiguity found in the answers key decreases its reliability and validity to the ones using it particularly the children and parents. These inaccuracies contain switching letters, incoherent answers with the exercises in the modules, and incomprehensive instructions which complicate the understanding of the learners and parents.

In relation to this, Magsambol (2020) reported that apart from the grammatical errors, incorrect math equations and solutions, the identified gender stereotypes disturbed and alarmed the public particularly the parents who use the SLM in guiding their children. The mishaps found in the modules caused dilemma to learners and parents, as it delivers wrong information and incorrect answers which could affect the learning of the children.

It is also supported by Sa-ad (2021) who stressed that some parents and students have noticed errors in the self-learning modules. These errors differ in spelling, mathematical equation and solution, grammar, and instructions in some activities. These issues alarmed the concerned individuals, as it can mislead the learners in using the modules having inaccurate and ambiguous answers key.

Standpoints of Teachers on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

The teachers who were selected as the participants shared their standpoints on the inclusion of answers key in the self-learning modules. From their honest responses, three (3) themes emerged, namely: (1) serving as reference, (2) promoting dishonesty and laziness, and (3) having unreliable answers key

Serving as a Reference

Utilizing the self-learning modules is more interesting when learners can check their own answers and be able to trace and modify wrong answers. This is the purpose of including answers key in the SLM. It must be used as a guide, reference, or can be a form of immediate feedback even if teachers cannot physically attend to learners. Hence, the presence of answers key should direct the learners, parents, as well as the teachers in gaining new ideas, understanding the topics, and at the same time improving instruction.

In relation to this, Purushothaman (1986) as cited by Padmapriya (2015) stated that a module should meet the four criteria which include defining a set of learning instruction, directed at a clearly specified learning objectives, composed of tests and evaluation which aim to assist learners or teacher and providing them with immediate feedback, and serve as substantial content packed with varied activities and methods. He also added that a self-learning module lets the learner to learn at their own pace, acquire ideas and knowledge, skills, beliefs, and attitude even without the presence of a teacher.

Also, Kemp (1985) as cited by Rufii (2015) stated that the learning process will be more effective if a printed learning module is integrated to draw and sustain attention to learners. Winkel (1991) as cited by Rufii (2015) added that printed learning modules can be useful for independent study as it contains objectives, instruction and answer sheets, answer keys and evaluation tools. These modules are self-contained and self-directed because it allows students to facilitate and assess their own learning.

Promoting Dishonesty and Laziness

The presence of answers key in the self-learning modules is meant to guide the learners in answering the modules. The SLM with answers key aim to teach learners to be independent in learning and assess their own performance at home. However, some learners tended to use it the other way. Some children have become lazy in reading the content inside the modules. Moreover, they preferred to immediately glance at the answers key without trying to answer on their own. This could promote dishonesty as the learners cheat by duplicating the answers key. Thus, they will be irresponsible and would only gain insignificant learning.

In relation to this, Fernando (2020) indicated that the attachment of answer key in self-learning modules could be tempting for parents and their children especially when they are busy working, or illiterate. Moreover, if parents and guardians could not keep the answers key, it can result to cheating, academic dishonesty, and laziness as children have easy access on the answers key.

It is supported by Keith (2018) who defined academic dishonesty as a kind of negative behavior particularly cheating, plagiarism, and falsification of information or citations. This issue is prevalent and disturbing especially in higher education. Studies also indicated that most students understand academic dishonesty as morally incorrect, but several outside factors may serve as “neutralizers,” permitting students to hide their feelings of guilt and defend their dishonest acts to themselves. In specific instances, dishonest behavior may occur not from deliberate negligence of rules of academic integrity, but from unawareness of what those rules are.

Having Unreliable Answers Key

The answers key should be free from any kind of errors in order to deliver accurate answers to the one using it particularly the learners under the modular learning. It must be comprehensive enough to be understood by the learners as well as the parents. Unfortunately, other teachers observed some inaccuracy and incorrectness in the answers key which also caused problems in the reliability and validity of it. These errors can confuse the learners, parents, and even the teachers. Some teachers would need to revise the answers key and update their learners and parents regarding the errors found in the slm so that parents will be guided in using it. Hence, it makes teachers’ work much tedious because instead of having answers key as guide, it becomes a problem to be resolved.

