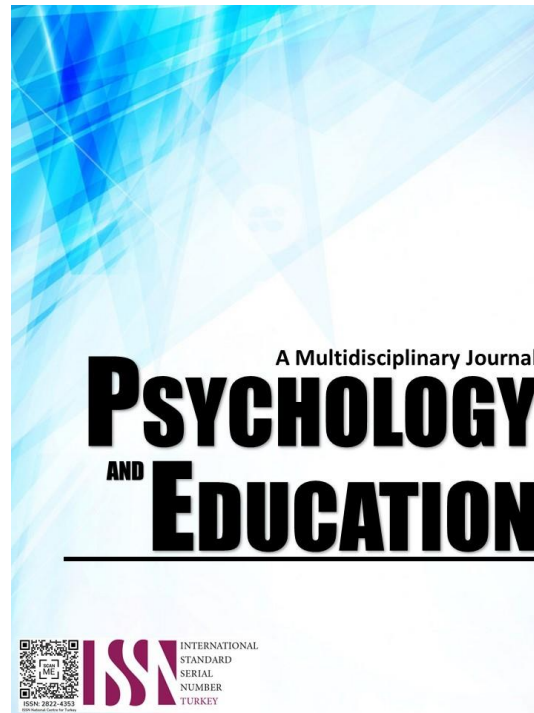


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PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2022
Volume: 6
Pages: 1022-1027
Document ID: 2022PEMJ399
DOI: 10.5281/zenodo.7408619
Manuscript Accepted: 2022-06-12

Teacher's Perceptions, Effectiveness, Administrative Issues, and School Challenges During the COVID-19 Epidemic: An Educational Sustainability

EJ Boy T. Amoroso*,

Emmia P. Dacoco, Carolina P. Tajos, Leny A. Enguio, Jimboy G. Francisco, Jeffry M. Saro

For affiliations and correspondence, see the last page.

Abstract

Global educational systems have been impacted by the COVID-19 epidemic, particularly in developing nations. In order to keep their national educational institutions operating and viable, governments and educational authorities have implemented backup plans. With the use of innovation, these steps allowed numerous teachers to continue working with their students wherever they were in the world. This study was conducted to investigate and determine the teachers' perceptions, effectiveness, administrative issues, and school challenges during the COVID-19 pandemic. Herein, the study was based on a quantitative research design, and the participants in the study were the 50 teachers at the chosen schools, 25 of whom taught in public schools and another 25 of whom taught in private schools. It was purposefully chosen based on the criteria utilized by the researchers. The data was examined using the standard deviation and mean as statistical tools. The values of the range of means were given descriptive interpretations that were applied in the analysis of the data gathered. The findings of the present study have multiple implications for school challenges and teachers' perceptions amidst the pandemic. Based on the findings, the overall weighted mean of the teachers' perception and the effectiveness of the teaching and learning approaches is higher at 4.31, and the standard deviation is equivalent to 0.85, which means that based on the responses of the respondents, they strongly agree on the indicators that have been stated based on the main concern of the study. In this way, the perceptions of the teachers on the implementation of distance learning are quite high and good due to the resources they have taken.

Keywords: *teachers, effectiveness, challenges, educational sustainability, administrative issues*

Introduction

SARS-CoV-2, also known as the Coronavirus, is a respiratory illness that first appeared in Wuhan, China, in 2019. It is the respiratory illness and diseases that have been linked to the largest pandemic of the twenty-first century. The World Health Organization (WHO) proclaimed COVID-19 to be an epidemic of public health on January 30, 2020. In a matter of months, the illness had spread to every nation on earth and was now a threat on a global scale, posing unprecedented difficulties for security, health, education, the economy, and job stability (Ionescu et al., 2020; Guo et al., 2019; Saro et al., 2022).

Governments must take action to stop the sickness from spreading as a result of the virus' quick spread. Official announcements about the closing of borders, limitations on domestic and foreign travel, and specifically the implementation of curfews and quarantines were among them. Additionally, the WHO advocated for mandatory social distancing practices including the wearing of masks in public (Bahasoan et al., 2020; Basilaia and Kvavadze 2020; WHO, 2019).

Worldwide educational systems continue to be impacted by the COVID-19 epidemic, and as a result, the Philippines is going through a major paradigm shift. Teachers are crucial in ensuring that kids learn effectively, thus this follows. Schools, educators,

teachers, students, parents, and other stakeholders were put to the test by the COVID-19 incident. In order to preserve instruction in a system of education where learning takes place at home, the pandemic compelled teachers to have a large role in fostering and monitoring students' development. Outside of the four walls of the classroom, amazing learning opportunities are always present and may be found almost anywhere. As a result of these considerable changes in the new educational system, instructors now face challenges. There were several problems when continuing education was replaced by modular instruction (Pentang, 2021; Llego, 2021; Saro et al., 2022).

