

# TEACHERS' PREPAREDNESS AND CHALLENGES TOWARDS PERFORMANCE IN THE NEW NORMAL EDUCATION

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## ABSTRACT

*This study evaluated the public elementary school teachers' preparation and challenges in the new normal education. This research used descriptive-correlation research design. The survey population included teachers of 63 Barangays under Special Geographical Area of MBHTE-BARMM in the during the school year 2021-2022. Descriptive statistics was used to analyze survey data while Multiple Regression Analysis and Pearson r Momentum Correlation were used to analyze the influence and relationship of the variables. The findings from this research pointed out that teachers indicated high level of preparedness in terms of profiling of learners, capability building for continuous learning and development, and moderate preparedness in terms of gathering resources and establishing practices. As to teachers' performance, they indicated very satisfactory performance in teaching-learning process, pupils' outcomes, community involvement, and professional growth and development. Further, teachers indicated that somewhat they experienced difficulty on the complexity of assessment, digital device and the instructional delivery. It was also found out that teachers' preparedness is significantly associated with the challenges and performance of teachers in the new normal education.*

**Keyword:** - Teachers' Preparedness, Challenges, Performance, New Normal Education.

## 1. INTRODUCTION

One of the emerging global emergencies in public health is the COVID-19 pandemic caused by a Novel Coronavirus SARS-COV-2. The fight against its threats has received massive global attention on how to eradicate the continual increase of growing infections (Guo, et al., 2020).

As the World Health Organization (WHO) declared that COVID-19 is already a pandemic, the Philippines was placed in a state of calamity under the Presidential Proclamation No. 929 s. 2020. Suspension and temporary closing of companies, enterprises and business operations has taken effect.

Movement of people, goods, and services within and across municipal boundaries was also restricted. The WHO has recommended different measures such as social distancing, wearing of face masks, hand washing, self-isolation, and improved health care system to control the spread of infection and lessen the death rate (WHO, 2020).

Education sector is one of the most affected fields brought about by COVID-19 pandemic. Schools have become the most vulnerable to safety and security. Health concerns of school personnel, students, parents, and other stakeholders are at stake; thus, temporary closure of schools was enforced to contain the spread of the virus and reduce infections (UNESCO, 2020).

Community lockdown and quarantine led work from home among teachers and study from home among students through online distance learning (Crawford, et al., 2020).

Other schools cut their classes short than expected, which causes serious disruption to more educational opportunities. The opening of cases for the next academic year was delayed, giving more time to schools to prepare continuity plans and manage alternative learning modalities. Teaching and learning which mainly happens inside the classroom becomes the most susceptible to disturbance, so education leaders decided to cope with and adopt the New Normal education (De Villa, J. and Manalo, F., 2020).

Globally, many schools have already replaced traditional classroom setups with innovative flexible learning strategies since these are found to improve students' learning outcomes (Kim, 2020).

The Philippines' education system, particularly in the basic education, faces challenges related to learning delivery modalities. It is eyed that marginalized learners are expected to have less access to resources causing social disadvantage and digital divide. Thus, flexible learning has been subjected to further evaluations and debates in terms of inclusivity and equity in educational opportunities. Education shall continue despite the situation so the Department of Education (DepEd) has implemented its Basic Education Learning Continuity Plan (BE-LCP) for the Academic year 2020-2021.

BE-LCP is a package of education interventions that will respond to basic education challenges brought about by COVID-19 (DepEd Order No. 12, 2020). And so, to protect the health, safety, and well-being of learners, teachers, and personnel, and prevent the further transmission of COVID-19, the department will implement the alternative learning delivery modalities such as modular, television-based, radio-based instruction, blended, and online while face-to-face classes still prohibited due to the public health situation. As to the curriculum offering, the learning competencies have been decongested to focus only on the most essential learning competencies (MELC) which are aligned to the achievement of 21st century skills such as critical thinking, collaboration, communication, and creativity.