In line with this, Malipot (2020) reported that the Department of Education confirmed that there were errors found in the self-learning modules which contained wrong answers and incorrect information or labels to some images. One content in the module was identified to demonize people having tattoos, as answers key indicated the wrong and degrading answer for the question about people with tattoos. Furthermore, there were incorrect labels in the modules which caused misapprehension and confusion to the users. As a result, it caused stress and dismay to people who noticed these errors. Apparently, the DepEd acknowledged the errors and promised to do corrective measures in order to avoid it from happening in the future.

Furthermore, SunStar Davao (2020) reported that some modules contain grammatical errors and incorrect solutions in Math. Aside from errors, some items in the modules were also questionable and confusing, as it lacked clear instructions. These lapses may have been overlooked by the quality assurance team. Some teachers who crafted the modules may have unnoticed the errors due to rushed preparations and limited time. This could cause confusion to learners and parents at home, since they cannot receive immediate feedback from teachers due to distance learning.

Experiences of the Parents on the Inclusion of Answers Key in the Self-Learning Modules (SLM)

The parents who were selected as the participants shared their experiences and challenges on the inclusion of answers key in the self-learning modules. From their honest responses, three (3) major themes were manifested: (1) incorrectness and incompleteness of answers key, (2) promotion of dishonesty and laziness, and (3) difficulties in guiding children.

Incorrectness and Incompleteness of Answers Key

Having accurate and clear answers key makes learning easier and productive for learners. An answers key which serves as a guide or reference should be properly arranged with no typographical and grammatical errors. It should direct learners towards right answers. Hence, it must be reliable enough to provide an immediate feedback to learners and parents who guide the children.

Angsioco (2020) reported in *manilastandard.net* that there are errors in the learning modules themselves. These errors also flourished the social media when schools started. These errors contain typographical inaccuracies but some of those were really not correctly solved. Moreover, instructions were wrong and vague which confused most learners.

Moreover, Dangle and Sumaoang (2020) indicated that other modules do not have clear instructions and explanations, hence, learners have a tough time accomplishing them. The images in the modules are also blurry and the given answer lines are too short. More so, the learning modules have a lot of activities, and the learners lack eagerness and focus.

Promotion of Laziness and Dishonesty

Hard work and integrity should begin at home. The assistance of parents or guardians play an essential role to the learning development of children. But since children come from different backgrounds with diverse learning needs and capabilities, some of them have become lazy and dishonest from constantly using the self-learning modules. Some parents have observed that some children were too dependent with the presence of answers key, lazy to read the lessons in the modules, and dishonest due to copying the answers key. These situations have brought problems and difficulties to the parents.

In relation to this, Fernando (2020) iterated that parents and guardians perform a crucial and big role in inculcating honesty and integrity in answering the modules. The use of self-learning modules is challenging as it requires learners to read and comprehend the content. However, this was a thing that did not appeal to some learners nowadays. As a result, they tend to feel tired and lazy so they definitely asked their parents or guardians to answer and finish the modules for them. If some parents neglect to instill honesty and hard work to their children, this negative practice will continually grow and learners will ignore the rule in answering the modules properly. Hence, this practice does not benefit the children at all, as laziness is supported and lack of motivation is not being addressed.

Moreover, a study conducted by Mahabeer and Pirtheepal (2019) showed that copying answers is a form of academic dishonesty which is the antithesis of academic integrity. Other factors manifesting cheating include students’ viewpoint that it is easy to get away with it since teachers are not present to physically monitor them. Hence, this undesirable act which caused from students’ devaluing honesty would make learning insignificant.

Difficulties in Guiding Children

Studying during these trying times has brought various challenges to both schools and learners and their families. There are various factors why some parents encounter difficulties in guiding their children especially in answering the modules. For instance, not all parents or guardians have the capability to assist the answering of activities in the modules of their children. Although there were discussions in the modules, some were still struggling due to the gaps in terms of abilities and understanding.

Moreover, most parents go to work every day or attend to some businesses which is one of the reasons why they cannot spend much time supervising their children. As an alternative, others just give time when they come home from work because not all parents could afford to hire tutors for their children.

Manlangit et al. (2020) emphasized that parents and guardians faced huge challenges in fulfilling their role as 'more knowledgeable others' (MKOs) in this time of distance learning. The first challenge is the different abilities and expertise of parents and guardians. In public schools, 50% are high school graduates, and only one-fifth of the total parent population have graduated college. While 90.3%, 10 years old and over Filipino adults are literate enough to be efficient and functional to the community. However, it does not guarantee their qualification to teach. As an outcome, most parents opted to seek for corrected answers in guiding their children in studying the self-learning modules.

