

Enhancing E-Learning Material Creation: Exploring the Practices, Challenges, and Opportunities of the School Learning Resource Quality Assurance Team (SLRQAT) towards TIMER's Information Manuel of Educational Resources Project

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Abstract

This study assessed the relationship between the practices, challenges and opportunities among School Resource Quality Assurance Team (SLRQAT) members of City Schools Division of Cabuyao when crafting e-learning materials during the school year 2021-2022. Three hundred ninety-eight (398) public elementary and secondary teachers were the respondents of the study. The researcher utilized the descriptive-correlational research design and self-made questionnaire to assess and measure the variables under study. The statistical tools used to analyze the data gathered were Mean, Standard Deviation, Pearson r and Multiple Linear Regression Analysis. Findings revealed that the profile of the respondents moderate the practices, opportunities and challenges of the SLRQAT members. While, the extent of practices and challenges among SLRQAT were moderated by such profile of the respondents. To ensure a more efficient output, recommendations were suggested based from the findings of the study regarding crafting e-learning materials.

Keywords *School Learning Resource Quality Assurance Team (SLRQAT), e-learning materials, online distance learning, Learning Continuity Plan*

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INTRODUCTION

The contagion brought by the COVID-19 virus has wreaked havoc on education, causing unprecedented disruptions and massive transformations. However, once schools return to their regular routines, these alterations may fade away. This pandemic has created a once-in-a-lifetime opportunity for educational changes (Rossler, 2021).

For these reasons, the COVID-19 pandemic, according to Watterson (2021), gives educators and students the chance to work together to reconsider what kind of education they really need, rather than the rigid and antiquated model that the department is likely to stick to.

As being clichéd here in the Philippines, education is a continuous process of learning wherein both the learners and teachers are involving themselves to one another. But because the pandemic caught all of us unprepared, especially the Department of Education, the learning modalities among the academe had drastically changed (Yong, 2020).

Every student is affected by school closures; some have been able to access remote learning during closures, but many have struggled owing to a lack of assistance. The Philippine Educational System has prioritized various remote learning modes, one of which is online distance learning.

In educational set up, this online distance learning (ODL) is typically defined as any educational or

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learning procedure in which the guide and the student are physically separated and there is no student interaction. It entails obtaining information through methods other than the standard means of learning (Lomao, 2020).

To cope, e-learning resources must be created and made digitally available. E-textbooks, e-workbooks, educational films, e-tests, and other study resources released in digital format are examples of digital learning materials. On online platforms, these contents are directed at teachers and students. These are prepared by individuals who are experts in the field, which are mainly Education Program Supervisors. These e-learning materials that have been crafted are made digitally available through uploading it in the DepEd portal.

Speaking at the present time, due to the heightening problem brought by the pandemic, the number of crafted digital learning materials does not suffice the number of students who are accessing it digitally that is why a Division Memorandum No. 40 s. 2020 entitled Composition of School Learning Resource Quality Assurance Team (SLRQAT) was issued. This directs each school to create an official SLRQAT that will handle all the creation and monitoring matters of e-learning materials. The team would be composed of a writer who does craft the e-learning material in provision of the most essential learning competencies, a content validator who checks all the congruency of the e-learning material to the specific guidelines set on writing it so and if it follows such standards, a language reviewer who looks into the grammaticality of the e-learning material and a digital illustrator who draws images, icons and pictures relevant to the e-learning material. With this set of teachers acting as members of the team, the quality of e-learning materials to be crafted is assured.

With this created team, such problems arise like various practices are being applied and exercised by different developers in crafting such learning materials because they regard the crafting process too laborious and not an instant road for personal and professional progress. More than seeing "crafting engagement" as an opportunity to be skillful, they look into the wider view of the challenges one might experience in crafting learning materials because of its unfamiliarity among all teachers (Sriram, 2020).

It is the hope of the researcher to determine the practices of teacher developers when it comes to crafting learning materials, the possible opportunities laid upon them being teacher developers as well as take into account the challenges they encounter in relation to developing learning materials.

LITERATURE REVIEW

E-learning theory is based on cognitive science ideas that show how the use and design of educational technology can help students learn more effectively (David, 2019). Sweller, Van Merrinboer, and Paas (2017) developed the theory using a set of assumptions based on Cognitive Load Theory. This, generally, is demarcated as "mental effort involved in working memory through online learning," according to David. E-learning theory includes this form of cognitive burden, as well as design ideas and technology. Because it stresses how technology may be used and designed to offer new learning opportunities and encourage successful learning, e-learning theory is included in Connectivism's grand theory.

According to Ally (2018) digital platform attempts to improve learning quality by increasing knowledge and skills. However, the mainstream of e-learning keys shorts a pedagogical foundation and have fundamental flaws in teaching tactics and topic transfer, interval and leap management, border scheme, and learner focus safeguarding. Scholars and experts are becoming conscious that a simple web-focused strategy does not ensure good teaching and learning as e-learning and distant learning become more significant in education. In the sphere of e-learning, a move to pedagogy-based efforts can thus be seen (Fidalgo, 2017).

One of the foundations for distance learning is Social Cognitive Theory (Miles, 2019, citation from Bandura, 1960), which is always related with e-learning. The data is saved in the schema. As

new information is internalized, it is compared to previous knowledge and information. The schemas are then restructured to fit the additional data, and thought processes are changed as a result. Sensory input is saved for a few seconds before being deleted unless it is judged significant. The knowledge will be stored in short-term memory if it is deemed important. If the information is still valuable, it will be stored in long-term memory.

Constructivism Theory, on the other hand, is a learning theory that claims that the greatest way to obtain knowledge is through reflection and active mental creation (Mascolo & Fischer, 2015, citation from Jean Piaget, 1950). Knowledge, then, is a subjective interpretation. The student must analyze the facts being taught and build an interpretation based on prior experiences, personal beliefs, and cultural background.

Learning is focused on interpreting the world and creating meaning in this setting. Learning is active and reflective, which implies that you do something, then reflect on it, and then reconsider it. Students can create sophisticated mental models by integrating new knowledge with prior knowledge and experiences through action and reflection. Learning is real-life-like in that it is authentic, complicated, and contextualized. Constructivist learning encourages collaboration and interaction among learners and teachers and is process oriented.

Instruction is inductive and top-down in the constructivist approach. The instructor serves as a role model and guide, encouraging students to explore concepts in a learner-centered, learner generated environment.

The teacher's ability / attitude and mastery of educational learning theories have a big impact on how an online learning environment is created. Educators must consider the nature of how people learn and intentionally apply educational theory to create meaningful learning experiences in online classrooms.

According to Jonassen (2018), students should involve in vigorous, productive, intended, realistic, and supportive actions in order to achieve meaningful learning. Instead of evaluating inert knowledge, educators should assist students in learning to notice and solve problems, comprehend new phenomena, develop mental models of those phenomena, and set goals and govern their own learning in new situations (learn how to learn).

Using a constructivist approach to online learning design and implementation can provide the teacher and student with a variety of learning possibilities, accomplishing the goal of meaningful learning.

