

CHALLENGES OF TEACHERS AND SCHOOL HEADS DURING THE NEW NORMAL

by:

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Abstract. The study used the Quantitative Descriptive Method to identify the challenges the teachers and school heads faced in implementing the Basic Education Learning Continuity Plan during the New Normal. An online survey was conducted on 111 teachers and 7 school heads to get their consensus on the challenges that emerged during the New Normal. Aside from the problems with the printed modules, the respondents pointed out that health issues, communication problems, parents' cooperation, and students' disengagement were the biggest problem in delivering lessons during the New Normal. The study concluded that the use of BE-LCP is suited to Filipino learners. Still, the government should provide the gadgets, instructional materials, internet connectivity, and full support to deliver quality education during this pandemic.

Keywords: challenges, issues, teachers, school heads, New Normal

INTRODUCTION

Filipinos from all walks of life have the right to free basic education regardless of their beliefs, colors, and creeds. As stipulated in Section 1 of the Article XIV of the 1987 Philippine Constitution, the Philippine government should promulgate accessible and equitable education to every Filipino in the land. But the sudden onset of the pandemic has lambasted the provision and turned the educational system upside down.

In connection with this, the New Normal Education System was born. As Tria (2020) mentioned, the New Normal was born due to the increase in mortalities brought on by the pandemic. Also, Gotinga (2020) added that Community Quarantine ranging from Enhanced Community Quarantine (ECQ) to General Community Quarantine, was imposed

to contain the virulence of the pandemic. DepEd has implemented the Basic Education Learning Continuity Plan through DepED Order No. 12 s. 2020 and DepEd Memorandum No. 162 s. 2020 to ensure that education continues amidst the existence of the pandemic.

The brick-and-mortar schools become symbols of the traditional school system. The New Normal school system uses different learning methods such as the Modular Approach, Online Distance Approach, Blended Distance Method, and TV/Radio-based Instructions. Aside from that, Emergency Remote Teaching is now part of the New Normal System. Hodge, Moore, Lockee, and Trust (2020) mentioned that Online Distance Learning is different from Emergency Remote Teaching Approach. Emergency Remote Teaching Method deviates from the usual due

to other circumstances brought on by various crises.

In this light, the study explored the challenges the teachers and school heads encountered in implementing the Basic Education Learning Continuity Plan (BE-LCP) and distance learning modality (DLM) during the New Normal.

OBJECTIVES OF THE STUDY

The study explored the challenges experienced by the teachers and school heads in the delivery of lessons to the student during the New Normal.

Specifically, it sought answers to the following questions:

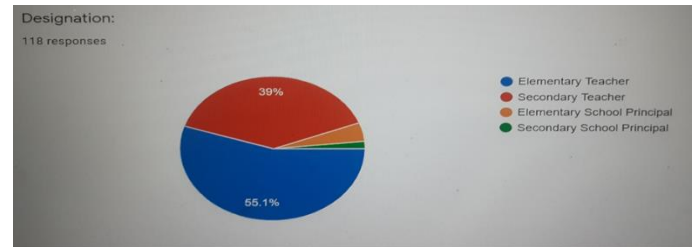
1. How can the profiles of the respondents be described in terms of:
 - a. age;
 - b. sex;
 - c. designation; and
 - d. familiarity with the administration of the Basic Education Learning Continuity Plan?
2. What are the challenges the teachers and school heads encounter in delivering learning competencies during the New Normal?
3. How do they address these challenges encountered during the New Normal?

MATERIALS AND METHOD

The study used the Descriptive Quantitative method in revisiting the Economics of Education during the pandemic. The Descriptive Quantitative Method is defined by McCombes (2019) as a technique used to describe a population, situation, or phenomenon.

The online Google form survey questionnaire is floated to 118 participants, composed of 111 teachers and 7 school heads.

RESULTS AND DISCUSSION



To discuss the results comprehensively, this part is subdivided into respondents' profiles, challenges encountered during the New Normal, and how they addressed these problems.