Furthermore, Dangle and Sumaong (2020) said that some parents have trouble comprehending and answering the modules of their child or children. The lack of skills and adequate knowledge hindered some parents to perform their task as facilitators of learning. Moreover, some said that they do not have adequate time to monitor their children due to work and other duties.

Experiences of the Teachers on the Inclusion of Answers Key in the Self-Learning Modules

The teachers who were selected as the participants shared their experiences and challenges on the inclusion of answers key in the self-learning modules. From their honest responses, three (3) major themes were manifested: (1) duplication of answers from answers key; (2) incompleteness of answers key; (3) lack of guidance from parents.

Duplication of Answers from Answer Key

One of the drawbacks of having the presence of answers key in the self-learning modules is the easy access to the answers key. Although there are students who are independent and competitive enough not to rely in the answers key, there are others who get easily tempted in copying the answers without thinking of its consequences. Copying can be considered as cheating since children who practice it become dishonest with their answers. Hence, it is an undesirable act which they could bring until they grow up.

Adonis (2020) of Inquirer.Net reported that another teacher from Digos City said that other learners do not have proper guidance from elders at home which would result to misinformation or superficial grasp of understanding. Thus, copying the answers key is an easier solution to finish their self-learning modules.

Likewise, Fernando (2020) emphasized the importance of honesty in the distance learning especially with the presence of answers key that is easily accessed. Since there is no definite measure to check if learners truthfully answered their modules, it becomes one of the weaknesses of including answers key in the slm. On the other hand, although teachers may see some discrepancy in the answers but without having evidence to prove it, teachers have no choice but to record their submitted answers. This is the weakness of the distance learning approach but it can also be its strength. However, if honesty in answering the modules is ignored, teachers would still find a way to provide appropriate interventions. Hence, if parents let their children copy the answers or do it themselves, the learners will not learn and master their lessons at all, instead they will only waste the effort that the institution has exerted.

Incompleteness of Answers Key

The sudden shift to distance learning had brought huge changes and adjustments to the educational institutions. These include the crafting of self-learning modules which were based from the most essential learning competencies, and the implementation of home learning through the modular approach. With the short span of time in creating the modules, some errors were overlooked probably by the writers or the editors. These inaccuracies could affect the learning of the children as well as the parents who assist their children at home.

In line with this, Nicholls (2020) stated that there were forty-one (41) errors identified in the self-learning modules. The DepEd Undersecretary Diosdado San Antonio informed that these errors were reported from the DepEd Error Watch who is responsible for monitoring lapses in the modules. Moreover, these errors occurred due to limited time provided in making the slm. Most of the inaccuracies include factual, spelling, typographical, and grammatical errors. This may have been overlooked by the quality assurance team or did not pass through the quality screening.

Furthermore, Magsambol (2020) reported that despite the quality assurance conducted before printing the slms, some errors still got through. It has also been found out that most of the errors were factual errors, and computational or math-related lapses.

Lack of Guidance from Parents

In this new normal learning situation, parents have the most crucial role to partake. They are now both a parent and teacher at home since they need to assist their children in answering the modules. Since teachers cannot personally teach the learners, parents perform the role as a facilitator of learning new concepts and skills at home. Yet, some teachers observed that other parents or guardians answer the modules of the children themselves. This had been identified through the handwriting of some learners' answer sheets which seemed to be much impressive for their level. This practice hindered learners to improve other skills at home.

In the Filipino Times (2020), many teachers revealed challenges regarding the modular learning under the new normal situation. These struggles include the poor supervision to students whose parents or guardians are working. Also, they expressed their concerns regarding the parents who answer the learning materials on behalf of their children. This would hinder the opportunity of the learners to learn sufficiently even at home.

Furthermore, Cariño (2020) as cited by Bernardo (2020) mentioned that some learners do not have proper guidance at home because they do not have parents anymore. Others also have parents who answer they modules for their children. Considering this disturbing habit, Cariño appealed to the parents and guardians to let their children answer the modules themselves in order for them to truly learn. They should refrain from answering themselves, instead they must only be guiding and supporting them.