LITERATURE REVIEW

A worldwide effect on education was brought by the COVID-19 pandemic that is why traditional face-to-face learning is being phased out in favor of remote or "online" instruction. Students can get an online education while sitting at home in front of their laptops. This closure put schools to the test in terms of their ability to deal with a crisis that requires advanced technology, such as hardware and software, to support efficient online learning. As a result of the shutdown, the development of online learning environments has accelerated, ensuring that learning is not hampered. Many educational institutions are investigating how to best disseminate topic knowledge, engage students, and administer assessments over the internet. As a result, COVID-19 has influenced universities to invest in online learning as well as to become more technologically advanced (Muhktar, 2019).

The problem here meddles on how the insufficiency on the e-learning materials and online repositories will be sufficed in education since no one was fully ready to adopt the online way of teaching (Fauzi, 2020).

Davidovich (2018) stated that to meet the learning material requirements, such resources and materials will be required. In this context, typical e-learning material would be needed to crafted by people who are experts in their fields.

The importance of creating a group of experts who will develop and delivery e-learning materials was highlighted by Johan (2018). Despite the fact that this would become ingrained in the world image of education, most experts in education find themselves doing nothing more than distributing people and technologies inside the context of crafting learning materials.

Demographic Profile of Teachers as SLRQAT Member

Tramper's (2018) concept of adaptive e-learning resources can assist teachers in teaching diverse groups of pupils with the help of crafted e-learning materials in an online platform. He based his findings on empirical data on how academic students learn differently while using adaptive e-learning tools. He claimed that variables in a diverse group of creators, such as demographic data and prior knowledge, might influence the way and efficiency of a crafted e-learning material. Like, the age of the creator could be a great factor on the content of a learning material. The youthfulness or even the sense of being aged in terms of the wordings, activities, general content and timeliness of a material is reflected whether a creator is youthful or a seasoned one.

As concluded by McKerllie (2019) in her study, gender is also a factor on the efficiency of an e-learning material in total. Her study among male and female writers in literature classes concluded that female ones were very exquisite in expressing and detailing information in vivid descriptions. They were the ones even more capable of extracting emotional connection out of a simple text written compared to male writers.

One of the masteries a creator must reflect on the creation of e-learning material is his/her wide knowledge of the subject matter. Deli and Gibbon (2020) conducted a study among teachers in Massachusetts in different fields of expertise. His study exhibited that those teachers who are teaching English, Literature and Foreign English Languages were the ones who showed great craftsmanship in expressing gaudy ideas and explicate concepts in a more expounded way yet simplest form.

Expertise as well as the mastery on specific subject matter of a teacher so as the creator of an e-learning material is honed through time accompanied by series of trainings and seminars (Chumley, 2020). He emphasized that being expert is not instant. One must undergo such refining process to achieve mastery and expertise.

In this 21st century of education, younger generations of creators and writers are even active in participating such academic work to expand and gain experience. With this, it was highlighted that younger minds have fresher ideas in crafting learning materials that might be new to the taste of the learners and might ignite their appetite in learning compared to the traditional ways of seasoned teachers (Lin, 2019).

If one already had achieved mastery in his / her field, he /she will be able to craft an effective e-learning material parallel to his /her suitable groomed skill and knowledge. According to Hockly (2018) a teacher who is good at writing and expressing himself / herself through written words will be a good writer, while a teacher who possesses a good sense of which is not to be included and which should not be brought up; who has the sense of wholeness and correctness when it comes to totality in general will be a good content validator. Indeed, a teacher who displays fluency on grammar and word usage, sentence and paragraph structure will be a great language editor; while a teacher who has an art in drawing and visually good at colors and lines will be a great digital illustrator.

With these different positions and responsibilities acted upon by teachers in connection to crafting e-learning materials, most teachers engage themselves as writers for the reason that most of the people in the academe are fond of illuminating their knowledge, learnings and academic experience through writings (Hansen, 2018).

Practices of Teachers Employed in Crafting E-learning Materials

The use of e-learning materials will never be detached from the practice of online learning. The evidence acquired from this is rather ample so that it marks the creator's chore in the instructional learning cycle (Miraso, 2018).

Before a learning material will be classified into an educational content it must have first target the learning competency of the learners that is required to be mastered as a prerequisite for a higher level of learning. Assessment must be done first on what competency must be included in a specific learning material then analysis will be applied on how this competency will be integrated into the learning material through series of correlated activities targeting one competency at a time (Barth, 2019).

As assessment and analysis were done prior to crafting e-learning materials, creators must be directed by solid goals and objectives during the process of crafting the learning material itself.

Gorin (2018) mentioned that learning objects, are discrete, self-contained units of instructional material that can be assembled and disassembled around specific learning objectives and used to create larger educational materials to meet the requirements of a specific curriculum, such as online learning at present time, including the creation of e-learning materials governed by such learning competency.

As the creator determined the goals and objectives of crafting the e-learning material he / she will then conceptualize the content of what he /she needs to create. Whereas, content management is needed. This encompasses all contextual responsibilities required to make e-learning content understandable by the students in simplest way (Krisan, 2018).

Zwart (2019) looked into the evaluative effects of Digital Learning Material (DLM) in education as a collaboration tool. Evaluation must be done on crafted e-learning material to test its efficiency. Indeed, one is considered to be efficient if it reflects positive feedback from the students in terms of its simplicity when it comes to language use, clarity when it comes to the presentation of new ideas and creativity when it comes to various ways on presenting new concepts among learners (Barth, 2019).

Furthermore, Krisanto (2019) emphasized the usage of e-learning materials, which is quickly becoming a global trend, with many educational institutions adopting it. He emphasized the need of evaluating the feasibility, efficacy, and development of instructional materials in e-learning, which is dependent on distance learning, which is why an assessment tool is so crucial.

Challenges Encountered by Teachers When Crafting E-learning Materials

As this online learning vents its venture all over the world, problems rise to those issues especially the learning materials needed for the online access. Academe that are not fully prepared opted on the creation of e-learning materials for the sake of continuity in the education of learners. Since the existing learning materials are not suitably appropriate for online teaching, teachers resorted on the idea of crafting e-learning materials which will be readily available using internet connection anywhere and anytime they wish (Nocar, 2020).

The nature of the task itself to craft an e-learning material for the sake of teacher's delivery of the lesson and students' learning references complicate the idea among teacher-developers that it is generally difficult to create one. The level of hardship they might encounter before, during and after the whole crafting process and the demand of the task in crafting it is very much anticipated by them (Fauzi, 2020).

In the same light, Pagram (2018) highlighted the problem when it comes to the needed resources and materials by teacher-developers in connection to the creation of e-learning materials. As this task involve both computers and interactive networks at the same time, the computer does not have to be the focal point of the activity or deliver educational material instead it must be used by the teacher-developers on the process of drafting, editing and finalizing of e-learning materials.

When a teacher-developer possesses technical knowledge and language competency he /she would be able to develop and deliver e-learning materials efficiently (Johan, 2018). In addition to this, technical, as well as, clerical support extended by school personnel would be a big boost for the teacher-developers to finish an e-learning material in a more efficient way.

Fauzi's (2020) research in Banten and West Java (Indonesia) revealed that teachers understand the context of online learning, but there are a number of issues with implementation, including 1) facility availability, 2) network and internet usage, 3) materials and resources needed, and 4) time allocation in crafting needed e-learning materials.

