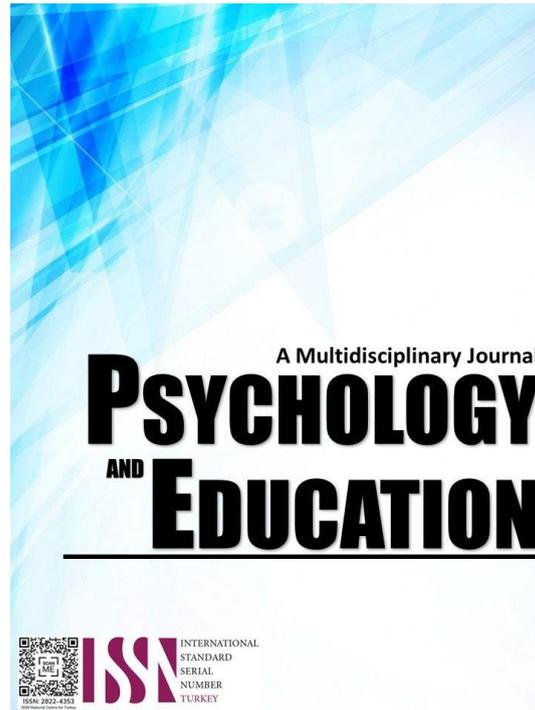


**EDUCATIONAL CHALLENGES, BEST PRACTICES,
AND OPPORTUNITIES IN THE POST-PANDEMIC
LEARNING TRANSFORMATION: BASIS FOR
REFINING THE SCHOOL LEARNING
CONTINUITY PLAN**



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Educational Challenges, Best Practices, and Opportunities in the Post-Pandemic Learning Transformation: Basis for Refining the School Learning Continuity Plan

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Abstract

A conducive and transformative learning environment has become a prominent concern since most teachers and students are faced with the sudden and abrupt educational changes in the post-pandemic learning. This paper was guided by the research question aiming to determine the challenges encountered, best practices and strategies employed, and learning opportunities experienced during the implementation of blended and face-to-face learning in secondary schools in Pasig. The research method was a mixed one, utilizing a descriptive design for quantitative data through a survey questionnaire and a descriptive approach for qualitative data through a written interview with a sample of 140 randomly chosen High School administrators and teachers. The statistical analysis used was weighted mean, thematic coding, and patterns. The findings of this study revealed multifaceted educational transformation challenges in terms of stakeholder readiness, (e.g. new roles and added responsibility), parental involvement and community partnership, (e.g. communicating openly, getting support, dialogues, and training), technological preparedness (e.g. slow and unstable internet connection), learning environmental needs and support (e.g. increased workloads, mental health, lack of space, learning gap and losses), and teaching design, delivery and assessment (e.g. large class size, curriculum modification and preparation and assessment of learners progress and needs). Based on the results of the study, it is recommended that all stakeholders must take responsibility and devise workable actions towards educational transformation, improvement of educational practices and strengthening education as a common good.

Keywords: *educational challenges, best practices, learning opportunities, post-pandemic learning transformation, learning continuity plan*

Introduction

One of the most recent global public health emergencies is the COVID-19 pandemic. This global health crisis had a huge disruption to normal life in many countries around the world including the economic, business, government, and education sectors.

Most countries around the world have temporarily closed educational institutions to contain the spread of the COVID-19 pandemic and reduce infections for nearly two pandemic years (UNESCO, 2020). This closure has impacted more than 1.2 billion students worldwide, including more than 28 million students in the Philippines (UNESCO, 2020) and eventual transition to an online learning platform, commonly referred to as remote or hybrid learning occurred. (Lake, 2020; "Education," 2020). Part of the reason for this is the shift away from face-to-face classes and toward different learning modalities such as distance or blended learning.

This compelled all sectors, including education, to reconsider who and what they value, as well as how they operate. Community lockdown and quarantine led work from home among teachers and study from home among students through online distance

learning (Crawford, et al., 2020). Teachers began to prepare for modular and online distance learning because it is believed that education must continue regardless of the circumstances. And now, education is starting to reopen to face-to-face learning as the Department of Education (DepEd) is eyeing the full implementation of face-to-face classes nationwide this incoming School Year (SY) 2022-2023. Teaching is possible, but it is not without difficulties.