Coping Mechanisms of Parents with the Different Issues on the Inclusion of Answers Key in the Self-Learning Modules (SLMs)

The participants who individually encountered challenges had various ways to cope with these struggles. Parents as participants of this research study shared their coping mechanisms when challenges occurred in including the answers key in the self-learning modules. From their answers, four (4) major themes were manifested: (1) discouraging child's dependence to answers key, (2) being present to guide child's learning, (3) using other references, and (4) skipping unclear and difficult activities.

Discouraging Child's Dependence to Answers Key

A learner who shows integrity with own answers achieves substantial and independent learning. The presence of answers key should not make the learners depend on it. With the guidance of parents, learners should be motivated to stick with own answers without depending too much on the answers key. The tendency of relying much on the answers key could lead to misapprehension and confusion because not everything in the answers key are reliable based on the experiences of the parents and learners.

In relation to this, Purushothaman (1986) as cited by Padmapriya (2015) stated that a module should provide a clearly specified learning objectives, composed of tests and evaluation which aim to assist learners or teacher and providing them with immediate feedback, and serve as substantial content packed with varied activities and methods. Moreover, it is also suggested that showing confidence with own answers strengthens accountability of own learning. He also added that a self-learning module lets the learner to learn at their own pace, acquire ideas and knowledge, skills, beliefs, and attitude even without the presence of a teacher.

Being Present to Guide Child's Learning

Parents are the first mentor of children. They must be vigorously engaged in the academic endeavor of their children in order for them to gain essential knowledge and skills even without going to school. Furthermore, by increasing parental commitment, children's educational journey will develop. Otherwise, a lack of parental involvement adversely affects children's educational achievement and performance.

In relation to this, Jen (2020) of the Dreamer's Chalk stated that the idea of self-learning modules should not limit solely to the texts, learning activities, and the use of answers key to test the academic honesty of the learners. Self-learning modules are meant to be focused and purposeful with consistent supervision and encouragement from the parents, guardians, and teachers, and additional learning materials like experimental and hands-on activities, and educational videos to watch.

Moreover, Wilder (2014) as cited by Newchurch (2017) reported that parental commitment was noticed to be one of the things influencing the achievement of the learners. The tremendous studies imply that there are positive intellectual results stemming from parental commitment with advantages starting in children's youth throughout teenage years and beyond (Loomans, 2014). Furthermore, Alba et al. (2011) as cited by Newchurch (2017) stated that findings suggest that children of parents that are engaged tend to work at greater levels academically than children whose parents are less involved. Hence, children who have involved parents tend to show higher scholastic goals.

Using Other References

Seeking information from the internet and other reference such as books, dictionaries, encyclopedia, and other learning resources are some of the means to cope with challenges regarding the lack of resources and insufficient ideas in the modules and answers key. This habit can also develop critical thinking, responsibility, and resourcefulness of their children.

In line with this, Haeley Library (2020) stated that it is essential to research on the internet to gather substantial information. However, when researching, it also requires careful choosing of sources online in order to find the most relevant information which is helpful to answer activities or modules. Moreover, learners must be cautious in identifying unreliable, outdated and incorrect data online.

Furthermore, Maeda (n.d.) emphasized that in the digital age, the utilization of the internet particularly the World Wide Web is widely used by many in finding useful and reliable sources online. Students make use of the Internet for different personal and educational reasons, and a strong information learning foundation is vital to students' forthcoming academic success. Furthermore, it is essential that learners are able to discover, assess, utilize and share data since strong critical, analytical thinking and mathematical or problem-solving skills can be anticipated to convert into a competent, flexible, and valuable learner.

Skipping Unclear and Difficult Activities

As parents identified errors in answers key and difficulties in answering some activities, skipping some exercises with confusing instructions and content is one of their ways to resolve this challenge. Moreover, other parents claimed that they inform the teacher by leaving notes in the answer sheet stating their struggles with some of the exercises.

In relation to this, Malipot (2020) stated that there are identified errors in the self-learning modules which include grammatical, typographical, mathematical errors and even controversial or depicting gender stereotypes. To cope with these issues experienced by some learners and parents, they skipped those vague activities with incorrect and unclear instructions. However, most of them, although not having anything against with the teachers, have urged the educational institutions to revise and improve the modules in order not to cause confusion.

Likewise, Suralta (2020) stated that some modules have complex and advanced lessons that learners and parents are not very familiar with. Moreover, contextualized learning modules obliged learners to study outdated terms, unknown words, or outmoded languages no longer used in everyday living. Also, some modules have answer keys while others do not; and some have the incorrect answers provided. Hence, some learners preferred not to answer it and just skip it, moving to next activities.