Adopting e-learning and associated technologies necessitates significant financial, time, and space investments that must be justified to administrators and leadership (Hockly, 2018). Because digital resources are luxurious to develop, their effectiveness is heavily reliant on economies of scale, which frequently results in one-for-all approach.

In the same manner, preparing and developing e-learning materials, according to Brown (2018), is a costly and time-consuming procedure. He emphasized the components of successful design that were thought to be beneficial in the development of high-quality materials at a low cost. When learning materials are prepared efficiently and given ample time, teacher-developers have control over the content, learning sequence, pace of learning, time, and, in some cases, media,

allowing them to customize their experience to fit their process until they finish one. If enough time is given, Internet technologies allow the mass distribution of digitally crafted learning materials to many students at once, anytime and anywhere they wish to (Lei, 2020).

An academic survey conducted by McClelland (2019) among teacher-developers, IT developers and storybook writers reflected that 90% of them prefer to stick only to one function. Being a teacher and a developer at the same time and being an IT and a developer as well conflicts their motivation and sense of focus to what and which responsibility must be acted upon first. They prefer to have a single fulltime role if it would be about the creation of an e-learning material. With this content, it was reflected in their study that the level of hardship in crafting the e-learning materials is very much different to the level of hardship teachers encounter when preparing school reports, when IT (expert) troubleshoots a program, and when a storybook writer accomplished a full-blown book.

Opportunities Laid Among Teachers as Developers of E-learning Materials

The use of e-learning materials is comparable to the use of digital environments in education, which opens up new learning opportunities for pupils (Luit, 2019). He looked into the effects of Digital Learning Materials (DLMs) on student learning, self-efficacy, and task value in his research.

Over the duration of this online platform, the "digital learning environment" (DLE) services are being developed and tested iteratively. The teachers' usability and usefulness had improved, and students found learning presentations to be helpful in grasping concepts, as well as digital access to the presentations for study and review.

Karel (2019) acknowledges in his article issues of quality assurance and the need to maintain not only standards of achievement but also the comparability of those standards. As being referred to, a teacher-developer sees opportunities on receiving awards, acknowledgements and recognition for such an immense responsibility.

In connection, Bates (2018) asked, "What motivate teachers to engage themselves in LM creation and the like activities in school?" He surveyed among teachers in Chiang Mai University (Thailand) and the result revealed that they do such engagement as hitting two birds on one stone. As they craft e-learning materials, they were able to polish their skills and acquire new learnings provided through series of trainings and capacitation.

With this kind of engagement, a teacher-developers have higher opportunity to prosper through invitational speakership, mentoring, technical assistance and the like activities related to e-learning creation (Elmarie, 2018).

With this, opportunities are laid upon learning materials developers to be capacitated, grow professionally and be promoted to such a level that they will transpire knowledge on crafting learning materials for the students and teachers' despite of different personal factors, various educational achievements / affiliations, motivation and prerogative choices (Bar-On, 2019).

Correlation of Practices, Challenges and Opportunities to the Demographic Profile of the Teacher-developers

Chumley (2020) mentioned that the responsibility of quite a challenging task is shouldered and granted to teachers who have already built a good foundation for a long period of time. Rendering such numbers in the service equates to an identity that is full of wisdom. More so, a teacher who is in his / her peak of being productive must be utilized and be an asset to such valuable school work and activity, whereas, crafting e-learning material is one.

In almost the same manner, Acker (2018) stated that in due time, teachers establish their professional identity as they render such years in the academe. At some point, this becomes the basis on what responsibility will be shouldered upon them.

When an academic group is composed in a school (especially when it comes to writing tasks / groups), it is always assured that at least one of the members is teaching English subject. This is because majority of them were good at compositions and ideal paragraph writing. So it would not be difficult for the team to accomplish such writing task Dreesen, 2020).

As revealed by Jackson (2019) in his study which was conducted in Nanyang University (Singapore), teachers who have felt safe and at ease after rendering few services in the academe

were the ones who involve themselves to skill capacitation and see opportunity for them to grow while attending seminars / trainings related to their responsibility.

With the notion that early adults who were considered to be in between ranges of young in service and seasoned were the most active groups and were the ones given of such school tasks believing that they were already used to the school system and could work upon pressure. They anticipate well the challenges and hardships that they might encounter while performing such school responsibility especially when it comes to written / writing tasks (Williams, 2019).

As stressed by Ruiz (2019), teachers while still young in the service must devote themselves in attending seminars and series of trainings that will capacitate themselves and hone their skills in the fullest potential. So if time will come that their service will be needed by the school there will only be few academic instructions and capacitation for them. Upskilling and acquiring such mastery of specific matter / field is even more attainable in a short span of time while the teacher himself / herself is in the peak of being trainable. In this sense such problem, hardships will be lessened.

Hardships are inevitable among teachers specially when it comes to crafting and developing e-learning materials since its quite new in this present state of educational set-up, so as the problems that would challenge in any form at all cost (Dreesen, 2020).

According to Mahmood (2020), most female teachers opted to do writing and compositions because they were having a hard time doing things digitally, this is their Waterloo. In contrary, this is the strength of most male teachers, illustrating ideas and checking content congruency to the competency needed to be mastered by students.

Jackson, 2019) cited that teachers in English were the most challenged ones to craft efficient learning materials to suffice the e-learning deficiency of the present state of schools. That is why they engage themselves more in writing, creating and developing such needed materials. With this eagerness, there might be a problem and possibility that the SLRQAT will be a pool of English teachers, without variations.

Conceptual Framework

Based on the cited theories, the researcher had conceptualized the dependent, independent, and the moderating variables of this study as shown in Figure 1 which illustrates the research paradigm.

