TEACHERS' CHALLENGES AND ADJUSTMENTS TOWARDS THEIR PERFORMANCE IN THE NEW NORMAL

Noraima A. Tiago[1], & Husna T. Lumapenet[2]

[1] *Classroom Teacher, Department of Education, Malamote Central Elementary School, Matalam, South District, Matalam, North Cotabato, Philippines*
[2] *Assistant Professor, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, North Cotabato, Philippines*

ABSTRACT

This study was conducted to determine the public elementary school teachers' challenges, adjustments and performance normal education. descriptive-correlational and phenomenological research designs in attempt to evaluate teachers' challenges and adjustments in times of pandemic in the Municipality of Matalam during the school year 2021. The statistical tools used for the quantitative data were weighted mean. Multiple linear regressions and correlation analysis in order to answer the hypothesis of the study. In this study, data were obtained from the school heads of the chosen schools. Results revealed that the teachers were sometimes challenge by the resources, and their physical readiness. In addition, teachers are often having challenges on their psychological readiness. On the teachers' adjustments, they were able to manage the teaching environment, learners, and the teaching process. For the teachers' performance, they have an overall performance of very satisfactory on the aspects of the teaching-learning process, pupils' outcomes, and community involvement. Furthermore, teachers' challenges show association with teachers' adjustments in the new normal education. In addition, teachers' adjustments show significant correlation with the teachers' work performance.

Keyword: *Public elementary school teachers, challenges, adjustments, performance, new normal.*

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 [1]. 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, handwashing, self-isolation, and improved health care system to control the spread of infection and lessen the death rate [2].

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 [3].

Community lockdown and quarantine led work from home among teachers and study from home among students through online distance learning [4]. 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.

Globally, many schools have already replaced traditional classroom setups with innovative flexible learning strategies since these are found to improve students' learning outcomes [5]. 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 [6]. 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 [7]. Teachers who are new to distance learning may feel unprepared to facilitate teaching, thus, need support as to technical, pedagogical, and time management[8]. Schools were able to cope the challenges of the new normal education [9-10]. Students have various learning experiences [11]. Meanwhile, teachers experienced stress and burnout [12-13].

Instruction heavily relies on technology leaving the teachers not fully prepared and lack of competence [14]. In this regard, digital literacy gains recognition as the key tool for lifelong learning and valuable ability for Industry 4.0. However, it has still its downside due to high costs and maintenance, accessibility to online platforms and resources, and incompetence to its use.

Thus, this study was conducted to assess the public elementary school teachers' challenges, adjustments and performance normal education.

METHODOLOGY

This study utilized descriptive-correlational research designs in attempt to evaluate teachers' challenges and adjustments in times of pandemic. The researcher made survey questionnaire was disseminated to two hundred ten (210) teachers of Matalam South District in the Municipality of Matalam Cotabato which was chosen using complete enumeration. The statistical tools used for the analysis of data were weighted mean, multiple linear regression, and correlation analysis. Multiple linear regressions and correlation analysis in order to answer the hypothesis of the study. In this study, data were obtained from the school heads of the chosen schools.

RESULTS AND DISCUSSION

Relationship between Teachers' Challenges and Adjustments in the new Normal

Table 1 shows the relationship between teachers' challenges and adjustments in the new normal. As shown in the table, physical and psychological readiness show significant association with the teacher's adjustments in the new normal.

Physical readiness has positive association to environment, students, and teaching with coefficient and probability value of 0.174*, 0.013; 0.423**, 0.000; 0.832**, 0.000. The correlation coefficient can be interpreted as highly correlated. This link means that the better the teaching learning environment, students, and teaching learning process are, the higher the teacher's physical and psychological preparation is.

In accordance to Cowan [15], there is heightened urgency to advance school-based mental health and school psychologists' expertise as essential to providing quality, evidence-based services to teachers. In the same manner, stress management of teachers magnifies the result of managed pressures.