According to many people's experiences in the early summer of 2020, schools were unprepared for the initial transition, with few plans in place, resulting in a rocky transition for both teachers and students (Lake, 2020). In response, here in the Philippines, DEPED Secretary Leonor Briones said the Basic Education - Learning Continuity Plan (BE-LCP) is the Department of Education's major response and commitment in protecting the health, safety, and well-being of learners, teachers, and personnel. It aims to ensure school readiness, determine the most appropriate teaching-learning modalities to develop the most essential learning competencies among learners, and provide policy guidelines to Schools Division Offices (SDOs) in the implementation and monitoring of teaching-learning modalities (School-based and Remote Learning). In the division of Pasig, both modular and online learning modalities have been



implemented by the majority of schools both elementary and high school and for the S.Y. 2022-2023 many schools operate in a full face-to-face class.

Correos, 2020 cited major challenges in post-pandemic learning that includes poor internet access and connectivity, the problem with family or parental support, learning resources and materials, the shift in the curriculum pedagogies, lack of technological capability of both students and teaching personnel, stakeholders' preparedness and even issues and adjustments to assessments.

Moreover, the academe may be better prepared to lead through similar or perhaps new forms of crises unknown to us at this moment. Furthermore, leaders and policy makers must assess what components of this circumstance have presented opportunities for future improvements to the public education system as a whole (Zhao, 2020). As such, more research is needed to understand how educational leaders and teachers can best alter their leadership and teaching methods or approaches to help their schools, and students succeed and continue in an uncertain and changing environment.

Cobo, 2020 emphasized that this pandemic highlighted the importance of professional training for teachers that goes beyond the learning of technical skills required for effective teaching in the "typical" classroom. Teachers must be resilient, sensitive, and flexible in order to adapt to crises and equip pupils to embrace the opportunities of a demanding twenty-first century.

Likewise, Khalaf, N. A. (2021), recommended that it would be advantageous to undertake future and additional research after a period of time in the post-COVID era focusing on teachers, students, parents, or communities framed around lessons learned from this crisis. Thus, a qualitative single-case study or multi-case study approach highlights the varied stakeholder views on these experiences across educational communities.

Thus, this study hopes to add to the current knowledge and understanding of the challenges encountered, strategies employed and learning opportunities that may be obtained during the implementation of blended and face-to-face learning in the post-covid learning transformation in order to help secondary schools in designing refined, sustainable and contextualized learning continuity plan in times of unprecedented crisis.

Research Questions

This study aimed to determine and explore the challenges, best practices, and opportunities experienced by both school leaders and teachers during post-pandemic learning transformation in order to better understand the future of the public education landscape, especially in times of crisis. Specifically, this study sought to answer the following questions:

1. What are the major challenges experienced by the respondents during post-pandemic learning transformation in terms of the following?
 - 1.1 Stakeholder's Readiness;
 - 1.2 Technological Preparedness;
 - 1.3 Learning Environment Needs and Support;
 - 1.4 Parental Involvement and community partnership; and
 - 1.5 Teaching Design, Delivery, and Assessment?
2. What best practices or strategies have been employed in response to the major challenges encountered by the respondents during post-pandemic learning transformation in terms of the variables cited in research question 1?
3. What educational learning opportunities respondents have gained/learned during post-pandemic learning transformation that can help ensure learning continuity in times of crisis?
4. What suggestions can be made to improve and refine the school learning continuity plan?

Literature Review

The researchers were aided by the related literature and studies in understanding the similarities and differences in the writings of various educational writers and practitioners in relation to educational challenges, adaptation, and opportunities in the post-pandemic learning transformation. The researcher was able to understand the significance of the study after reading a wide range of relevant literature.

In some extent, various studies were contributory to the present study, particularly authors Lake and Olson (2022), Stephens et al. (2020), Mutch (2015), Hauseman, Darazsi, and Kent (2020), Dayagbil (2021), Dirani et al. (2020), and UNESCO (2020) who expressed the difficulties that educational systems faced when school return after pandemic-related closures such as: addressing the unique needs of students who had vastly different experiences while their schools were closed, technical support in teaching, vastly different academic and nonacademic interventions and supports, coping with the need for urgent change while embracing new learning, teacher support, stakeholder endorsement, community



partnership, and, most significantly, strong organizational leadership. Reeves (2021) strongly believed that there is a knowledge gap in school leadership in the middle of a public health catastrophe of this scope and duration.