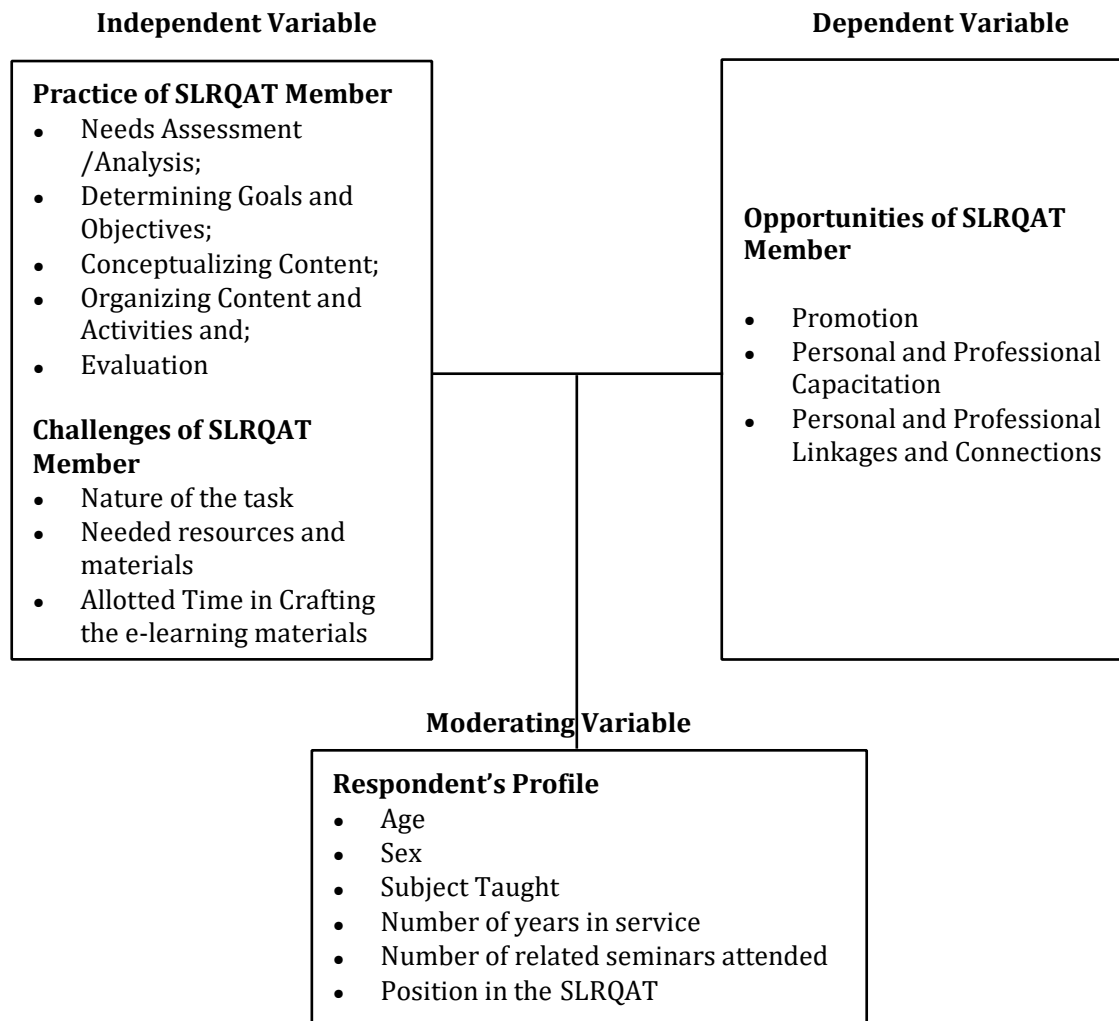


Figure 1. Research Paradigm

Paradigm of the research study is displayed in Figure 1 which comprises the Independent, Dependent and Moderating Variables of the study. The independent variables were composed of perceived practices and challenges on the creation of e-learning materials among SLRQAT Members. The dependent variable was composed of possible opportunities among SLRQAT Members in relation to creation of e-learning materials. The moderating variable was composed of the SLRQAT member's demographic profile namely; age, sex, subject taught, number of years the teacher had been teaching, seminars the teacher had attended and the teacher's position as SLRQAT member.

Moreover, the conceptual framework of the study is shown in Figure 2 comprising of the input, process and output of the study.

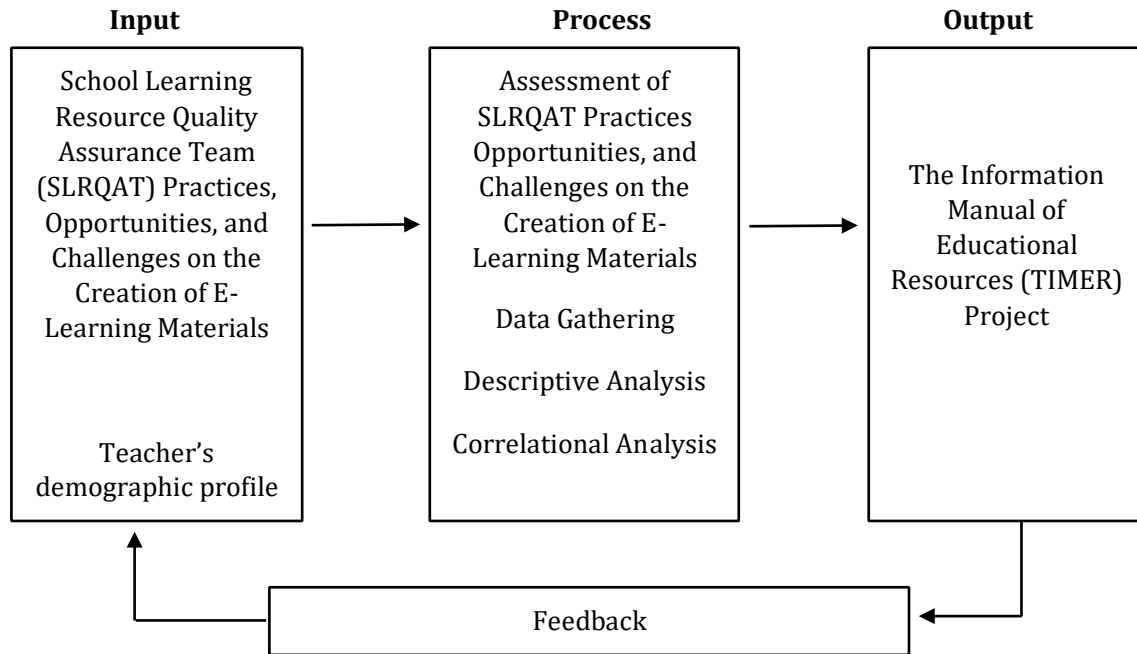


Figure 2. The Input-Process-Output Model

Figure 2 shows the Input-Process-Output Model of the study. The Input contains the School Learning Resource Quality Assurance Team (SLRQAT) practices, opportunities, and challenges on the creation of e-learning materials and the teachers' demographic profile. Variables under input would then be processed through data gathering, descriptive analysis and correlational analysis. Then, the output includes the possible Input that could be given to The Information Manual of Educational Resources (TIMER) Project.

Statement of the Problem

This study aimed to determine the practices, opportunities and challenges of teachers as members of learning resource team in the City Schools Division of Cabuyao, S.Y. 2021-2022.

Specifically, this study sought to answer the following questions:

1. What is the respondent's demographic profile in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Subject Taught;
 - 1.4 Number of years in service;
 - 1.5 Number of related seminars attended and
 - 1.6 Position in the SLRQAT
2. What is the extent of practices among SLRQAT on the creation of e-learning materials in terms of:
 - 2.1 Needs Assessment /Analysis;
 - 2.2 Determining Goals and Objectives;
 - 2.3 Conceptualizing Content;
 - 2.4 Organizing Content and Activities and;
 - 2.5 Evaluation
3. What is the extent of challenges among SLRQAT in crafting e-learning materials in terms of:
 - 3.1 Nature of the task;
 - 3.2 Needed resources and materials and;
 - 3.3 Allotted Time in Crafting the e-learning materials
4. What is the level of opportunities among SLRQAT in crafting the e-learning materials in terms of:
 - 4.1 Promotion;

4.2 Personal and Professional Capacitation and;

4.3 Personal and Professional Linkages and Connections

5. Is there a significant relationship between the practices and opportunities of SLRQAT members in crafting e-learning materials?
6. Is there a significant relationship between the challenges and opportunities of SLRQAT members in crafting e-learning materials?
7. Does the profile of the respondents moderate the relationship between practices, challenges and opportunities of the SLRQAT members in crafting e-learning materials?
8. Based from the findings of the study, what input can be added to enhance the Project TIMER in relation to craftsmanship of e-learning materials among the School Learning Resource Quality Assurance Team (SLRQAT)?