Coping Mechanisms of Teachers with the Different Issues on the Inclusion of Answers Key in the Self-Learning Modules (SLMs)

Teachers as participants of this research study shared their coping mechanisms when challenges occurred in including the answers key in the self-learning modules. From their answers, three (3) major themes were manifested: (1) coordinating with learners and parents; (2) separating answer sheets from the modules; and (3) providing alternative mode of giving assessment to learners.

Coordinating with Learners and Parents

Parents need the skills to manage the needs of their children. They want clear information that also needs to be repeated sometimes considering that parents are preoccupied with concerns relating to their children. So, it is one of the responsibilities of teachers to employ immediate feedback by communicating with the learners and parents. Teachers should give updates to the parents regarding the performance of the learners. Moreover, they should give clear instruction to the parents for them to appropriately assist their children at home. With this, it can enhance parent-teacher relationship by having direct communication with each other.

In relation to this, Newchurch (2017) emphasized that teachers should provide information to be delivered to parents in a language that they can easily understand. In having direct communication with parents, teachers can help parents by giving them strategies in guiding their children at home with learning matters. Furthermore, Sheehey and Sheehey (2007) as cited by Newchurch (2017) stressed that teachers should instruct the parents on how to perform tutoring strategies on effective learning at home.

Moreover, Dangle and Sumaoang (2020) stated that teachers should reach out to their parents and learners through the different modes of communication such as texting, calling, or communicating them on social media specifically on messenger. However, learners who cannot access the internet shall be given consideration by teachers through home visitations as an example. Hence, teachers are suggested to be available and active online most of the time so that they could easily address the queries of the parents and learners.

Separating Answer Sheets from the Modules

Separating the answer sheets is one of the strategies applied by the teachers to ensure honesty and ability of learners to answer on their own. This is also implemented to distract the learners from copying directly in the answers key. For the teachers, separating the answer sheet includes choosing only relevant exercises to be answered by all types of learners. In this way, teachers could ensure that learners read the modules first before proceeding on the activities.

Keith (2018) indicated that dishonest behavior may occur not from deliberate negligence of rules of academic integrity, but from unawareness of what those rules are. With this, the study suggest that it is worthwhile to create exam and other learning resources like modules with a separate answer key. It reduces the chances of resulting to academic dishonesty since students work and answer on their own and answer key is not that easy to access.

Providing Alternative Mode of Giving Assessment to Learners.

In addressing issues concerning academic dishonesty and laziness of children from relying much on the answers key, teachers should be flexible and innovative to provide alternative solutions to assess the performance of the learners. Furthermore, teachers should provide alternative assessments using summative tests to evaluate the extent of learning and utilizing rubrics to conveniently check learners' output. Hence, these alternatives help teachers assess the learners despite having only distance learning.

In relation to this, Dejene (2019) stated in the study that the core purpose of modularization is to treat students as the center of the teaching-learning. Students are actively involved in the construction of understanding, while teachers are facilitators of learning. Moreover, modularization requires continuous immediate follow-up and assessment of students' learning progress throughout the module. The study also showed that assessment enables teachers to adjust their instruction. Hence, this modular approach helps students receive feedback about their learning and work out with the things to improve. With this, answers key contributes to the assessment and feedback of the students' learning in using the modules.

Furthermore, Alelaimat (2012) stressed that the implementation of modular strategy compared to the conventional type of instruction provides positive and favorable effects on students' achievement and performance in learning scientific concepts. He also emphasized that there are essential things to follow when creating the methodology of the module, and one of those is the inclusion of pre-test and the key answers. It verifies the level of the learner based on the behavior and learning objectives set previously. Moreover, the pre-test is used together with the post-test to ascertain the level of students' achievement to proceed to next module after checking and verifying his own answers using key answer as his guide, and the equivalent marks accompanied with each module. Otherwise, the student has to remain studying and answering the module.

Insights of Parents on the Inclusion of Answers Key in the Self-Learning Modules (SLMs)

After the participants expressed their standpoints, experiences and coping mechanisms, they shared their insights regarding the inclusion of answers key in the SLM. From their views and experiences, participants' responses emerged in five (5) major themes were manifested: (1) a call for removal of answers key, (2) a call for accuracy and clear presentation of answers key, (3) a call for parental guidance in answering modules, and (4) a call for provision of learning resources.