Additionally, the World Bank (World Bank, 2020) was able to start collaborating with several foreign ministries of education to help their initiatives in the adoption of virtual education as a result of how it responded to the health crisis. Later, the project was joined by additional international organizations, including UNICEF. Online learning would dominate classroom instruction during the pandemic, according to Dill et al. (2020). Each nation started looking for alternatives in this situation, all of which required using the online learning environment to varying degrees.

For instance, the Government's "One Stop Learning" project was introduced during the COVID-19

pandemic. The goal of this endeavor was to create a comprehensive plan to address the COVID-19 pandemic and the key problems associated with public health emergencies. The Chinese government has taken various actions, including a. the support of online learning; b. the preparation of educators; c. the growth of academic research institutions; and d. the management of logistics processes. Uninterrupted learning was the initiative's goal (Huang, 2020). In contrast, the Philippine Department of Education released several memos calling for the formation of a working committee to address the virus's negative effects on education (Department of Education of the Philippines, 2020). Additionally, it later established a support center for the growth of online education that is open to both public and private scrutiny (Department of Education of the Philippines, 2020). These two cases are rather interesting because Ecuador adopted a similar strategy, encouraging online learning like China and establishing working groups to address operational issues like the Philippines; however, it is crucial to consider in the future the absence of logistics management, teacher training, and other strategies on the agenda of other nations.

COVID-19 is the first pandemic to have happened in the setting of the digital era, according to Mhlanga and Moloi (2020). In fact, it could be argued that prior to 2020, there were no studies on the use of online learning platforms in the educational sector during a pandemic, nor on the effect on teachers' daily tasks, emotional reactions, or perceptions of training, i.e., especially about dealing with online teaching and the measures taken by the state, educational depts, and educational establishments. The ability to foresee risk and efficiently react to its effects is the primary definition of "preparation" in this study (OCHA, 2020). The sustainability of educational systems is greatly impacted by the evaluation and reflection of states', educational ministries', and educational institutions' readiness for the pandemic, that is, in the context of the pandemic, i.e., preparing for future scenarios, such as anticipating the appearance of new disease strains, or figuring out the effects of climate change, belligerent conflicts, etc. This article tries to illustrate how teachers view the emergency actions that have been implemented at the institutional, governmental, and individual levels to address the COVID-19 situation (Rasmitadila et al., 2020).

However, other authors contend that practically speaking, online learning is a viable and practical answer to the existing issues that limit face-to-face attendance (Ionescu et al., 2020). Additionally, prior research on teachers' willingness to teach in virtual

environments (Fedina et al., 2017; Ventayin, 2018) demonstrates that despite instructors' potential lack of expertise in online education, they are still able to inspire pupils and adjust to this form of educational model. As a result, it might be seen as a long-term solution in risky circumstances as well as in cases where face-to-face instruction is not currently feasible. Thus, the virtualization of education could be seen as a viable alternative. However, given that previous research (Meo and Dabenigno, 2021) revealed that roughly six out of ten teachers (55%) felt overwhelmed by virtual work, factors like the impact of teleworking on teachers' mental health should be considered. Theoretically, online education is a viable alternative, but managing it requires advanced planning, ongoing teacher and student training, and a framework for operations, technology, and pedagogy that responds to a model that supports these qualities.

The epidemic has also demonstrated that the current educational system is in fact susceptible to outside challenges (Bozkurt and Sharma, 2020). Furthermore, it is essential that governments and their populations be ready to continue for the long term or begin employment, when necessary, considering potential similar eventualities. Al Lily et al. (2020) have provided a comprehensive description of the requirements that are necessary for carrying out emergency remote (distance) education in order to accomplish this goal. Researchers can list the following requirements: a) Sponsorship: Sponsorship could be provided by central governments through their ministries and institutions, sponsors, and the implementation of online education systems, for example, via the issuance of decrees, regulations, and plans, etc.; b) Infrastructure: Both teachers and students must have technological tools like computers, smartphones, and access to the Internet to facilitate online communication; c) Pedagogue support: Teachers, students, and administrative personnel are prepared pedagogically for online classes; and d) psychological preparation: Both teachers and students must be prepared psychologically for a virtual learning environment. The purpose of this study is to determine the issues and school challenges during the COVID-19 epidemic for the educational sustainability of the school by checking on the perceptions of the teachers and the effectiveness of the strategies and ways in the school setting. The organization of schools was also a challenge since some institutions with more resources were better equipped than others, both materially and pedagogically, to achieve the needed tasks.