Reeves (2021), Useem, Kunreuther and Michel-Kerjan (2015), Dayagbil (2021), and Coombs (2014) expressed that the safety of everyone and people's necessities is a topmost concern in this transition but living in constant changes has its challenges because of lack of strategies, policies, and procedures for this type of crisis. Coombs (2014), Worley (2019), and Adams, Dust, and Piccolo (2013) agreed that coping with COVID-19's effects in education institutions necessitates a diversity of viewpoints among stakeholders. The leader's job amidst crisis is vital for the success of transitions amidst crises. Stephens, Jahn, and Fox (2020) and Dayagbil (2021) further notes that there is a need for assistance in managing mental health, self-esteem, and relationships among teachers and students and in formal learning contexts, mental health programs must be in place. Through a series of online training sessions on module development for diverse learning distance education and the usage of an online learning management system for faculty members, the institution was able to upskill and rewire its workforce.

Mutch (2015), De Guzman (2021), and Cahapay (2021) agreed that schools served as the guardian for families. With the decline of motivation from the students, parents served as instructors. Among these changes were the challenges that each families experienced such as: difficulties in adjustments, physical and emotional connections, technical difficulties, and new parenting styles. Lastly, UNESCO (2020) stressed the importance of Learning Environment Needs and Support and its need to develop flexible forms, flexible times, shared educational commitments, and a knowledge of how learning is widely distributed in today's cultures.

Majority of the authors expressed the need to transform crises into opportunities for the good of our children, families, communities, and economy. The current study, on the other hand, is distinct in terms of its research environment, time element, and subjects. Studies on the shift from remote learning to blended learning during a crisis are relatively unusual, even at the local level, therefore more studies are needed to better understand this, particularly in Pasig City. As a result, this study serves as the platform for a groundbreaking investigation of the educational obstacles, adaptations, and opportunities in the post-

pandemic learning transformation among Pasig City Senior High School students.

Methodology

This study used mixed method because the research questions could not possibly be answered by either quantitative or qualitative method alone. Mixed method is a research approach in which researchers collect and analyze both quantitative and qualitative data within the same study (National Collaborating Centre for Methods and Tools, as cited in Shorten & Smith, 2017).

To determine the challenges, best practices or strategies and learning opportunities experienced by the target respondents during the implementation of distant learning, the researchers gathered both quantitative data and qualitative data. Primary data sources were generated through survey questionnaires and interviews to the two sets of respondents, the school leaders, and selected teachers.

Participants of the Study

More or less 30 members of the school administrators (i.e., the principal, Assistant Principal, Assistant to the Principal, head teachers and master teachers) in each of the three integrated high schools in the Division of Pasig served as the first set of participants of the study. They function as the school leaders and are responsible for the overall management of the school. No sampling technique was employed as the researchers utilized the total population of the school administrator-respondents.

A total of 110 high school teachers selected through convenience sampling coming from the three integrated high schools in the Division of City Schools of Pasig served as the second set of participants of the study. Only 20 teachers were selected to participate in the study in each school. Teachers are also chosen as respondents since they have greater experience and exposure to the challenges, best practices and opportunities during the implementation of the post pandemic learning transformation.

Instruments of the Study

To answer research question number 1, the researchers utilized an adopted and modified survey questionnaire with open-ended questions from DEPED NCBSST-TDNA Guide and Tools. Each variable was provided with at least 10 benchmark statements that focus on



eliciting data on the challenges encountered by the respondents during the implementation of distance learning.

To answer research question number 2, the respondents were provided with open-ended questions pertaining to best practices or strategies employed by the two sets of respondents on the major challenges they experienced.

To answer the research question number 3 the respondents were provided with an open-ended question through a written interview to elicit answers on the learning opportunities they gained during the post-pandemic learning transformation.

And finally to provide answers to research question number 4, the researchers synthesized all the gathered data and suggestions from selected respondents as a basis in the development of a school learning continuity plan.

Procedure

The responses of the 3 sets of respondents were quantitatively and qualitatively analyzed and grouped to provide information about the challenges, best practices and learning opportunities experienced during the post-pandemic learning transformation as basis for the development of school learning continuity plan.

Both qualitative and quantitative data are gathered by securing first a written permission from the principal of Nagpayong Senior High School, Eusebio High School, and Pinagbuhatan High School to conduct the study.