A Call for Removal of Answers Key

In relation to this, ACS International Schools (n.d.) stated that as learning shift to modular learning, parents must take actions to avoid dishonesty among their children. By separating the answers key, they can ensure their children to answer on their own. Moreover, they should help their children learn on their own by providing support and encouragement to their children. It is suggested the parents should not help too much in order to make their children independent and responsible with their own learning.

Adonis (2020) of Philippine Daily Inquirer conveyed that other parents and guardians are skeptical in including the answers key in self-learning modules. This could promote "distance cheating" among students because they either submit the answered self-learning modules by directly referring to the answers key or asking their parents or guardians to answer it for them. That is why the virtue of honesty is totally disregarded and students' dependence on parents is heightened. Likewise, laziness is supported, and lack of motivation is neglected.

A Call for Accuracy and Clear Presentation of Answers Key

Due to the errors found in the answers key that confused some learners and parents, other parents appealed to module writers to scrutinize the answers key as well as to simplify and clarify the instructions. They want answers key to be comprehensive and accurate in order to easily use it in answering the modules.

With this, Dangle and Sumaoang (2020) agreed to some parents that the instructions in every activity in the modules should be clear enough for the learners to comprehend. The lessons should also be simplified and clarified, as well as teachers must provide different examples to better understand the topics. Moreover, he emphasized that the printed images should be clear in order for the learners and parents to easily understand and answer the activities.

According to Fe C. Nepomuceno, as cited by Yazon (2018), the use of learning modules can affect the assessment of students' learning. A self-directed module focuses on a unique, specific set of skills and shall provide feedback using answer key for students' references in improving their learning skills. The study also reported that the evaluation activities have provision for pretest, self-assessment of learning and concept, and posttest in every lesson which motivate the students perform better.

A Call for Parental Guidance in Answering Modules

Parents have constantly played a vital role in the development of their children both emotionally and intellectually. They are their children's first teachers and provide them the helping hand they need to adjust to new learning environment. Hence, parents now have the crucial task of guaranteeing that their children obtain excellent education without compromising their welfare.

According to the Department of Education, parents perform different task in the distance learning through modular approach. Parents receive and retrieve the modules with answer sheets to schools. They also manage the time spent for answering the modules in order to finish it ahead of time. Moreover, parents should supervise their children in answering the modules and making sure that the children read the modules carefully without referring immediately to the answers key. Lastly, they must give their children a conducive learning at home which is well-lighted and well-ventilated, with little or no distraction at all in order to focus in answering their modules (Dangle & Sumaoang, 2020).

Moreover, Manlangit et al. (2020) emphasized that the responsibility of the parents as facilitators of learning should not center on the content alone. Instead, they should focus in instilling to their children the practices and values such as time management, effective study skills, finding ways if students do not know what to do, honesty and integrity especially in answering their modules with the presence of answers key. Also, Atienza (2020) as cited by Manlangit et al. (2020) emphasized that parents need not to be very educated, although it can still be an edge on their part. Hence, parents should be able to guide their children particularly in responding to their needs and queries about their modules.

A Call for Provision of Learning Resources

Learning resources are important to enhance the understanding of the children. With this, it is the task of Department of Education to deliver learning resources aside from using the self-learning modules and extend support to learners. Having other resources to refer reinforces the understanding and ability to answer the activities correctly, as some of the parts of the modules are insufficient and unreliable due to its incorrectness.

In connection with this, Llego (2021) reported in the DepEd Learning Materials for the S.Y. 2020-2021 that the department is doing its job to extend support in terms of learning resources to learners, parents, and teachers in this distance and modular learning. This includes the implementation of DepEd Learning Resource (LR) Portal which contains learning materials that underwent quality check and can be printed to be used at home. Moreover, the DepEd Commons is useful especially to learners who have internet connection at home, as it contains engaging and interactive electronic books that offers weekly lessons for use at home. On the other hand, in the event that technology is not available, the paper-based modalities are adopted to supplement learning. Lastly, the utilization of other blended learning such as the radio based instruction and television based instruction can be both beneficial to learners.

Meanwhile, Estrada (2021) reported that the limited examples and imperfect content and complex activities in the modules can lessen the students' opportunity to extend learning. Although other students do not have any problem comprehending the lessons, others may not be as equally fortunate hence, pleading the institutions to provide additional learning references for them to use aside from the modules itself. On the other hand, there are underprivileged learners who do not have enough access to internet connections and electronic gadgets like cellphones. Thus, some of them need learning support from the education personnel.