Consequently, instructional delivery is shifted into a different undertaking in the teaching and learning process. Subject matter has been taught in different ways such as inquiry, hands-on learning, social interaction, and constructivism. However, such pedagogies seem difficult to implement in a distance learning, and teachers do not feel adequately able and prepared to teach the subject remotely (Lichoro, 2015). Thus, these prevailing issues were considered as a researchable gaps for this research endeavor.

Teachers who are new to distance learning may feel unprepared to facilitate teaching, thus, need support as to technical, pedagogical, and time management (Downing, J., and Dymont, J.E., 2013). Instruction heavily relies on technology leaving the teachers not fully prepared and lack of competence (Nilson & Goodson, 2018).

Thus, this study was conducted to assess the public elementary school teachers' preparation and challenges towards their performance in the new normal education.

## 2. METHODOLOGY

The survey population included teachers of 63 Barangays under Special Geographical Area of MBHTE-BARMM in the during the school year 2021-2022. The descriptive-correlational research design was employed. Descriptive statistics and inferential statistics was used to analyze surveyed data.

## 3. RESULTS AND DISCUSSION

### **Relationship of the Teachers' Preparation and the Challenges in the New Normal Education**

Correlation matrix showing the degree of relationship between teachers' preparedness and challenges of teachers in the new normal is shown in table 11.

As indicated in the result, a positive significant correlation is observed between teachers' preparedness on profiling of learners and teachers' challenges on difficulty in instructional delivery. The correlation coefficient value and probability were 0.245\*\*, 0.007. This shows positive significant correlation which simply means that a higher teacher preparedness will result to always occurrence of challenges on instructional delivery among teachers in the new normal education.

Result also revealed that a positive significant correlation is observed between teachers' preparedness on capacity building for continuity of learning and development and teachers' challenges on complexity of assessment. The correlation coefficient value and probability were 0.223\*, 0.014. This shows positive significant correlation which simply means that a higher teacher preparedness on capacity building for continuity of learning and

development will result to always occurrence of challenges on complexity of assessment among teachers in the new normal education.

Similarly, it can be gleaned in the result that a positive significant correlation is observed between teachers' preparedness on gathering resources and establishing practices and teachers' challenges on complexity of assessment, difficulty in instructional delivery, and digital device. The correlation coefficient value and probability were 0.326\*\*, 0.000; 0.338\*\*, 0.000; and 0.298\*\*, 0.000.

This implies that a higher teacher preparedness on gathering resources and establishing practices will result to always occurrence of challenges on complexity of assessment, difficulty in instructional delivery, and digital device among teachers in the new normal education.

Stable and fast internet connection supports the instructional delivery in online distance learning. However, the Philippines' fixed average speed as of early this year is only 26.18 Mbps which makes the country ranked 114th in the world for mobile speeds and 108th for fixed broadband speeds (Ookla, LLC, 2020). Teachers rely on internet for communication and utilization, but stability and speed hinder them to do so. The participants mentioned that unstable and slow internet connection impede their duties and works. Signal interruption in different geographic sites adds up also to the situation which is out of teachers' control. (Alvarez, 2020). The success of any online distance learning modality heavily relies on internet connection because a failure can detract the entire online learning experience.

The participants found difficulty to navigate digital tools and online platforms. They are still on the early stages to familiarize themselves with the use of technology. ICT is found to have vital potential in increasing students' achievement and enriching teachers' skills; however, lack of training, equipment and skill limit its success. Confidence, competence, and accessibility have been critical ingredients to effectively blend ICT into the teaching and learning process (Habibu, Al Mamun, & Clement, 2012). Acquiring the latest devices and integrating ICT into the lesson is not enough. It must be sustained over the long term.

In times of COVID-19 pandemic, teachers in the Philippines were facing challenges and difficulties that affects their performance (Tiago & Lumapenet, 2022.)

**Table 1** Correlation matrix showing the relationship of the teachers' preparedness and the teachers' challenges under the new normal.