There were two sets of written interviews to be conducted. First, an interview with the school administrators, and the second is an interview with the teachers.

Before the researchers came up with the final version of the questionnaire, content validity testing was done with the help of three experts in the field. The researcher refined and finalized the instrument then, a test-retest method was employed if deemed necessary.

The survey questionnaire was floated and administered to the identified respondents through a drop and pick method with the help of the school heads and head teachers. The data collection was done for at least 2 weeks to give ample time to respondents to answer the questionnaire.

After all data has been collected, it was treated carefully and analyzed through the use of descriptive statistics with the aid of Statistical Program for Social Sciences (SPSS) software showing results in the forms of summary tables for quantitative data. and thematic coding for qualitative data.

Ethical Considerations

In this study, researchers seek the approval for conducting the study which was obtained from the superintendent of the Division of Pasig and the principals of chosen schools. The researchers also obtained permission from the participant's to take part in our study. The participants were informed by submitting a letter with sufficient detail. The researchers explained to the participants what this research is all about, what the benefits are, and how participants can contribute to the study.

Second, participants have the right to, if they like, opt-out of the study. Any fines or loss of benefits does not result from the respondents' rejection or decision. Likewise, the researchers in this study avoided using offensive, racial, or other unacceptable language that may offend the respondents. Researchers trust their answers and was not altered. Researchers do not harm any of the people involved in our research. The researchers preserve the privacy of participants when collecting, analyzing, and publishing data if requested by them.

Results and Discussion

Challenges Experienced during Post-Pandemic Learning Transformation

The table confirms that most of the respondents' overall assessment on the challenges experienced during Post-Pandemic Learning Transformation in terms of Stakeholder Readiness is "Strongly Agree" as manifested on the Grand mean (3.31).

The results generated on the items showed that the respondents experienced challenges in Adherence to the new procedures, policies, safety, and health protocols of the government. of the government, getting the highest mean of (3.49 = verbally interpreted as Strongly Agree). Also, the respondents experience a hard time maintaining the rules and practices needed to meet the constantly changing demand and mandates in school with a mean of (3.46 = Strongly Agree). Likewise, they find it challenging to ensure that organizational mission, vision, and



objectives are met and shared among stakeholders, with a mean of (3.42 = Strongly Agree) and difficulty in coping with new roles and responsibilities in assisting learners both home and school learning garnering a mean of (3.43=Strongly Agree). Additionally, having limited and restricted social and physical interaction was cited as a challenge among stakeholders with a mean of (3.35 =Strongly Agree).

Table 1. Mean Distribution of the respondents' Challenges Experienced during Post-Pandemic Learning Transformation in terms of Stakeholder's Readiness

Items	Mean	Verbal Description
Stakeholder's Readiness		
1. Limited and restricted social and physical interaction among students, teachers and parents.	3.35	Strongly Agree
2. Stress and anxiety in teaching both online and limited face-to-face learning	3.25	Agree
3. Managing and fitting-in in into the new school system and operation	3.27	Strongly Agree
4. New roles and responsibilities are given to all stakeholders in assisting learners in both home and school learning.	3.43	Strongly Agree
5. External partner's support to the resources and projects needed in school operations during learning transformation	3.25	Agree
6. Distraction and lack of focus of all stakeholders during online and f2f classes and meetings.	3.03	Agree
7. Understaffing and difficulty in the recruitment process	3.14	Agree
8. Enhancement of school IT facilities to cater to effective school operations during blended learning.	3.27	Strongly Agree
9. Adherence to the new procedures, policies, safety, and health protocols of the government.	3.49	Strongly Agree
10. Maintenance of rules and practices to meet the constantly changing demand and mandates	3.46	Strongly Agree
11. Ensuring that organizational mission, vision and objectives are met and shared.	3.42	Strongly Agree
GRAND MEAN	3.31	Strongly Agree

The table 2 exhibited that most of the respondents' overall assessment on the challenges experienced during Post-Pandemic Learning Transformation in terms of Technological Preparedness is "Agree" as shown on the Grand mean (2.69).