Insights of Teachers on the Inclusion of Answers Key in the Self-Learning Modules (SLMs)

After the teachers expressed their standpoints, experiences, and coping mechanisms, they shared their insights regarding the inclusion of answers key in the SLM. From their views and experiences, participants' responses emerged in four (4) major themes were manifested: (1) a call to attach the answers key as a guide to learners, (2) a call to eliminate or separate answers key, (3) a call for parents to cooperate in guiding their children while answering the modules, and (4) a call to scrutinize the answers key before printing.

A Call to Attach the Answers Key as a Guide to Learners

Inclusion of answers key leads learners and parents to verify answers and modify incorrect answers. Likewise, it directs learners to evaluate their own learning and performance at home. With this, some teachers see the importance of including the answers key in the modules, as guides learners to check their answers and improve learning skills. Hence, the presence of answers key enables learners to develop independent learning.

The Department of Education (DepEd) had employed a solution to continue the education by providing self-instructed learning materials. As specified in the Regional Order on the deployment of the self-learning modules (SLMs) for the school year 2020-2021, answers key, which is an essential part, must be included and reproduced as a component of SLMs. Its purpose is to have immediate feedback at the end of SLMs. The memorandum also suggested to observe utmost integrity in fulfilling the tasks of SLMs (DepEd Tambayan, 2020).

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Moreover, Jogan (2016) concluded in the study that self-learning modules provide a valuable learning environment which contain possible answers to questions and exercises in the SLMs. These SLMs also deliver immediate feedback on the development

and performance of the learners, improve motivation and self-interest as students engage in active learning. Thus, self-learning modules are self-explanatory, self-contained, and self-directed materials which guide different kinds of students.

A Call to Separate Answers Key

Some teachers oppose to attach the answers key as it sometimes makes learners work less in answering the modules and promotes dishonesty among them. Moreover, separating the answers key would encourage learners to focus on studying the content and answering the exercises without being dependent to the answers key. The presence of answers key could entice the learners to immediately copy the answers key which also make them lazy and irresponsible with their learning. This is disturbing to the teachers as learners will not gain from it, instead they might copy the wrong ones and would result to confusion and misapprehension.

Jen (2020) stated that teachers voiced their experiences in checking the answers of the learners. They struggled in checking answer sheets because most of it were duplicated from the answers key attached in the last pages of SLMs. For them, including the answers key in SLMs cannot guarantee truthfulness in learners' answers because they can freely access it at home. It is also suggested that teachers should send additional exercises and summative tests to compensate for the low scores of learners and inaccuracy of answers in SLMs.

A Call for Parental Guidance in Answering Modules

Modules cannot and will not replace the teachers. However, without a knowledgeable adult around who can teach and explain confusing and advanced concepts included in the module, the student will not understand. With this, full support and cooperation of parents are expected to provide productive learning to their children especially in answering the modules at home. Since parents are the partners of teachers in guiding the learners, teachers need the utmost commitment of the parents in supervising their children. Furthermore, the parents now have the crucial duty to ensure that their children achieve significant learning despite the limitations in the current learning mode.

In relation to this, ACS International Schools (n.d.) stated that as learning moves from school to homes, parents must be resilient and should learn to adjust to changing situations for them to continually perform their responsibilities as parents. Moreover, they are expected to establish routines in guiding their children accomplish tasks within the allotted time. Also, they should help their children learn on their own by providing support and encouragement to their children. It is suggested the parents should not help too much in order to make their children independent and responsible with their own learning.

Furthermore, Dangle and Sumaoang (2020) recommended that parents should be the partners of teachers in the educative process, as education is not held within the schools. Moreover, parents play an essential role as facilitators of learning at home. One of their primary roles is to establish a strong connection and assistance to their children especially in answering the modules. Aside from facilitating the learning, it is also their duty to inculcate right values to their children particularly honesty and integrity in answering the modules.

A Call for Quality Check of Answers Key

The learning modules especially the answers key should be re-evaluated multiple times to guarantee quality and error-free output. Some teachers suggested that answers key must be scrutinized properly before reproducing it to ensure maximum precision and reliability to learners and parents. It is also important to check every detail in the answers key including grammatical and typographical errors. Hence, proofreading of answers key must be done to avoid confusing the learners and parents, at the same time to prevent causing inaccuracies and misinformation.