Hypotheses of the Study

The researcher was guided by the following hypotheses:

1. There is no significant relationship between the practices and opportunities of SLRQAT members in crafting e-learning materials.
2. There is no significant relationship between the challenges and opportunities of SLRQAT members in crafting e-learning materials.
3. The profile of the respondents does not moderate the relationship between practices and challenges and opportunities of SLRQAT members in crafting e-learning materials.

Delimitations of the Study

The conduct of this study was within the bounds of all eighteen elementary and nine junior high schools in the City Schools Division of Cabuyao which focused on the practices in terms of: needs assessment /analysis, determining goals and objectives, conceptualizing content, organizing content and activities and; evaluation; opportunities according to: promotion, individual and professional capacitation, personal and professional linkages / connections; and challenges in terms of: nature of the task; needed resources and materials and allotted time in crafting the e-learning materials among teachers who are members of SLRQAT during the School Year 20212022.

METHODOLOGY

Method and Design

Quantitative descriptive type of research was used in this study. Specifically, correlational type which involves some form of comparison or contrast and aims to identify associations that arise naturally between non-manipulated variables (Kahn, 2006). This study determined the practices, opportunities and challenges among elementary and junior high school teachers who were acting as members of school learning resource quality assurance team (SLRQAT) in crafting e-learning materials in the City Schools Division of Cabuyao during the SY 2021-2022.

According to Creswell (2012) the method is designed to gather information about present conditions, status, or trend, and deal with what is prevailing. It explains a design which tends to describe the nature of the situation as it exists at the times of the study and to explore the cause of a particular phenomenon.

Castillo (2017) defines descriptive research as a process that extends beyond data collection and tabulation. It includes components of interpretation of the meaning and relevance of the information provided. Furthermore, descriptive research frequently combines measurements, classifications, and interpretations with comparison and contrast. As a result, a descriptive method is used to describe certain phenomena. In its place, some researchers refer to it as "fact-gathering" or "information collection" with analytical interpretations.

Population and Sample

The respondents were the elementary and junior high school teachers who were acting as members of the school learning resource quality assurance team (SLRQAT) in the City Schools Division of Cabuyao during the SY 2021-2022. From a total of 598 teachers, 398 respondents were taken from elementary school and 208 from junior high school.

The study used a probability sampling technique. This technique, as per Crossman (2020), refers to

the selection of a sample from a population based on the notion of randomization, that is, random selection or chance.

Specifically, the researcher used the sampling technique to access a particular subset of elementary and junior high school teachers in the City Schools Division of Cabuyao during the SY 2021-2022. This particular subset pertains to all elementary and junior high schools of the Division that have the School Learning Resource Quality Assurance Team (SLRQAT) assigned in crafting, checking, editing, monitoring and evaluating the developed e-learning materials. All SLRQAT were composed of enthusiastic teachers, who in general, were behind why e-learning materials were readily available and usable by learners. Few from the SLRQAT members were selected as participants of the survey because they fit a particular profile in the research study. They were given such survey questionnaires to assess the practices, opportunities and challenges they encounter in relation to crafting of such learning materials.

Alternatively, due to the nature of the research design and aims and objectives, this method might prove to be effective due to the limited number of persons who can act as primary data sources.

The table below shows the composition of the learning resource quality assurance team (SLRQAT) according to their role in the team. Sample size was determined using Slovin's Formula developed by Robert Slovin (www.scribd.com). It is used to calculate the sample size (n) given the population size (N) and a margin of error (e).

Table 1

Composition of Learning Resource Quality Assurance Team (SLRQAT) per School

SCHOOLS	CONTENT WRITERS	CONTENT VALIDATORS	LANGUAGE REVIEWERS	DIGITAL ILLUSTRATORS	TOTAL
ELEMENTARY					
Baclaran	12	4	4	3	23
Banaybanay	12	4	4	3	23
Banlic	12	4	4	3	23
Bigaa	12	4	4	3	23
Casile	12	4	4	3	23
Cabuyao Cen.	12	4	4	3	23
Diezmo	12	4	4	3	23
Gulod	12	4	4	3	23
Guinting	12	4	4	3	23
Mamatid	12	4	4	3	23
Niugan	12	4	4	3	23
North Marinig	12	4	4	3	23
Pulo	12	4	4	3	23
Pittland	12	4	4	3	23
Sala	12	4	4	3	23
San Isidro	12	4	4	3	23
South Marinig	12	4	4	3	23
Southville 1	12	4	4	3	23
JUNIOR HIGH SCHOOLS					
Bigaa Int.	11	3	3	3	20
Cabuyao Int.	11	4	3	3	21
Casile Ext.	11	3	3	3	20
Diezmo Ext.	11	3	3	3	20
Gulod	11	4	3	3	21
Mamatid Ext.	11	3	3	3	20
Marinig	11	3	3	3	20
Pulo	11	4	3	3	21
Southville 1 Int.	11	4	3	3	21
TOTAL	315	103	99	81	598

For elementary schools, each has 12 Content Writers, 4 Content Validators, 4 Language Editors and 3 Digital Illustrators while for junior high schools each has 11 Content Writers, 3-4 Content Validators, 3 Language Editors and 3 Digital Illustrators in total of 598 SLRQAT members. Using Slovin's Formula and margin of error of .03, from total population of 598, the sample size was trimmed to 398. Stratified random sampling was used in determining the sample size. Stratified random sampling is a method of sampling that involves division of a population into smaller sub-groups known as strata (Hayes, 2021). In this study the sample was grouped based on their role in the Learning Resource Quality Assurance team (SLRQAT) which is shown in Table 2.

Table 2

Sample Size of Learning Resource Quality Assurance Team (SLRQAT)

ROLE	POPULATION	%	SAMPLE
Content Writer	315	53	212
Content Validator	103	18	70
Language Reviewer	99	17	66
Digital Illustrator	81	12	49
TOTAL	598	100	398

As enumerated – from 315 Content Writers the sample size was 212, from 103 Content Validators the sample size was 70, from 99 Language Reviewers the sample size was 66 and from 81 Digital Illustrators the sample size was 49.

Tools and Technique

A four part-survey online questionnaire was employed by the researcher for the elementary and junior high school teachers who were acting as members of school learning resource quality assurance team (SLRQAT) in the City Schools Division of Cabuyao during the SY 2021-2022.

The first part was composed of the demographic profile which was needed to be able to provide basic /background information of the participants that will be involved.

The second part was composed of the practices on the creation of e-learning materials of the SLRQAT in terms of needs assessment / analysis, determining goals and objectives, conceptualizing content, organizing content and activities and evaluation. This part was essential in determining the different set of actions and activities each SLRQAT member does in line to crafting of e-learning materials.

The third part was composed of the opportunities laid to SLRQAT members in crafting the e-learning materials in line with promotion, personal and professional capacitation, personal and professional linkages / connections. This part was pivotal in reflecting the perception of each SLRQAT member regarding how much they generally see themselves progressing as part of the SLRQAT.