Table 2. Mean Distribution of the respondents' Challenges Experienced during Post-Pandemic Learning Transformation in terms of Technological Preparedness

Items	Mean	Verbal Description
1. No access to household gadgets and computers/printers at home.	2.44	Disagree
2. Lack of the ability to effectively use technology to facilitate learning.	2.30	Disagree
3. Slow and unstable Internet connection.	3.26	Strongly Agree
4. Lack of technological literacy and competence in educational technology tools and online platforms.	2.51	Agree
5. Difficulties/distraction in learning a new and overly complex technology.	2.77	Agree
6. Uneasiness and discomfort in using video projection, camera, microphones, and speakers.	2.52	Agree
7. Limited access to learning technology and resources.	2.70	Agree
8. Financial challenges when accessing learning resources and technology.	3.04	Agree
GRAND MEAN	2.69	Agree

From the respondent's responses, it is noted that respondents who experienced Slow and unstable Internet connection, got the highest weighted mean of 2.36 with the verbal interpretation of Strongly Agree. Moreover, respondents are having financial challenges when accessing learning resources and technology with a mean (of 3.04 = Agree. And finally, difficulties and distraction in learning a new and overly complex technology have posed a challenge as well with a mean of (2.77= Agree). However, the respondents did not consider access to a household gadgets and computers/printers at home with a mean of (2.44 = Disagree) and also ability to effectively use technology to facilitate learning as a challenge experienced during post-pandemic learning transformation obtaining a mean of (2.30 = Disagree).

The table 3 demonstrated that most of the respondents' overall assessment on the challenges experienced during Post-Pandemic Learning Transformation in terms of Parental Involvement and Community Partnership is "Strongly Agree" as shown on the Grand mean (3.32).



Table 3. Mean Distribution of the respondents' Challenges Experienced during Post-Pandemic Learning Transformation in terms of Parental Involvement and Community Partnership

Items	Mean	Verbal Description
1. Establishing school and family partnerships that promote students' academic peak performance.	3.27	Strongly Agree
2. Organizing programs that involved parents and others school stakeholders to promote learning.	3.25	Agree
3. Conducting dialogues, and training of teachers, learners, and parents for the welfare and improvement of the performance of learners.	3.30	Strongly Agree
4. Promoting the image of the school through school summits, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	3.30	Strongly Agree
5. Conducting dialogues and meeting with multi-stakeholders as well as crafting programs and projects.	3.25	Agree
6. Establishing sustainable linkages/partnership with other sectors, agencies, and NGOs through MOA/MOU using Adapt-a-School Programs Policy.	3.30	Strongly Agree
7. Getting support and understanding from parents on their roles and obligations in their children's learning.	3.35	Strongly Agree
8. Communicating openly and consistently with learners and parents.	3.49	Strongly Agree
GRAND MEAN	3.32	Strongly Agree

Based on the responses, it is evident that respondents experienced challenges particularly in communicating openly and consistently with learners and parents obtaining the highest weighted mean of (3.49 = strongly Agree). Also getting support and understanding from parents on their roles and obligations in their children's learning with a mean of (3.35 = Strongly Agree). Likewise, conducting dialogues, training of teachers, learners, and parents for the welfare and improvement of the performance of learners with a mean of (3.31 = Strongly Agree) and finally, establishing sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/MOU using Adapt-a-School Programs Policy, with a mean of (3.30 = Strongly Agree).

Table 4. Mean Distribution of the respondents' Challenges Encountered in terms of Learning Environment Needs and Support

Items	Mean	Verbal Description
1. Lack of classroom resources and materials	3.13	Agree
2. Insufficient moral and ethical standards given by higher offices/officials.	2.43	Disagree
3. Lack of technical support given by higher school offices/officials.	2.49	Disagree
4. Increased workloads and stress while both from home and face-to-face classes.	3.35	Strongly Agree
5. Time management and organization of school workloads and deadlines.	3.28	Strongly Agree
6. Distractions and discomfort of the home and school learning environment.	3.15	Agree
7. Lack of space and room, for home and school learning use.	3.33	Strongly Agree
8. Lack of pedagogical preparations, commitment, and motivation	2.78	Agree
9. Giving equal attention to teaching and administrative roles and duties.	3.01	Agree
10. Addressing learning losses and deficiencies of learners at risk.	3.27	Strongly Agree
11. Inability to comply with and complete learning tasks and requirements of learners.	2.83	Agree
12. Managing mental health, safety, and well-being	3.27	Strongly Agree
GRAND MEAN	3.00	Agree

The table depicts that most of the respondents' overall assessment on the challenges experienced during Post-Pandemic Learning Transformation in terms of Learning Environment Needs and Support is "Agree" as shown on the Grand mean (3.315).