Uyangor et al. (2014) cited that teachers who used modules in Vocational and Technical Education expressed that the assessment and evaluation, which includes the answer key, were easily applicable, and adequate in terms of the subject matter. The study also showed that students evaluate themselves at the end of each lesson or activity which are based on the learning objectives. In contrary, lack of self-assessment of students and failure of performance evaluation were indicated as problems. Thus, teachers list their suggestions involving assessment and evaluation tools; question banks should be determined, an appropriate situation must also be provided to evaluation process, and examples for various kinds of questions should be included in the module and accurate answers key for feedback.

It was supported by Angsioco (2020) who stated that while considering the short timeline given for teachers to prepare the modules, it is still required to put quality assurance before printing the modules. She also reported that errors are intolerable if the master teachers and other heads in the Department of Education truly offered their services. Hence, the institution should provide corrective measures to avoid the occurrence of inaccuracies in the modules especially in the answers key and must progressively monitor the modules.

Hence, the various relevant literature which were gleaned to the Mastery Learning of Benjamin Bloom (1964), Concept of Learner Autonomy by Henri Holec (1981) and the DepEd Order No. 18, s. 2020. supported the results of the study on the different standpoints on the inclusion of answers key in the self-learning modules. It validated the several reasons for the different major themes that resulted from the rigorous data coding and thematic analysis.

Implication for Teaching Practice

The presence of answers key in the self-learning modules have both advantages and disadvantages for the parents and teachers. This study effectively surfaced the distinctive viewpoints of parents and teachers concerning the issues of the inclusion of answers key in the self-learning modules and impact to the educative process of learners. Their total perspectives were encapsulated through the continuum which showed the general themes that emerged from the diverse responses of the parents and teachers. Furthermore, this research study provided an opportunity for all the parents, teachers, students, and education personnel to understand the different standpoints of parents and teachers regarding the inclusion of answers key in the slm.

In the light of conclusions of the study, the Department of Education officials may perform corrective measures and strengthen quality assurance of SLM especially on the answers key to deliver error-free and reliable content and answers to the learners. Moreover, they may extend learning support that would supplement the learning endeavor of the learners, and that could help parents and guardians as facilitators of learning at home. They may also devise strategies that would help teachers to develop alternative assessments to maximize full potential of learners, since the modular learning has limitations in terms of immediate

feedback from teachers. They may contemplate on this study to find a solution to the challenges faced by parents and teachers in guiding learners using the slm particularly in instilling values and right practice to learners who can easily access the answers key from the modules.

The school heads and master teachers on the other hand may conduct seminars and in-service trainings specifically learning action cell (LAC) regarding the refining and scrutinizing the modules as well as the answers key to enhance and maximize teachers' credibility and potential in designing instructional materials as well as its interventions to help the students who failed certain competencies during modular learning.

To the teachers, they may provide alternative assessments to evaluate students' performance despite the distance and absence of physical interaction. Moreover, they may strengthen their professional relationship towards their learners and parents by giving immediate feedback on their learning and areas which they need to improve. Likewise, it is imperative for the teachers to prompt learners and parents with the incorrectness and inconsistencies found in the modules particularly in the answers key, so that it will guide them in answering the modules. Most importantly, teachers may extend efforts in reviewing and scrutinizing the answers key before printing and distributing it to the parents in order to avoid errors that can cause confusion and wrong information.

To the self-learning modules writers, it would make them more aware with the different perspectives of learners and parents who use the modules. Moreover, it would help them to be more knowledgeable in providing correct, reliable, and objective answers key for the progress of education amidst the pandemic.

Furthermore, to the parents, the results would give them an idea on how to respond to the queries of children and to be aware of the purpose of having answers key as part of the module. Moreover, it would be an avenue to develop stronger connections and relationship towards their children and the teachers. This could also improve their strategies in guiding their children in answering the modules. Hence, this could be ground to have a strong connection with their children at home.

Moreover, to the students who make use of the self-learning modules, this may help them realize and appreciate the efforts done by their parents and teachers. This would encourage them to strive harder for their own learning, knowing that their parents and teacher made extra effort to help them learn. As what the self-learning modules imply, students may also practice self-learning and answer their modules with integrity.

Finally, the threats and limitations brought by this pandemic, parents, and teachers should be one in providing quality education and worthwhile experiences to the learners.

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