Meanwhile, psychological readiness has positive association to environment, students, and teaching with coefficient and probability value of 0.258**, 0.000; 0.358**, 0.000; 0.458**, 0.000. The correlation coefficient can

be interpreted as highly correlated. This relationship implies that the higher the teacher's physical and psychological readiness, the better will be the teaching learning environment, students, and the teaching learning process.

Loveless [16] explained that positive well-being contributes to addressing the challenges of the new normal education. Encouraging outlook, self-confidence gained from encouragement and motivation, healthy lifestyle, and stress reduction allows them to continue performing their duties and responsibilities despite the challenges of these trying times.

Table 1.   Relationship between teachers' challenges and adjustments in the new normal education.

			Teaching Learning Environment	Students	Teaching
Spearman's rho	Resources	Correlation Coefficient	-.002	.117	.147[*]
		Sig. (2-tailed)	.982	.096	.036
	Physical Readiness	Correlation Coefficient	**.174[*]**	**.423[**]**	**.302[**]**
		Sig. (2-tailed)	.013	.000	.000
	Psychological Readiness	Correlation Coefficient	**.258[**]**	**.358[**]**	**.458[**]**
		Sig. (2-tailed)	.000	.000	.000

** Highly Significant
* Significant at 5% level

Relationship between Teachers' Adjustments and their Performance in the new Normal

Table 2 shows the relationship between teachers' adjustments and their performance in the new normal. As shown in the table, all aspects of teachers' adjustments show significant association with the teacher's performance in the new normal.

Teachers' adjustments with the teaching-learning environment have positive association to teaching-learning process, pupils' outcomes, community involvement, and professional growth and development with coefficient and probability value of 0.536**, 0.000; 0.489**, 0.000; 0.486**, 0.000; and 0.390**;0.000. The correlation coefficient can be interpreted as highly correlated. This relationship implies that a positive adjustment of teachers with the teaching-learning environment will result to teachers' good performance in teaching-learning process, pupils' outcomes, community involvement, and professional growth and development.

Meanwhile, teachers' adjustments to students have positive association to teaching-learning process, pupils' outcomes, community involvement, and professional growth and development with coefficient and probability value of 0.479**, 0.000; 0.564**, 0.000; 0.502**, 0.000; and 0.421**;0.000. The correlation coefficient can be interpreted as highly correlated. This relationship implies that a positive teachers' adjustments with the students will result to a satisfactory teachers' performance in teaching-learning process, pupils' outcomes, community involvement, and professional growth and development.

Result also revealed that teachers' adjustments to teaching have a positive association to teaching-learning process, pupils' outcomes, community involvement, and professional growth and development with coefficient and probability value of 0.610**, 0.000; 0.561**, 0.000; 0.527**, 0.000; and 0.401**;0.000. The correlation coefficient can be interpreted as highly correlated. This relationship implies that a positive teachers' adjustments with teaching will result to a satisfactory teachers' performance in teaching-learning process, pupils' outcomes, community involvement, and professional growth and development.

To Heneman [] (2009), regularly certified teachers outperform non-certified or provisionally certified teachers in terms of student achievement and observations by administrators and others, this research, should be viewed with some skepticism. First, only a small portion of the studies conducted relate teacher certification to student achievement. Second, survey research of teachers shows that few value their training experiences in schools of education.

Table 2.   Relationship between teachers' adjustments and their performance in the new normal education.

			Teaching Learning Process	Pupils Outcomes	Community Involvement	Professional Growth and Development
Spearman's rho	Teaching Learning Environment	Correlation Coefficient	.536**	.489**	.486**	.390**
		Sig. (2-tailed)	.000	.000	.000	.000
	Students	Correlation Coefficient	.479**	.564**	.502**	.421**
		Sig. (2-tailed)	.000	.000	.000	.000
	Teaching	Correlation Coefficient	.610**	.561**	.527**	.401**
		Sig. (2-tailed)	.000	.000	.000	.000

** Highly Significant

4. REFERENCES

[1]. Guo, Y.-R., Cao, Q.-D., Hong, Z.-S., Tan, Y.-Y., Chen, S.-D., Jin, H.-J., … Yan, Y. (2020). The origin, transmission and clinical therapies on coronavirus disease 2019 (COVID-19) outbreak - an update on the status. Military Medical Research, 7. https://doi.org/10.1186/s40779-020-00240-0- COVID-19 Transitions to Online Formats and Pre-Pandemic Foundations for Student Success: Time Management and Lifestyle Variables.