As reflected on the data gathered from the respondents, it is apparent that notable challenges have been experienced in the following aspects namely; in Increased workloads and stress both from home and face-to-face classes which obtained the highest weighted mean of (3.35 = strongly Agree). Similarly, lack of space, and room for home and school learning use with a mean of (3.33 = Strongly Agree). Likewise, time management and organization of schoolwork loads and deadlines with a mean of (3.28 = Strongly Agree), and finally, addressing learning losses and deficiencies of learners at risks and managing mental health, safety, and well-being both got a mean of (3.27 = Strongly Agree). However, respondents did not consider having trouble in terms of technical support given by higher school offices/officials garnering a mean of (2.49 – Disagree), and also with regards to the moral and ethical standard given by higher offices/officials with a mean of (2.43 – Disagree).



The next table illustrates that most of the respondents' overall assessment on the challenges experienced during Post-Pandemic Learning Transformation in terms of Teaching Design, Delivery and Assessment is "Agree" as shown on the Grand mean (3.053).

Table 5. Mean Distribution of the respondents' Challenges Faced in terms of Teaching Design, Delivery and Assessment

Items	Mean	Verbal Description
1. Poor Academic Performance	2.83	Agree
2. Large class sizes.	3.41	Strongly Agree
3. Tardiness and Absenteeism	3.08	Agree
4. Lack of Motivation and interest	3.01	Agree
5. Disobedience and Non-compliance	2.90	Agree
6. Preparation and administration of tests both in an online setting and face-to-face.	3.14	Agree
7. Assessing students' progress and learning needs	3.26	Strongly Agree
8. Modification and preparation of curriculum for blended learning in a short period of time	3.34	Strongly Agree
9. Difficulty in teaching practical and hands-on lessons	2.98	Agree
10. Resistance and disengaged.	2.93	Agree
11. Lack of comprehension and focus on learning	3.09	Agree
12. Limited learning methods/strategies	2.95	Agree
13. Difficulty in following protocols and policies for classroom management.	2.78	Agree
GRAND MEAN	3.053	Agree

As revealed by the data gathered from the respondents, it is obvious that pressing challenges have been experienced in terms of Teaching Design, Delivery, and Assessment such as; large class sizes which obtained the highest weighted mean of (3.41 = strongly Agree). Correspondingly, modification and preparation of curriculum for blended learning in a short period of time with a mean of (3.26 = Strongly Agree). And finally, assessing students' progress and learning needs got a mean of (3.26 = Strongly Agree).

Best practices or strategies that have been employed in response to the major challenges encountered by the respondents during post-pandemic learning transformation

The themes that emerged from the best practices or strategies have been employed in response to the major challenges encountered by the respondents during post-pandemic learning transformation in terms of:

Stakeholder's Readiness: (a) contingency plan. (b) strengthening relationships thru collaboration with internal and external stakeholders. (d) blended learning and digitized tools. (e) Strict implementation of protocols, policies, and mandates /supporting school activities. (f) webinars and workshops. (g) self-management, development, and training (stress management, resilience). (h) developing new strategies and approaches. (i) ensuring the good wellbeing of students and teachers.

Technological Preparedness: (a) Trainings, webinars and workshops. (b) Development of new strategies and adaptability. (c) Hiring IT experts and external stakeholders. (d) Procurement of technological devices and technological infrastructure.(e) Enhancement on technological competencies and self-improvement. (f) Educational program development. (g) Resourceful and Innovativeness

Parental Involvement and community partnership: (a) Regular online meetings, conferences and seminars with stakeholders. (b) Strengthening coordination and collaboration among stakeholders. (c) Constant communication and involvement of parents thru online platforms. (d) Home visitation. (e) Supporting the programs of the school.

Learning Environment Needs and Support: (a) Lessen distractions, develop routinary activities and varied learning strategies. (b) Developing partnerships and open communication among stakeholders. (c) Deloading of large class sizes and hiring non-teaching personnel. (d) Self-reflection, time management, positive thinking, and goal setting. (e) Learner's support and encouragement through Reinforcement and Remedial Activities. (f) Improve and use available resources.