Research Objectives

This study was conducted to investigate and determine the teachers' perceptions, effectiveness, administrative issues, and school challenges during the COVID-19 pandemic. Specifically, this study was administered to accomplish the following objectives:

1. To determine the perception of the teachers regarding the personal and institutional effectiveness of the teaching-learning ways during the pandemic era; and
2. To identify and evaluate the administrative issues and school challenges generated by the transition to distance learning education caused by the epidemic.

Methodology

Research Design

The study was based on a quantitative research design (Bloomfield & Fisher, 2019; Creswell, 2007), using a descriptive approach to analyze the data. It is a means and standard deviation to investigate and determine the teachers' perceptions, effectiveness, administrative issues, and school challenges during the COVID-19 pandemic, particularly the perceptions of the teachers regarding the personal and institutional effectiveness of the teaching-learning ways during the pandemic era, and it concentrates primarily on how to evaluate the administrative issues and school challenges generated by the transition to distance learning education caused by the epidemic. The variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2008).

Participants of the Study

Participants in the study were the 50 teachers at the chosen schools, 25 of whom taught in public schools and another 25 of whom taught in private schools. The study's active participants were all seasoned educators with a combined teaching experience ranging from 3 to 45 years in the profession. The researcher employed a questionnaire to gather the data required for the investigation. The instrument is a survey questionnaire created by the researcher and modified from several questions created by a previous researcher.

Construction and Validation of Research Instrument

The questionnaire was designed to be built on the substantial reading the researcher did of various studies, literature, and other samples of questionnaires. The researcher developed the initial draft of the questionnaire with assistance from the experts and research associates. Three (3) experts with experience in education and research validation and dependability were provided the document after it had been revised in terms of content, format, and structure. A minor adjustment was made after the questionnaire was submitted for content validation. The researcher obtained and quantified the questionnaire's internal consistency using the Cronbach alpha statistics in order to test the questionnaire's reliability. The survey questionnaire readily accepted an alpha coefficient of 0.95, which suggests that the survey's items were reliable and doable.

Results and Discussion

The findings of the study have been tabulated and analyzed properly based on the given objectives of the study. Wherein, to investigate and determine the teachers' perceptions, effectiveness, administrative issues, and school challenges during the COVID-19 pandemic. The study's objectives were to: (1) determine teachers' perceptions of the personal and institutional effectiveness of teaching-learning methods during the pandemic era; and (2) identify and evaluate administrative issues and school challenges caused by the epidemic's transition to distance learning education.

Table 1. *The weighted mean, standard deviation, and descriptive interpretations of the perceptions of the teachers regarding the personal and institutional effectiveness of the teaching-learning ways during the pandemic era.*

Indicators	Weighted Mean	SD	Descriptive Interpretations
1. I am more aware of the institutional issues based on my experience in the classroom setting. The learning methods and approach during the pandemic are not easy to handle, particularly if the school has limited instructional resources to use.	4.36	0.82	Strongly Agree
2. As a teacher, I encountered more challenging tasks at school when you are about to gather information to be included in your lesson, but the connection is not strong.	4.15	0.87	Agree
3. The school needs more advanced instructional resources for the teachers to be more effective in teaching since they have the tools to use in teaching. The learners could be motivated if they see that the classroom discussion is very interactive and effective.	4.38	0.91	Strongly Agree
4. As a teacher, the school is the place where students can learn more interactively, so the school should have technologically advanced equipment to be used amidst the pandemic, particularly in the science laboratory and computer tasks at school or even in research.	4.51	0.81	Strongly Agree
5. I am more confident to teach if the school has more learning materials, because the teacher would be more effective if they had the things to use.	4.13	0.84	Agree
Total	4.31	0.85	Strongly Agree

Legend: SD; Standard Deviation; Scale and Adjectival Rating; 1.00 - 1.79, Strongly Disagree; 1.80 - 2.59, Disagree; 2.60 - 3.39, Neutral; 3.40 - 4.19, Agree; 4.20 - 5.00, Strongly Agree

Table 1 presents the weighted mean, standard deviation, and descriptive interpretations of the perceptions of the teachers regarding the personal and institutional effectiveness of the teaching-learning ways during the pandemic era. Based on the findings, the overall weighted mean of the teachers' perception and the effectiveness of the teaching and learning approaches is higher at 4.31, and the standard deviation is equivalent to 0.85, which means that based on the responses of the respondents, they strongly agree on the indicators that have been stated based on the main concern of the study.