A. Respondents' Profiles

Respondents' profiles are described based on age, sex, and designations. The age brackets of the respondents are shown in

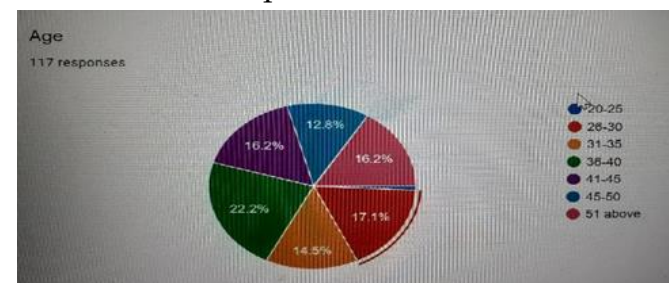
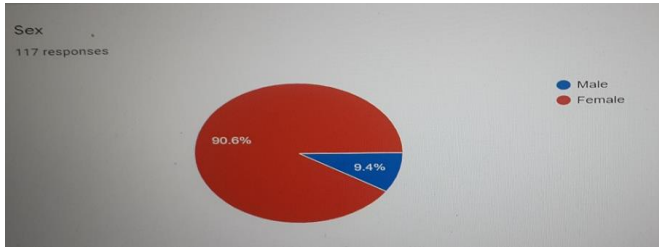


Figure 1 below.

Figure 1: Age Brackets of Respondents

The graph shows that 118 participants belong to the 36-40 age bracket, while the lowest age group belongs to the 20-25 age bracket. The study by Ismail, Rozita, and Abas (2018) showed a significant difference in the teachers' age, experience, and effectiveness in developing their students' Higher Order Thinking Skills.

On the other hand, Figure 2 shows the sex of the respondents who participated in the



study.

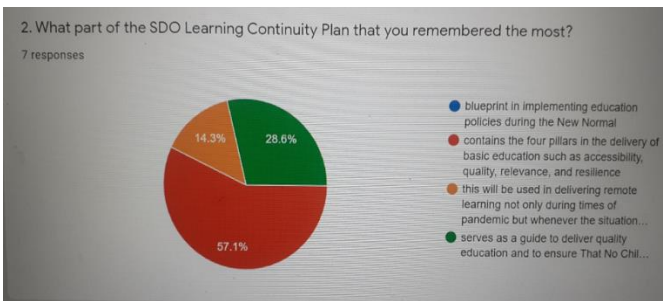
Figure 2: Sex of Respondents

Figure 2 reveals that 106 (90.6%) of the 117 respondents are female, while the remaining 11 (9.4%) are male.

In terms of designation, Figure 3 reveals the composition of the participants.

Figure 3: Designation of Participants

This graph reveals that 55.1%, or 65, are



elementary teachers, 39%, or 46 are secondary teachers, 4.2%, or 5 are elementary school heads, and 1.7%, or 2 are secondary school heads.

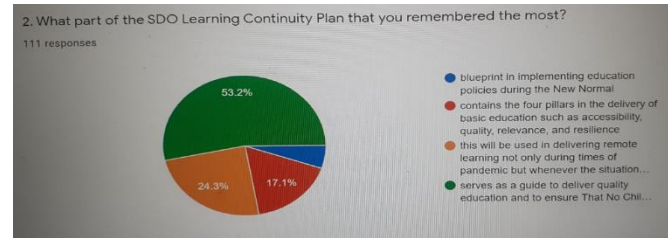
On the other hand, Figures 4 and 5 showed the results when the 118 respondents were surveyed on their familiarity with the administration of BE-LCP.

Figures 4 and 5: Teachers and School Heads Familiarity with the administration of BE-LCP

Figure 4 shows that only 96.4% of 107 teachers are familiar with the Basic Education Learning Continuity Plan crafted by SDO-

Bataan. In comparison, the remaining 3.6% or 4 teachers are unaware of BE-LCP, while Figure 5 above displays that 100% or 7 school heads are very familiar with the implementation of BE-LCP.

But when the results of the teachers' answers are compared with the school heads' answers, they have different perspectives on



how BE-LCP will help the teaching and learning process during the pandemic.

Figure 6: Perceptions of Teachers

The figure shows that teachers consider BE-LCP as a guide in delivering quality education during this pandemic.