Teaching Design, Delivery, and Assessment: (a) LAC Sessions, and FGD. (b) Implementation of asynchronous and synchronous learning. (c)Preparedness and readiness of students and teachers. (d) continuous support and encouragement to address learners' needs.(e) Focus on learning outcomes and personal objectives. (f) make innovations on methods and strategies in teaching. (g) Utilization of digital assessment tools and monitoring.

Educational learning opportunities respondents have gained/learned during post-pandemic learning transformation that can help ensure learning continuity in times of crisis

Stakeholder's Readiness

Most of the teachers and administrators stated that “Coordination and support amongst stakeholders” and “attend seminars, Meetings (FGD, LAC)” were the educational learning opportunities that they gained during the post-pandemic learning transformation. In times of crisis, it is crucial for all the stakeholders to coordinate all the changes and improvements to adapt to the changing needs and demands in the post-pandemic situation.

Specifically, some participants said that they:

“Focus on the instructional core, Harness education technology, New Education allies/ public support (parents to social welfare organizations)”

“Learnings from the webinar, mentoring and coaching, national and local support in terms of technological aspects.”

In addition, another teacher participant said:

“Community involvement, support of school, and trainings or webinars.”

“Because seminars are conducted online, I have the opportunity to attend most of them in low cost, I've really learned a lot and apply it on my job as a head teacher.”

“Attending seminars, gradually on f2f classes- stay on blending learning, Co-curricular activities”

Technological Preparedness

Majority of the teacher and admin participants stated that the “use of technology in classes” and “incorporating blended learning” were among the learning opportunities that they gained in the post-pandemic learning transformation. According to the participants, ICT Training, Writing SLMS, Video Editing, enhancing technology-based learning, using online platforms, and adapting to blended learning were the learning opportunities that they gained in terms of technological preparedness during the post-pandemic learning transformation.

Specifically, some participants said that they: “Enhancement of technology-based learning, and Blended learning should always be part of the educational system.”

“Increase my ability in terms of the use of technology, Flexible in the different learning activities and improve my stress tolerance.”

“The idea of adaptable learning, accessibility of certain level of instructional flexibility and the application of current information and communication technologies.”

“Utilization of ICT as a tool to bridge the margin during distance learning between the learners and the teachers and the curriculum and the teaching

strategies.”

“In my opinion, we can still use the blended learning because our students had been using this kind of delivery modality for more than 2 years. It is a great avenue between the students and teachers to reach out and discussed important things about the lessons. It is convenient to relay information between the teachers, school head, head teachers, master teachers and other stakeholders.”

Parental Involvement and community partnership

Most of the participants reiterated that they “support school programs and initiatives” and “Coordination and support amongst stakeholders” were the learning opportunities that they gained during the post pandemic learning transformation. Most of the participants were actively involved in school effort such as Brigada eskwela pagbasa, LAC sessions and other school programs and effort in the post pandemic stage. Understandably, most teachers were coordinating to the school administration, parents, and the government in their efforts for the school to be back to normal again.

Specifically, the participants responded that:

“I attended in-service training before the opening of limited face to face classes. I read articles regarding the pandemic brought by covid-19 and its impact on education transformation, and I am actively participating in school programs like Brigada-Eskuwela Pagbasa and LAC session in our department.”

“To provide learning in all aspects to students should continue. Open dialogue to all stakeholders (internal and external) for the full implementation of various programs, projects, and activities of the school. Lastly, imbibing the mandate expected from us as part of the educational system.”

“Mobilization of stakeholders' engagement in school planning and operations”

“Become a DepEd Etulay Tutor, member of TAWID PROGRAM (Locating students at risk), LEAP PROGRAM (conducting classes for extra subjects offering for transferee and irregular students)”

Learning Environment Needs and Support

Most of the teacher participants stated that “Home learning environment development” and “Understanding the learners and their needs” were among the learning opportunities that they gained during the post pandemic learning transformation. For the participants, it is crucial to create a learning space at home where students can comfortably learn and take



their classes without any distractions while also addressing the students' needs by being understanding of their personal problems and situations specially during the challenging times of the Covid-19 pandemic and the transformation to face-to-face classes.

Specifically, the teacher and admin participants stated that:

“There should be a Creation of learning space at home.”

“Provide home visitation and consultations while also being understanding and valuing the bonding time.”

“Better communication with students & parents.”

“Work from home set-up and Distance/ Blended Learning among teachers and students.”