As for the whole results, this indicator, "As a teacher, the school is the place where students can learn more interactively, so the school should have technologically advanced equipment to be used amidst the pandemic, particularly in the science laboratory and computer tasks at school or even in research," got a higher mean value of 4.51, which means that the respondents who took this statement strongly agree about it. Yet, the lowest mean value obtained in this table 2 is under the indicator of "I am more confident

to teach if the school has more learning materials, because the teacher would be more effective if they had the things to use," which got a score of 4.13 and an SD of 0.84 as an interpretation of "agree." Therefore, the teachers are not greatly aware and confident of the learning materials that the schools have provided; however, the results are explicitly recognized since they are higher as well.

Brooks et al. (2020) indicated that there is a significant impact on the global outcome of a certain institution by which to attain learning instructional resources that could be used at school for the betterment of distance education, whether it is online or in a modular way of learning. The school is characterized by the training and other relevant seminars that allow the teachers to be more motivated and experienced when it comes to the implementation and development of educational resources at school. In relation to the study of Bahasoan et al. (2020), it was stated that the participation of the students is well based on the interactive way of teaching by the teachers. However, several challenges and problems may occur, and then the teachers would probably find some solution or key to resolving the issues. For instance, the students who cannot answer the module due to a lack of resources will need to search online since the activity is gravely dependent on the internet for them to answer. In this case, the school should find a more authentic activity that will not require the internet or any form of social media learning.

Table 2. *The weighted mean, standard deviation, and descriptive interpretation of the administrative issues and school challenges generated by the transition to distance learning education caused by the epidemic.*

Indicators	Weighted Mean	SD	Descriptive Interpretations
1. The school has applied training plans and a contingency plan to the new teaching modality. There was clarity in the guidelines used for the responsibilities of teachers and managers in online education.	4.38	0.91	Strongly Agree
2. The school had worked on instructional materials and procedures for clarifying how to work on the distance learning modality and to work on as well in the preparation of the face-to-face classes to bring back the traditional way of teaching and learning.	4.18	0.86	Agree
3. The school had provided new technological tools for this type of learning, such as the mandated distance learning education program by the department of education.	4.42	0.85	Strongly Agree

continuation...

4. The decisions about curricular adjustments are guided by the problems of time and space. 4.45 0.88 Strongly Agree

5. Work related to courses and academic subjects is geared towards the concept of teamwork at school. The school should be more flexible with the challenges they might face. 3.87 0.86 Agree

Total 4.26 0.87 Strongly Agree

Legend: SD; Standard Deviation; Scale and Adjectival Rating; 1.00 - 1.79, Strongly Disagree; 1.80 - 2.59, Disagree; 2.60 - 3.39, Neutral; 3.40 - 4.19, Agree; 4.20 - 5.00, Strongly Agree

Based on the findings, the weighted mean, standard deviation, and descriptive interpretation of the administrative issues and school challenges generated by the transition to distance learning education caused by the epidemic, The result on this table had a weighted mean of 4.26 and a SD of 0.87, which means that the responses of the participants strongly agree that the schools identified issues, challenges, and problems in the transition to distance learning education due to COVID-19. Furthermore, these are the overall results in Table 3, where the highest mean value is under the indicator "Decisions about curricular adjustments are guided by time and space problems," which obtained a 4.45 and SD of 0.88, indicating a strongly agreed interpretation. Lastly, the low score of 3.87 of the weighted mean value is under this statement: "Work related to courses and academic subjects is geared towards the concept of teamwork at school." "The school should be more flexible with the challenges they might face." Thus, the work-related undertakings are based on the conceptual structure or plan of action undertaken by the school.

Conclusion

The findings of the present study have multiple implications for school challenges and teachers' perceptions amidst the pandemic. Based on the findings, the overall weighted mean of the teachers' perception and the effectiveness of the teaching and learning approaches is higher at 4.31, and the standard deviation is equivalent to 0.85, which means that based on the responses of the respondents, they strongly agree on the indicators that have been stated based on the main concern of the study. In this way, the perceptions of the teachers on the implementation of distance learning are quite high or good due to the resources they have taken, but sometimes it is affecting their time, such as always doing instructional materials for teaching; thus, the school should have more equitable procedures to lessen the work of the teacher aside from teaching for them to have a

peaceful mind and time to rest.

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Affiliations and Corresponding Information

EJ Boy Amoroso, LPT, MAME (Ongoing)

San Pedro Integrated School
Department of Education - Philippines

Emmia Dacoco, LPT, MAEd (CAR)

San Pedro Integrated School
Department of Education - Philippines

Carolina Tajos, LPT, MAEd-EM (Ongoing)

San Pedro Integrated School
Department of Education - Philippines

Leny Enguio, LPT, MAEd (Ongoing)

Maharlika National High School
Department of Education - Philippines

Jimboy Francisco, LPT, MAEd-EM (CAR)

Marbon National High School
Department of Education – Philippines

Jeffrey Saro, LPT, MSciEd

San Vicente National High School
Department of Education - Philippines