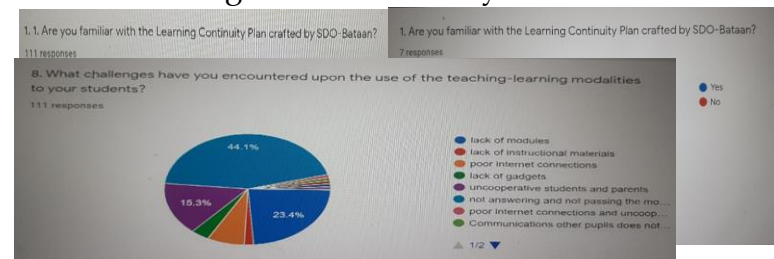
While Figure 7 below shows how the school heads view BE-LCP.

Figure 7: Perception of School Heads

This figure shows that BE-LCP contains the four pillars, accessibility, quality, relevance, and resilience, needed to deliver education during the pandemic.

B. Challenges Faced by Teachers and School Heads during the New Normal

The challenges encountered by the teachers



are posted in Figure 8.

Figure 8: Challenges faced by teachers in the New Normal

The graph shows that the most significant problem teachers encountered during this pandemic is students' disengagement in the given tasks using the distance learning modality because it will lead to failure in assessing the learners' progress during the pandemic.

Based on the survey, the school heads have more significant problems compared to the teachers since they need to maintain the brick-and-mortar schools, secure resources for the teaching and learning process, guarantee the safety of the students, teaching and non-teaching forces, and ensure the proper implementation of the curriculum during this time of the pandemic.

But the results showed that aside from the problems mentioned above, health issues, communication issues, cooperation of the parents and students, and lack of modules are the top four problems that the teachers and school heads faced during the pandemic.

These top four big problems are based on the result of the survey. In a similar study conducted by Lassoued, Alhendawi, and Bashitialshaaer (2020) on 400 professors and 600 Algerian, Egyptian, Palestinian, and Iraqi students, the results revealed that professors and students encountered different problems such as personal, instructional, technical, financial, and organizational problems during the teaching and learning process that used online distance learning modality. Aside from that, Morales (2020) said that the present scenario is coupled with myriads of problems in different aspects of learning, which forced

the teaching and learning process to adapt to the available instructional materials in the locale.

C. How do Teachers and School Heads address these challenges?

Based on the teachers' experiences, the problem of the lack of printed modules was answered by publishing additional modules that will yield a 1:1 ratio between the number of modules and the learners. While to ensure that the learners will respond to all the assigned tasks, teachers have constantly reminded the parents regarding their children's outputs through messenger chat, video calls, phone calls, text messages, and home visitations.

While the school heads mentioned that for them to address the problems in health security, communication, and the teaching and learning process, they have done the following:

- For the health security issues, school heads strictly implemented the health protocols as mandated by the Inter-Agency Task Force and purchased materials such as alcohol pump dispensers, thermal scanners, face masks, face shields, and PPEs to prevent the further transmissions of COVID-19.
- For communication issues, using online conferences, group chats, and phone calls with parents and other stakeholders aided in bridging the communication gap between the school and the community. In worst comes to worst scenarios, home visitation was done to reach out to the students and their parents.

- Because of the lack of printed modules, they sought the help of the Local Government Units (LGUs) to help them provide enough modules for all the learners in their respective schools. They find means to provide the materials needed to reproduce the modules.

CONCLUSIONS AND RECOMMENDATION

Based on the result of the survey, the following conclusions were made:

- Teachers and principals viewed the implementation of the BE-LCP as suited to the continuity of education since it caters to the needs of the students, even in times of the pandemic. Still, the consensus agreed that the government should provide instructional materials, gadgets, internet connectivity, and full support to all learners in the country's far-flung areas.
- Cooperation between the school heads, teachers, students, and parents is needed to implement the distance learning modality during the pandemic successfully.
- Though the lack of modules is one of the problems in delivering lessons during the pandemic, students' and parents' cooperation is needed to correctly assess students' progress during the New Normal education setup.
- Through the suggested ways to address these problems that came along with the onset of the pandemic,

collaboration between the different government sectors is badly needed.

On the other hand, due to the limited time to conduct a more comprehensive study on the challenges faced by the teachers and school heads during the pandemic, the given recommendation is formulated:

- Conduct a comprehensive study of the demographic profiles of the teachers and school heads that affect the success of the implementation of BE-LCP in their respective schools.

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