“Effective distance learning approach, intensified home and community Feedbacking, enriched instructions and upskilling of teachers.”

Teaching Design, Delivery, and Assessment

Most of the teachers and administrators stated that “Adaptation, resilience, and innovation” and “Self-discipline and Self-Improvement by learning from others” were among their best learning opportunities in the post pandemic learning transformation. In these trying times, it is crucial to be flexible, and innovate by using the available tools and latest trends in technology. It is important to adapt to the current situation by understand the needs of the learners, improving oneself and adjusting to the current demands of blended and face to face learning after the pandemic.

Specifically, the participants stressed that:

“Teachers learn to be innovative, creative, & resilient.”

“With the diversity of learners, breakthroughs in technology and multiple teacher perspectives, an innovative teaching is one of the answers to the global demands for quality education. Integrating technology into existing curricula is highly relevant. Teachers can harness online learning as a powerful educational tool.”

“Teaching innovation, Technology integration, Teaching flexibility to insure learning for students.”

“Teachers should practice Classroom management, Integration of technology and Innovation.”

“Opportunities to learn digital innovations in teaching, enhancing and reliance in teaching through online, and overcoming struggles and difficulties in online teaching.”

“Being flexible, innovative, and resourceful.”

Suggestions to improve and refine the post-pandemic learning transformation and learning continuity of school

The themes that emerged from the statements answered by the group participants on how to improve and refine the post-pandemic learning transformation and learning continuity of school together with its' aligned labels or codes were:

Improvement of educational practices by: (a) conducting research-based programs and pedagogical enhancement. (b) communicating and collaborating with all stakeholders. (c) proper mind-setting, positive attitude, and learning practices. (d) reducing paper works, ancillary and extra work for teachers.

Educational Transformation through: (a) technological innovation, physical facilities, and school operation. (b) utilization of blended learning and alternative learning platforms.

Strengthen education as a common good: (a) Faculty and Administration Capacitation through training and seminars. (b) Addressing Needs through Programs, Plans, and Project Formulation.

Conclusion

Based on the conclusions drawn, the following recommendations have been made:

1. School stakeholders, school leaders, and teachers should cooperate and collaborate by conducting LAC sessions, and Focus group discussions to properly assess the school deficiencies and prevailing needs of teachers and students. Likewise, they should devise more self-care activities of both teachers and students to enhance well-being in the post-pandemic transformation of learning. Specifically, teachers should be encouraged to participate in training and seminars on the latest advancements in technology and computer literacy that would engage the learners of the 21st century. Teachers should also motivate and encourage students while also understanding the needs and shortcomings of their students brought about by the challenges of the pandemic through utilizing digital tools, making innovations and research, and discovering new strategies suited both for blended learning and face-to-face learning.
2. Parents/School Partners may cooperate with all the stakeholders to motivate and prepare the students for this transformation. Parents should be properly educated on their new and bigger roles as school



partners through seminars conducted by the school to have a conducive learning environment at home. They should also be encouraged to support their children and attend to their needs by giving advice, providing learning materials, sharing their wisdom, and promoting the value of education even during challenging times.

3. Division of Pasig City Officials may incorporate and implement blended learning in schools, especially those who do not have the capacity to implement full face-to-face learning. They may supervise IT experts that could capacitate and train the teachers to improve their technological skills and knowledge in teaching. Also, the said officials may recalibrate the curriculum, revisit teacher's loading, review school policies and schedules that could benefit all the stakeholders and learners in the transformation. Lastly, the Division of Pasig City Officials may find ways to lessen the administrative tasks of the teachers and school administrators by hiring non-teaching personnel that could help in the smooth transition and effective learning outcomes of students.

4. Local Government may focus on building new schools to deload the overpopulated schools catering to large sizes of students while also improving the school environment and facilities suitable for this transformation. They could also hire more teachers and non-teaching personnel to allow teachers to focus more on the teaching and learning of the students. Also, the local government could focus on improving the internet connection in schools and homes of the students who are having trouble with the connection by partnering with the national government and international telecommunication providers.

5. Along with the existing learning continuity plan, the school administrators together with the local government may contextualize and refine the crisis plans and guidelines best suited to the present landscape, requirements, and needs of the school and community it serves. This can be done by gathering feedback, instituting distributed leadership practices, and collaborative work that encourage sustainable change and resilience.

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