The fourth part was composed of the challenges encountered by the SLRQAT in crafting elearning materials in terms of nature of the task, needed resources and materials and allotted time in crafting the e-learning materials. This part was necessary in recognizing how much the SLRQAT members regard the difficulties they met and how these hardships hampered or helped them in crafting learning materials.

The researcher crafted the survey questionnaire with its contents anchored to the following; (1) DepEd Order No.7, s.2017 and (2) Division Memorandum No. 314, s.2019 which were about the designation of learning resource coordinator where duties and responsibilities were enclosed; and (3) DepEd Order No. 66, s. 2007 which enclosed the revised guidelines on the promotion of other teaching, related teaching and non-teaching positions where writer ship was mentioned.

The questionnaire was in a form of online survey which was created by the researcher using Google Form. The researcher sought the help from 4 experts (doctorate graduate) to validate the crafted questionnaire. Link of the google form was sent to the experts to validate the material and from the moment it was returned to the researcher, all the comments and suggestions from them

were accommodated and applied for the betterment of the study. (see Appendix B for questionnaire validation result)

For final testing, the researcher asked few selected teachers to access the google form and answer it to test if all else is working well. If there were still things that were not working well and revisions were needed based from the results of the final testing, final revisions would be made but if there was none to change and all else are properly working, the Google link would be kept and saved for the time being until such time that it would be sent respectively. (see Appendix C for reliability test result)

Data Collection

For the procedure, first, a letter was drafted asking permission to conduct the study addressed to the Division Superintendent of City Schools Division of Cabuyao through the Education Program Supervisor of Learning Resource Management System signed by the researcher himself, the dissertation adviser, dissertation writing professor and program supervisor of the school where the researcher was enrolled. When the letter was already signed it was brought to the City Schools Division Office of Cabuyao to let the letter be received accordingly. Copies of permission to conduct the study was saved for later purposes.

When all letters were signed, the researcher sought permission from each school head of both elementary and secondary schools in the City Schools Division of Cabuyao to conduct the study by providing them copies of the approved letter form the Schools Division Superintendent.

The researcher then asked from the school heads the list of the teachers who were members of SLRQAT to be the respondents of the study. When the list was provided, the researcher created a group chat via Facebook messenger to cluster the SLRQAT member by school. Short orientation about the research study and how they would respond to the online survey questionnaire via google form was scheduled accordingly for familiarization and proper guidance.

Right after the orientation, the link, through google form, was sent in the group chat. This link contained the online survey questions that were to be accomplished whole-heartedly. The results of the online survey questionnaire were real-time so the researcher just informed the respondents to answer it in their most convenient time of the day within two weeks. The researcher gave assurance to the respondents that the collected data would be treated with utmost confidentiality and anonymity.

The results of the answered online survey questionnaire were then tabulated, analyzed, and interpreted correspondingly using appropriate statistical equations and were presented in a well comprehensive manner using tables and narrative explanations by the researcher with the guidance of the dissertation adviser and the statistician.

Statistical Techniques

Descriptive statistics such as frequency and percentage were utilized in describing the profile of the respondents.

Mean, along with the usage of standard deviation were applied to give descriptions about the practices, opportunities, challenges in crafting e-learning materials and its validation.

To answer the inferential questions, the researcher employed Pearson r Correlation and Multiple linear correlation.

The aforementioned statistical treatments were the ones to be utilized by the researcher in order to deal comprehensively with the data provided by the results of the online survey questionnaire. Such different treatment was employed to arrive efficiently to what the researcher sought for may it be significant relationship, deviation, correlation and the like results.

Likert scale of 5-point system was utilized to answer the practices, opportunities same as the challenges of the SLRQAT with scaled interpretation and the descriptive interpretation.

ANALYSIS AND INTERPRETATION OF DATA

The obtained data were analyzed by using both descriptive and statistical techniques based on the objectives. The data were analyzed and interpreted below.

a) Demographic Profile of the Respondents

Based on the gathered data, when it comes to the demographic profile; in terms of age, 2630 years old is the average age of the respondents with a mean of 54.5%; in terms of sex, 231 female respondents outnumbered the male ones which is 58.0%; in terms of subject taught, English is the most taught one by the respondents; in terms of number of years in service, 6-10 years is the most dominant one with 60.8%; in terms of number of related seminars attended, 4 is the highest with 35.9%; and in terms of position in the SLRQAT, writers is the highest in 188 and 47.2%.

b) Extent of Practices among SLRQAT on the Creation of e-Learning Materials

Table 1. *Extent of Practices among SLRQAT on the Creation of e-Learning Materials*

Indicators	Mean	SD	Scaled Interpretation	Descriptive Interpretation
Needs Assessment/Analysis	4.15	0.37	To a great extent	Highly considered
Determining Goals and Objectives	4.19	0.39	To a great extent	Highly considered
Conceptualizing Content	4.18	0.37	To a great extent	Highly considered
Organizing Content and Activities	4.18	0.38	To a great extent	Highly considered
Evaluation	4.18	0.39	To a great extent	Highly considered
Overall	4.18	0.36	To a great extent	Highly considered

Mean - 1.0-1.49: To a small extent (least considered); 1.5-2.49: To some extent (less considered); 2.53.49: To a moderate extent (moderately considered); 3.5-4.49: To a great extent (highly considered); 4.5-5.0: To a very great extent (extremely considered).

The extent of practices among SLRQAT members on the creation of e-learning materials in terms of needs assessment / analysis was 4.15, determining goals and objectives was 4.19, conceptualizing content was 4.18, organizing content and activities was 4.18 and evaluation was 4.18. Its overall mean was 4.18 and all were interpreted as significant to a great extent.

c) Level of Performance in Opportunities among SLRQAT in Crafting the e-Learning Materials

Table 2. *Level of Performance in Opportunities among SLRQAT in Crafting the e-Learning Materials*

Indicators	Mean	SD	Scaled Interpretation	Descriptive Interpretation
Promotion	4.13	0.39	High	Highly Anticipated
Personal and Professional Capacitation	4.14	0.42	High	Highly Anticipated
Personal and Professional Linkages and Connections	4.13	0.40	High	Highly Anticipated
Overall	4.13	0.37	High	Highly Anticipated

Mean - 1.0-1.49: Very Low (least expected); 1.5-2.49: Low (less expected); 2.5-3.49: Moderate (moderately expected); 3.5-4.49: High (highly expected); 4.5-5.0: Very High (extremely expected).

The level of opportunity among the SLRQAT members on the creation of e-learning materials in terms of promotion was 4.13, personal and professional capacitation was 4.14 and personal and professional linkages and connections was 4.13. Its overall mean was 4.13 and all were interpreted as significantly high.

d) Extent of Challenges among SLRQAT in Crafting e-Learning Materials

Table 3. *Extent of Challenges among SLRQAT in Crafting e-Learning Materials*

Indicators	Mean	SD	Scaled Interpretation	Descriptive Interpretation
Nature of the Task	4.15	0.38	To a great extent	Highly considered

Needed Resources and Materials	4.17	0.40	To a great extent	Highly considered
Allotted Time in Crafting the e-Learning Materials	4.13	0.39	To a great extent	Highly considered
Overall	4.15	0.37	To a great extent	Highly considered

Mean - 1.0-1.49: To a small extent (least considered); 1.5-2.49: To some extent (less considered); 2.5-3.49: To a moderate extent (moderately considered); 3.5-4.49: To a great extent (highly considered); 4.5-5.0: To a very great extent (extremely considered).