[2]. WHO,2020-World Health Organization 2020 guidelines on physical activity and sedentary behavior.

[3]. UNESCO. (2020). Education: From disruption to recovery.https://en.unesco.org/covid19/educati onresponse WHO. (2020). Coronavirus disease 2019 (COVID19) Situation Report - 51. https://www.who.int/docs/defaultsource/coronaviruse/situationreports/20200311-sitrep-51-covid19.pdf?sfvrsn=1ba62e57_10 related activities on science investigatory projects, action research, pedagogy, and content.

[4]. Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Magni, P.A., Lam, S. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. Journal of Applied Learning and Teaching, 3(1), https://doi.org/10.37074/jalt.2020.3.1.7.

[5]. Kim, J. (2020, April 1). Teaching and learning after COVID-19. https://www.insidehighered.com/digitallearning/blogs/learning-innovation/teachingand-learning-after-covid-19.

[6]. Lumapenet, H. T. , Usop, M. P. (2022). School Readiness towards the Delivery of Learning in the New Normal Education. International Journal of Early Childhood, Volume 14 (03), 2629-2637.

[7]. Lichoro, D. M. (2015). Faculty readiness for transition to teaching online courses in the Iowa. Iowa State Univeristy Digital Repository: Graduate Thesis and Dissertations: https://lib.dr.iastate.edu/etd/14376/ Lie. (2020, June 20). The new normal in education. https://www.thejakartapost.com/academia/2020 /06/20/the-new-normal-in-education.html

[8]. Dyment, 2015. Teacher Educators' Readiness, Preparation, and Perceptions of Preparing Preservice Teachers in a Fully Online Environment: An Exploratory Study.

[9]. Katog, M. S. (2022). Coping with COVID-19: How Public Secondary School Principals Adapt to the New Normal?. International Journal of Early Childhood, (01), 2363-2367.

[10]. Kudto, N. M., Lumapenet, H. T., & Guiamalon, T. S. (2022). Students' Learning Experiences in The New Normal Education. CENTRAL ASIAN JOURNAL OF THEORETICAL & APPLIED SCIENCES, 3(5), 221-233.

[11]. Otto, L. & Lumapenet, H. (2022). Technological Leadership and Crisis Management Skills of the School Administrators Towards School Development in the Special Geographical Area of MBHTE-BARMM. International Journal Of Advance Research And Innovative Ideas In Education 8(3):3934-3937.

[12]. Villarejo, F., Mamburao, R. & Lumapenet, H. (2022). WORK DEMANDS AND OCCUPATIONAL BURNOUT AMONG PUBLIC SCHOOL TEACHERS IN THE PHILIPPINES. International Journal Of Advance Research And Innovative Ideas In Education 8(3), 4923-4926.

[13]. Pagocag, H. K., & Lumapenet, H. T. TEACHERS'WORK STRESSORS TOWARDS ACHIEVEMENT AND LEARNERS'PERFORMANCE. International Journal Of Advance Research And Innovative Ideas In Education 8(3):5526-5530.

[14]. Nilson, L. B., & Goodson, L. A. (2018). In online teaching at its best: Merging instructional design with teaching and learning research. Journal of Public Affairs Education, 264.

[15]. Cowan, Katherine C. "Mental Health Awareness Month & Speak Up for Kids." Communique vol. 40, no. 6, 2012, pp 28-29.

[16]. Loveless, E. (2020, July 31). Strategies for Building a Productive and Positive Learning Environment. https://www.educationcorner.com/ building-a-positive-learning-environment.html

[17]. Heneman 2006- The Effect of Evaluation on Teacher Performance.