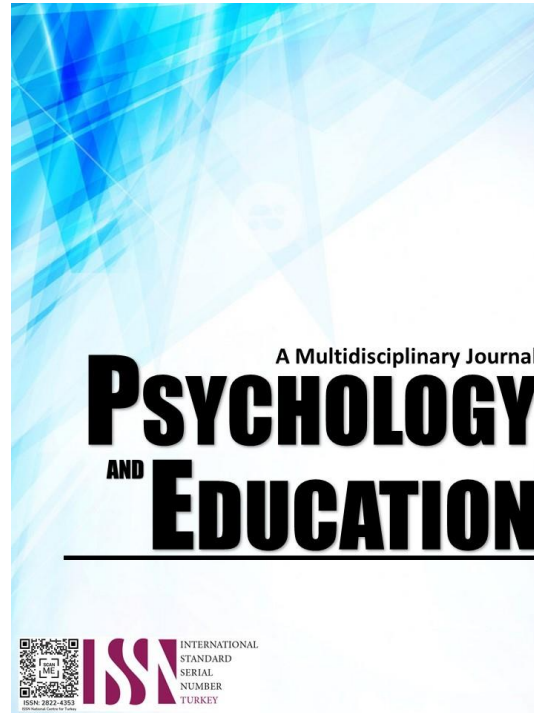


**CHALLENGES ENCOUNTERED BY TEACHERS
UNDER THE NEW NORMAL: BASIS FOR
INTERVENTION PROGRAM**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2022
Volume: 6
Pages: 980-982
Document ID: 2022PEMJ392
DOI: 10.5281/zenodo.7394022
Manuscript Accepted: 2022-02-12

Challenges Encountered by Teachers Under the New Normal: Basis for Intervention Program

Willy B. Cabate*

For affiliations and correspondence, see the last page.

Abstract

The study aims to know what Challenges Encountered by Teachers Under the New Normal in Borac Cluster thus the research aims to answer the question; What are the challenges encountered by the teachers under the new normal in relation to the following: 1. Teacher Aspect, 2. Work Aspect, and 3. Modular distance learning- related aspect. This study focusses on challenges encountered by the teachers under the new normal education: basis for intervention. The data collection will be conducted to 31 randomly selected teachers in Borac Cluster who will represent the population. Result shows that there is high positive relationship between position and years in service. It means the higher the number of years in service the higher the position and shows that the Work Aspects have the highest mean which means that the challenges were highly evidence in work aspects and least in Teacher Aspects. This study also helps the researcher to understand such aspects that affect the teachers on how they deal with it. Overall, it helps the researcher and respondents to analyze the problems they encountered during time on pandemic.

Keywords: *challenges, intervention program, public school teachers, new normal*

Introduction

Teaching is a noble profession and a foundation of all professions. As teachers, we should consider our health, it can affect our teaching strategies and our psychological behavior. We must be aware of the possible challenges we may encounter in the field of teaching. Especially in this time of pandemic we must be aware of what we do and what decision we make. Pandemic is truly affecting the education process of this school year. Despite of this pandemic, education must continue to ensure that the learning of the students will remain effective.

In a wide world, the word teaching and teacher was focus on schools. Some asked “what is teaching?” to answer this question we must look up of what teacher does and differentiate their key qualities from other professions because of their responsibilities that are bundled together in their job description it makes a sensitive approach among others to ask what was teaching all about.

The education sector is one of the sectors most affected by the crisis because of the lockdowns it caused. As a result, the online learning platform began to operate as the best way to pursue one’s education. This has been a trending topic of discussion among educators, parents, and government agencies, such as the Department of Education and Commission on Higher Education, while the media has been pointing to the nation’s unreadiness in the so-called new normal. Teachers do seat work and quizzes inside the

classroom to assess the student performance, but in this new normal there are no classroom to speak of this school year that’s why teachers had to adjust on how to ensure that their students have indeed learned or would learn their lessons.

In the situation of borac cluster, teachers are experiencing some challenges in terms of not enough resources for the reproduction of module. School MOOE is insufficient to buy printer, bond paper and other materials for the reproduction of modules. Teacher made modules are being initiated by the advisers to ensure that learning continues despite of lacking issued modules from the division. Resourcefulness of teachers is evident to ensure that no learners shall be left behind.

Similarly, delivering of modules to the learners given that the houses of the students are too distant from one house to another house poses challenge on the part of teachers. Looking at 500 figures for the total population of High Schools junior and senior of the school tremendously affect the mode of delivery. For instance, the lack of transportation to reach the students and distance of the learners as some of them are in remote areas or by island. Monitoring itself is a challenge, as some of students help their parents in farming or fishing where we prompted not to bother them.

These scenarios motivate the researcher to conduct this study so that he can explore the challenges encountered by the teachers and provide sound intervention to address those challenges.



Research Questions

The study aims to answer the following queries.

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Teaching position; and
 - 1.2. Number of years in service?
2. What are the challenges encountered by the teachers under the new normal in relation to the following:
 - 2.1 Teacher Aspect;
 - 2.2 Work Aspect; and
 - 2.3 Modular distance learning- related aspect?
3. Is there a significant relationship between the following:
 - 3.1 demographic profile and teacher-related factor;
 - 3.2 demographic profile and work-related factor;
 and
 - 3.3 demographic profile and modular distance learning factor?