The extent of challenges among SLRQAT members on the creation of e-learning materials in terms of nature of the task was 4.15, needed resources and materials was 4.17 and allotted time in crafting e-learning materials was 4.13. Its overall mean was 4.15 and all were interpreted as significant to a great extent.

e) Relationship Between Practices and Opportunities of SLRQAT

Table 4. *Relationship Between Practices and Opportunities of SLRQAT*

Practices	Promotion	Personal and Professional Capacitation	Personal and Professional Linkages and Connections	Level of Opportunities among SLRQAT in Crafting the e-Learning Materials
Needs Assessment /Analysis	.683**	.745**	.623**	.737**
Determining Goals and Objectives	.659**	.743**	.618**	.726**
Conceptualizing Content	.698**	.766**	.653**	.761**
Organizing Content and Activities	.738**	.792**	.670**	.790**
Evaluation	.657**	.757**	.640**	.739**
Extent of Practices among SLRQAT on the Creation of e-learning Materials	.720**	.798**	.672**	.787**

** . Correlation is significant at p-value < 0.01 level (2-tailed).

The extent of practices among SLRQAT on the creation of e-learning materials when it comes to opportunities in terms of promotion was .720, personal and professional capacitation was .798 and personal and professional linkages and connections was .627. All were positively significant to one another at 0.01 level.

f) Relationship Between Challenges and Opportunities of SLRQAT

Table 5. *Relationship Between Challenges and Opportunities of SLRQAT*

Challenges	Promotion	Personal and Professional Capacitation	Personal and Professional Linkages and Connections	Level of Opportunities among SLRQAT in Crafting the eLearning Materials
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Nature of the Task	.725**	.788**	.711**	.799**
Needed Resources and Materials	.628**	.773**	.692**	.753**
Allotted Time in Crafting the e-Learning Materials	.680**	.713**	.744**	.767**
Extent of Challenges among SLRQAT in Crafting e-Learning Materials	.720**	.806**	.761**	.821**

** . Correlation is significant at p-value < 0.01 level (2-tailed).

The extent of challenges among SLRQAT in crafting e-learning materials when it comes to opportunities in terms of promotion was .720, personal and professional capacitation was .806 and personal and professional linkages and connections was .761. All were positively significant to one another at 0.01 level.

g) Moderated Correlation Between Practices and Opportunities in terms of Level of Opportunities among SLRQAT in Crafting the e-Learning Materials

Table 6. *Moderated Correlation Between Practices and Opportunities in terms of Level of Opportunities among SLRQAT in Crafting the e-Learning Materials*

Practices	Moderator	r-value
Needs Assessment /Analysis	Age	0.759 **
	Sex	0.739
	Subject Taught	0.742 *
	Number of Years in Service	0.743
	Number of Related Seminars Attended	0.741
	Position in the SLRQAT	0.739
Determining Goals and Objectives	Age	0.785 **
	Sex	0.727
	Subject Taught	0.740 **
	Number of Years in Service	0.729
	Number of Related Seminars Attended	0.730 *
	Position in the SLRQAT	0.728
Conceptualizing Content	Age	0.801 **
	Sex	0.763
	Subject Taught	0.776 **
	Number of Years in Service	0.765 *
	Number of Related Seminars Attended	0.767 **
	Position in the SLRQAT	0.761
Organizing Content and Activities	Age	0.816 **
	Sex	0.790
	Subject Taught	0.802 **
	Number of Years in Service	0.792
	Number of Related Seminars Attended	0.793 *

	Position in the SLRQAT	0.791
Evaluation	Age	0.784 **
	Sex	0.740
	Subject Taught	0.760 **
	Number of Years in Service	0.742
	Number of Related Seminars Attended	0.739
	Position in the SLRQAT	0.746 **
Extent of Practices among SLRQAT	Age	0.820
	Sex	0.788
	Number of Years in Service	0.799**
	Number of Related Seminars Attended	0.790*
	Position in the SLRQAT	0.788

** . Correlation is significant at p-value < 0.01 level (2-tailed).

*. Correlation is significant at p-value < 0.05 level (2-tailed).

The extent of practices among SLRQAT on the creation of e-learning materials when it comes to the level of opportunities was moderated by age with 0.820 r-value and subject taught with 0.799 r-value which were both correlatively significant at 0.01 level and number of related seminars attended with 0.790 r-value which was correlatively significant at 0.05 level.

h) Moderated Correlation Between Challenges and Opportunities in terms of Level of Opportunities among SLRQAT in Crafting the e-Learning Materials

Table 7. *Moderated Correlation Between Challenges and Opportunities in terms of Level of Opportunities among SLRQAT in Crafting the e-Learning Materials*

Challenges	Moderator	r-value
Nature of the Task	Age	0.812**
	Sex	0.802
	Subject Taught	0.810 **
	Number of Years in Service	0.800
	Number of Related Seminars Attended	0.801
	Position in the SLRQAT	0.803 *
Needed Resources and Materials	Age	0.799**
	Sex	0.754
	Subject Taught	0.768 **
	Number of Years in Service	0.757 *
	Number of Related Seminars Attended	0.760 *
	Position in the SLRQAT	0.756
Allotted Time in Crafting the eLearning Materials	Age	0.786**
	Sex	0.770
	Subject Taught	0.774**
	Number of Years in Service	0.773 **
	Number of Related Seminars Attended	0.770 *
	Position in the SLRQAT	0.767
Extent of Challenges among SLRQAT in Crafting eLearning Materials	Age	0.829**
	Sex	0.825 *
	Subject Taught	0.831**
	Number of Years in Service	0.822
	Number of Related Seminars Attended	0.824
	Position in the SLRQAT	0.822

** . Correlation is significant at p-value < 0.01 level (2-tailed).

*. Correlation is significant at p-value < 0.05 level (2-tailed).

The extent of challenges among SLRQAT on the creation of e-learning materials when it comes to the level of opportunities was moderated by age with 0.829 r-value and subject taught with 0.831 r-value which were both correlatively significant at 0.01 level and sex with 0.825 r-value which was correlatively significant at 0.05 level.