<i>Spearman Rho</i>				
Teachers' Preparedness		Complexity of assessment	Difficulty in Instructional delivery	Digital Device
<b>Profiling of learners</b>	Corr. coef.	0.091	<b>0.245**</b>	0.152
	Probability	0.325	<b>0.007</b>	0.098
<b>Capacity bldg. for Cont. learning &amp; devt.</b>	Corr. coef.	<b>0.223*</b>	0.046	0.104
	Probability	<b>0.014</b>	0.617	0.259
<b>Gathering resources &amp; establishing Prac.</b>	Corr. coef.	<b>0.326**</b>	<b>0.338**</b>	<b>0.298**</b>
	Probability	<b>0.000</b>	<b>0.000</b>	<b>0.001</b>

\*Correlation is Significant at 0.05 level

\*\*Correlation is significant at 0.01 level

### Relationship of the Teachers' Preparation and the Teaching Performance

Correlation matrix showing the degree of relationship between teachers' preparedness and teachers' performance in the new normal is shown in table 2.

As indicated in the result, a positive significant correlation is observed between teachers' preparedness on profiling of learners and teachers' performance on pupil's outcomes and professional development. The correlation coefficient value and probability were 0.191\*, 0.037; and 0.186, 0.043. This shows positive significant correlation which simply means that a higher teacher preparedness on profiling of learners will result to outstanding performance of the teachers on pupils' outcomes and professional development.

Result also reflected that a positive significant correlation is observed between teachers' preparedness on capacity building for continuity of learning and development and teachers' performance on professional development. The correlation coefficient value and probability were 0.350\*\*, 0.000. This shows positive significant

correlation which simply means that a higher teacher preparedness on capacity building for continuity of learning and development will result to outstanding performance of the teachers on professional development.

In addition, it is displayed in the result that that a positive significant correlation is observed between teachers' preparedness on gathering resources and establishing practices and teachers' performance on community development. The correlation coefficient value and probability were 0.182\*, 0.046.

This shows positive significant correlation implies that a higher teacher preparedness on gathering resources and establishing practices will result to outstanding performance of the teachers on community development.

Delivery of education in the Philippines has been greatly affected because of the spread of the COVID-19 pandemic. In response to the implementation of the Learning Continuity Plan of the Department of Education, school readiness has been a great challenge for public elementary schools (Lumapenet & Usop, 2022).

**Table 2** Correlation matrix showing the relationship of the teachers' preparation in the new normal and the teaching performance.

<i>Spearman Rho</i>					
Teachers' Preparedness		Teach-learning process	Pupils' outcome	Community development	Prof. growth & develop.
<b>Profiling of learners</b>	Corr. coef.	-0.033	<b>0.191*</b>	0.029	<b>0.186*</b>
	Probability	0.720	<b>0.037</b>	0.755	<b>0.043</b>
<b>Capacity bldg. for Cont. learning &amp; devt.</b>	Corr. coef.	0.124	0.103	0.127	<b>0.350**</b>
	Probability	0.178	0.261	0.166	<b>0.000</b>
<b>Gathering resources &amp; establishing Prac.</b>	Corr. coef.	-0.060	0.043	<b>0.182*</b>	0.132
	Probability	0.517	0.640	<b>0.046</b>	0.152

\*Correlation is Significant at 0.05 level.

\*\*Correlation is significant at 0.01 level

#### 4. CONCLUSIONS

It can be concluded that teachers have readiness in performing their duties and responsibilities in the new normal education. However, some difficulties experienced by the teachers such as complexity of assessment, digital device and the instructional delivery. In addition, teachers challenges and performance is highly dependent on their preparedness. The issue and concerns of the teachers in the new normal were identified as the low performance of the teachers, lack of farcialities and opportunities. On the challenges brought by the new normal education, the teachers were facing it by employing different pedagogical style to improve the learners' low performance.

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