Literature Review

Flores and Gago (2020) demonstrated in their studies that the COVID-19 pandemic has affected education, and teacher education, in various ways. As a result of the closure of universities and schools, teachers and students had to rapidly adapt to remote teaching. Teacher education is no exception. The need to create learning environments for student teachers doing their teacher education preparation implied decisions, choices, and adaptations to meet not only the expectations of students but also the requirements of teacher education as well as the conditions in which both universities and schools had to operate.

Methodology

This study employed a quantitative method research design. Descriptive correlational shall be used to determine responses from respondents using the Likert scale into questions.

Participants

This study will undergo random sampling wherein the respondents will be Fifteen (31) Teachers in Borac Cluster. Randomly 16 Teachers in Junior High School, 7 Teachers in Senior High School, 5 Teachers in Borac Elementary School and 3 Teachers from Dipuyok Elementary School, respectively.

Instruments of the Study

Data shall be derived from 31 respondents. A questionnaire will be floated to answer the encountered challenges.

Procedure

Weighted mean will be employed to get quantitative value of each those problems encountered by the teacher under the new normal. Correlation will be applied to find out the relationship between the factors causing problems encountered by the teachers in new normal system of education to be taken with intervention.

Ethical Considerations

Permission shall be sought at the office of the PSDS for the conduct of the study. Similarly, permission shall be asked at the Custer Head. Minimum health protocols are observed in conducting data gathering.

Results

This section presents the findings according to the study's research questions. To compare the mean and find out the significance between variables.

This part is composed of the different tables for related profiles variables of the study. It includes three tables, Tables 1 to 3, with the essential information about the respondents' demographic profile and related factors.

Table 1. *Demographic Profile*

	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Position	1.39	.844	31
Years in Service	6.65	5.707	31

Table 2. *Variables*

<i>Variable</i>	<i>Mean</i>	<i>SD</i>
Teacher Aspect	3.28	0.16
Work Aspect	3.48	1.91
Modular Aspects	3.30	0.15



Table 3. Correlations

		Position	Yrs in Service	Tasp	Wasp	Masp
Position	Pearson Correlation	1	**	.038	.088	-.171
	Sig. (2-tailed) N		.784 31	.840 31	.640 31	.357 31
Years in Service	Pearson Correlation	**	1	-.072	-.020	-.268
	Sig. (2-tailed) N		.784 31	.701 31	.916 31	.145 31
Tasp	Pearson Correlation Sig. (2-tailed) N	.038 .840 31	-.072 .701 31	1 31	.419 .019 31	.576 .130 31
Wasp	Pearson Correlation Sig. (2-tailed) N	.088 .640 31	-.020 .916 31	.419 .019 31	1 31	.276 .130 31
Masp	Pearson Correlation Sig. (2-tailed) N	-.171 .357 31	-.268 .145 31	.576 .001 31	.278 .130 31	1 31

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Aspects have the highest mean which means that the challenges was highly evidence in work aspects and least in Teacher Aspects. Teachers’ years in service ranging 1-5 years; 6-10 years; 11-15 years and 16-20 years. Teachers’ years in service from 1-5 years has a percentage of 53.33%, other hand 6-10 years was 20%, 11-15 years percentage is 6.66% and 16-20 years has a percentage of 13.33%.

Most of the respondent’s position was teacher 1 and yeas in service is 1-5 years. The least respondent’s position is master teacher and 11-15 years in teaching. There is a high positive relationship between and among teachers, work, and modular aspects. It means that the challenges encountered by the respondents in terms of teacher, work and modular aspects are intercorrelated.

Discussion

This study aims to identify challenges encountered by the teachers under the new normal which seen to the result that there is high positive relationship between position and years in service. It means the higher the number of years in service the higher the position and shows that the Work Aspects have the highest mean which means that the challenges were highly evidence in work aspects and least in Teacher Aspects. This study also helps the researcher to understand such aspects that affect the teachers on how they deal with it. Overall, it helps the researcher and respondents to analyze the problems they encountered during time on pandemic.

Conclusion

The study shows that Work Aspects have the highest mean of 3.44 and SD of 0.86, while Modular Aspects have the second highest mean of 3.11 and SD of 0.93, on the other hand Teacher Aspects have the lowest mean of 2.96 and SD of 0.85. Its means that the Work

References

Carillo, C. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. (tandfonline.com)

Manila Bulletin (2020). Teachers’ paradigm shift in the new normal. Retrieved on July 02, 2021. Manila Bulletin (mb.com.ph)

Lacson, SunStar Pampanga, (2020). Teaching in the new normal. Retrieved on July 02, 2021- SUNSTAR

Lagua, B. Manila Times (2020). Retrieved on July 02, 2021 from Teaching in the new normal.

Valamis (2020). What is Transformative Learning. Retrieved from Transformative Learning Theory by Jack Mezirow with Examples (valamis.com)

Affiliations and Corresponding Information

Willy B. Cabate
 Borac National High School
 Department of Education - Philippines