FINDINGS

- Based on the gathered data, when it comes to the demographic profile; in terms of age, 26-30 years old is the average age of the respondents with a mean of 54.5%; in terms of sex, 231 female respondents outnumbered the male ones which is 58.0%; in terms of subject taught, English is the most taught one by the respondents; in terms of number of years in service, 610 years is the most dominant one with 60.8%; in terms of number of related seminars attended, 4 is the highest with 35.9%; and in terms of position in the SLRQAT, writers is the highest in 188 and 47.2%.
- The extent of practices among SLRQAT members on the creation of e-learning materials in terms of needs assessment / analysis was 4.15, determining goals and objectives was 4.19, conceptualizing content was 4.18, organizing content and activities was 4.18 and evaluation was 4.18. Its overall mean was 4.18 and all were interpreted as significant to a great extent.
- The level of opportunity among the SLRQAT members on the creation of e-learning materials in terms of promotion was 4.13, personal and professional capacitation was 4.14 and personal and professional linkages and connections was 4.13. Its overall mean was 4.13 and all were interpreted as significantly high.
- The extent of challenges among SLRQAT members on the creation of e-learning materials in terms of nature of the task was 4.15, needed resources and materials was 4.17 and allotted time in crafting e-learning materials was 4.13. Its overall mean was 4.15 and all were interpreted as significant to a great extent.
- The extent of practices among SLRQAT on the creation of e-learning materials when it comes to opportunities in terms of promotion was .720, personal and professional capacitation was .798 and personal and professional linkages and connections was .627. All were positively significant to one another at 0.01 level.
- The extent of challenges among SLRQAT in crafting e-learning materials when it comes to opportunities in terms of promotion was .720, personal and professional capacitation was .806 and personal and professional linkages and connections was .761. All were positively significant to one another at 0.01 level.
- The extent of practices among SLRQAT on the creation of e-learning materials when it comes to the level of opportunities was moderated by age with 0.820 r-value and subject taught with 0.799 r-value which were both correlatively significant at 0.01 level and number of related seminars attended with 0.790 r-value which was correlatively significant at 0.05 level. o The extent of challenges among SLRQAT on the creation of e-learning materials when it comes to the level of opportunities was moderated by age with 0.829 r-value and subject taught with 0.831 r-value which were both correlatively significant at 0.01 level and sex with 0.825 r-value which was correlatively significant at 0.05 level.

DISCUSSION OF THE RESULTS

Most of the profile of the respondents moderate the relationship between practices, challenges and opportunities of the SLRQAT members in crafting e-learning materials. This was supported by the studies conducted by Hockly (2018), Lin (2019) and Chumley (2020) that stressed out these profile namely- age, sex, subject taught, number of related seminars attended, number of years in service and position in SLRQAT vary accordingly depending to the member himself / herself. The extent of practices among SLRQAT members on the creation of e-learning materials in terms of needs assessment / analysis, determining goals and objectives, conceptualizing content, organizing content and activities and evaluation was significant to a great extent as supported from the results of the study directed by Gorin (2018), Krisan (2018) and Kale (2018). This simply means

that different practices were being employed by the members as they craft e-learning materials. SLRQAT members perceive individual different levels of opportunity on the creation of e-learning materials in terms of promotion, personal and professional capacitation and personal and professional linkages and connections as supported from the studies conducted by Karel (2019) and Elmarie (2018). May it be personal or professional opportunity, members of SLRQAT were being laid of such. The extent of challenges among SLRQAT members on the creation of e-learning materials in terms of nature of the task, needed resources and materials and allotted time in crafting e-learning materials were interpreted as significant to a great extent as supported from the results of the study conducted by Fauzi (2020), Liam (2020) and Lei (2020). This denoted that hardships were inevitably encountered by members of SLRQAT in creating e-learning materials, but despite of the hardships, still, they managed to finish the e-learning materials. The extent of challenges among SLRQAT in crafting e-learning materials when it comes to opportunities in terms of promotion, personal and professional capacitation and personal and professional linkages and connections were positively significant to one another. This was supported by the study conducted by Williams (2019) stating that members of SLRQAT could encounter challenges in crafting e-learning materials that can eventually give them better opportunity after finishing e-learning materials. The extent of practices and challenges among SLRQAT on the creation of e-learning materials when it comes to the level of opportunities was moderated by the demographic profile of the respondents. As a support to this, Bates' (2018) study revealed that the demographic profile of the respondents have something to do on how they apply such practices in crafting e-learning materials so as to the challenges they might encounter in crafting so. However, there may be some possible reasons for the insignificant results, which may be investigated in further research studies.

IMPLICATIONS OF THE STUDY

Stressing out how important the formation and production of digital materials are at this trying time of pandemic, it is astounding how little attention has been given to the practices, opportunities and challenges among teachers who are acting as members of school learning quality assurance team (SLRQAT). There were only few noted studies and articles in the 1990s and 2000s focused on such aforementioned concerns to e-learning materials' evaluation and craftsmanship. This research undertaking addresses the said gap in the literature, indeed, the study magnificently describes the role and challenges of teachers as members of school learning quality assurance team (SLRQAT) also as an addition to their multifaceted profession. Specifically, the findings of this study imply proper measure among school administrators in extending ample support to teachers who are acting as members of the school learning quality assurance team (SLRQAT) may it be in the preparation, creation, monitoring and even in moral, mental aspects of the teachers, to Division Learning Resource Management System (LRMS) Department on the compliance in crafting learning materials exclusive only for the division and giving due credits and acknowledgements among teachers who are members of school learning quality assurance team (SLRQAT), to the teaching personnel in various educational public institutions, who are acting as members of school learning quality assurance team (SLRQAT). Similarly, this study has implication on future researchers and teachers for innovating and improving the teaching-learning process most especially in these challenging times, this study will be helpful for the future educators to get involved in such activities because it would help them to grow better and at the same time helping one another as learning materials among students are concerned. With this study, parents would be able to modify the way they monitor their children when it comes to accessing e-learning materials. Indeed, they would be able to supervise how these e-learning materials are being answered, checked and returned on different platforms. Through this, they would be in support of the school and the learners to better achieve the DepEd's mission-vision, goals and objectives- quality basic education.

Lastly, students would have newly modified learning materials crafted to their recent need brought by the pandemic. Indeed, they would be able to access the said learning materials in digital copies at ease and in the comfort of their homes. Their learning cycle would be a continuous one, in such, they would be in support of the school to better achieve the DepEd's mission-vision, goals and objectives- quality basic education.

CONCLUSION

This pandemic caught the Department of Education off-guard. That is why different ways and means were applied in order to have a continuous learning process among students. One of these ways and means envelop the creation of e-learning materials for easy access of learners with ease at home. Nonetheless, teachers who acted as members of SLRQAT (School Learning Resource Quality Assurance Team) applied different practices, have seen lots of opportunities and faced various problems when crafting these e-learning materials. As revealed by the result of this study, a significant relationship between the practices and opportunities of SLRQAT members in crafting e-learning materials was highly evident. More so, a significant relationship between the challenges and opportunities of SLRQAT members in crafting e-learning materials was also observed. Most of the profile of the respondents moderates the relationship between practices, challenges and opportunities of the SLRQAT members in crafting e-learning materials.

LIMITATION & FURTHER RESEARCH

The conduct of this study was within the bounds of all eighteen elementary and nine junior high schools in the City Schools Division of Cabuyao which focused on the practices in terms of: needs assessment /analysis, determining goals and objectives, conceptualizing content, organizing content and activities and; evaluation; opportunities according to: promotion, individual and professional capacitation, personal and professional linkages / connections; and challenges in terms of: nature of the task; needed resources and materials and allotted time in crafting the elearning materials among teachers who were members of SLRQAT during the School Year 20212022. Future researchers may conduct the same study from different division/region and try to compare other variables that are related to crafting e-learning materials.

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