

# Preparedness of Teachers to the New Normal Learning in the Schools Division of Pangasinan II

**JEFFERSON C. AGALOOS**

<http://orcid.org/0000-0003-2788-3088>

agaloosjefferson34@gmail.com

Bautista National High School

Pangasinan, Philippines

**ARLENE MENDOZA**

<http://orcid.org/0000-0002-5380-9319>

Arlene.mendoza100@deped.gov

Bautista National High School

Pangasinan, Philippines

**ANGELICA MAE PATTALITAN**

<http://orcid.org/0000-0001-6667-583>

angelicamae.pattalitan@deped.gov

Alicia National High School

Isabela, Philippines

**JOHN PAUL SENTINELLAR**

<http://orcid.org/0000-0003-4734-6853>

johnpaulsentinellar@depped.gov

Daniel Maramba National High School

Pangasinan, Philippines

***Grammar Test: 91/100***

***Originality: 97/100***

***Gunning Fog Index: 13.39***

***Flesch Reading Ease: 35.03***



## ABSTRACT

The Department of Education comprehensively formulated, designed, and theorized an educational package in response to the challenges posed by the COVID19. As a result, the DepEd Order No. 12, s. 2020 otherwise known as the "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency" is being developed and materialized for the provision of education. On the said condition, the preparedness of teachers for the new normal learning had been determined. Thus, the descriptive-correlational method was utilized and used a researcher-made instrument in gathering salient data. Due to the pandemic, convenience sampling was used. It was concluded that the teachers' preparedness portrays their adaptability and flexibility toward the upgrading of functions, development of practices, and amendment of policies which can be a huge help in attaining educational goals and objectives.

**Keywords:** *Education, new normal, learning delivery modalities, descriptive correlational design, Philippines*

## INTRODUCTION

In 2030, people will be assuredly enjoying what life has to offer because of the Sustainable Development Goals (SDGs) or the "Global Goals" that is rigorously crafted by the United Nations members which aims to end poverty, protect the planet, and ensure prosperity across nations. By then, quality education has been one of the goals to promote literacy among all people around the globe (Morton et al., 2017).

However, the world has faced massive disruption that has brought everyone into a completely tough situation because of the novel corona virus which the main reason that all schools are being forced to close and refrain from face-to-face classes (OECD, 2020). This time, the provision of accessible education is barely achieved by the learners. Nations across the globe have been innovative and have think of other possible means of achieving the goal of education. Different delivery options or platforms are being introduced, planned, and materialized for the benefit of the learners while studying at home and learning is facilitated by their parents or parateachers.

Similarly, the unprecedented time has started, every nation has conceptualized an educational intervention serve as a response on the

challenges brought by to ensure the welfare and well-being of both learners and educators. In the Philippines, the Department of Education (DepEd) remains firm to open the new school year whatever form it is. This is to fulfill the provision of the law and provide the rights of every Filipino learner. The said agency will materialize its mission, vision, and goals to the Filipino learners by implementing the identified alternative learning mode based on the results of conducted nationwide survey.

For the purpose of accuracy and quality, different expertise, views, and plans from the different concerned agencies had been collected and validated to develop a complete educational package that will still fulfill the academic needs of learners even in these trying times. The Education Department comprehensively formulated, designed, and theorized some of the possible salient actions that will be implemented and serve as an interference for proper provision of education and a direction of every unit or component of the education system. DepEd Order No. 12, s. 2020 otherwise known as the “Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency,” is being developed as a package of educational interventions and response to the challenges of basic education brought by the COVID19. This will also ensure the health, safety, and well-being not only for the learners, but also for the teachers and personnel of the department.

School opening will not necessarily mean the traditional face-to-face learning in the classroom. The physical opening will depend on the risk severity grading or classification of a certain community pursuant to the guidelines from the Department of Health (DOH), the Inter-Agency Task Force (IATF) for the Management of Emerging Infectious Diseases in the Philippines and the Office of the President (OP). Alternative Delivery Modes (ADM) are tried and tested alternative modalities of education delivery within the confines of the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out to help them overcome personal, social and economic constraints in their schooling (Llego, 2020).

The Alliance of Concerned Teachers (ACT) Philippines, in a virtual press conference, noted the agency should also present the actual situation in the field especially the problems related to learning delivery modalities under its Basic Education Learning Continuity Plan (BE-LCP). The Department of Education (DepEd) discussed the issues and challenges after the dry run of the said learning platform on August 10, 2020. Poor internet connectivity and teachers’ lack of time to explain the lessons properly to students were the identified predicament discovered. Furthermore, only schools with access to technology have greater chances to implement blended learning (Malipot, 2020).

Mainly, learners are diverse and incapable of learning independently and not regularly facilitated by their parents or guardians. Then, the abrupt implementation is critical because of the mass production of teachers' and learner's learning materials. The insufficiency of financial resources that affect in meeting objectives; and holistic development of students will likely be affected because of limited learning opportunities (Tibon, 2020).

The study of Dangle and Somoang (2020) entitled "Implementation of Modular Distance Learning in the Philippine Secondary Public Schools" revealed that the main challenges that emerged in this kind of learning modality were: lack of school funding in the production and delivery of modules; students struggle with self-studying; and parents' lack of knowledge to academically guide their child/children. Moreover, it was determined the prevailing challenges of parents, students, and teachers in terms of resources, preparedness, and communication.

Educators should positively embrace the new normal and wholeheartedly cope with significant changes in the educational system with regard to instruction and communication for the purpose of providing quality education amidst the pandemic. Therefore, the mandated directives by the primary agencies will serve as an academic intervention for the sustainability of teaching and learning within the context of the educational system. By then, the said uncommon yet quite emerging means of capacitating teachers' ability is appropriate for development, the researchers were still inquisitive and choose to consider the idea of developing a research study on the preparedness of teachers to the new normal of education among teachers in the Division of Pangasinan II, Philippines.

## **OBJECTIVES OF THE STUDY**

This study aimed to determine the level of preparedness of teachers to the new normal learning in the SDO II of Pangasinan for both primary and secondary public-school teachers.

## **METHODOLOGY**

### **Research Design**

The study utilized the descriptive-correlational design. In view of the nature of the descriptive-correlational design, the researchers deemed it appropriate in the quest of this study to identify the impact of the said online training of public school teachers and how it will be associated on their level of their preparedness to teaching and learning process since changes on the instruction has been finalized for the new normal.

## **Respondents**

Based on the availability, there were a total of 32 public schools' division who participated in the present study. The researchers used total enumeration which included all the teachers of the said division. However, only gathered data from 2,162 teachers. This indicates that the participation of respondents was based on their convenience or availability because of the present situation. Furthermore, teachers were not forced to participate in the study and free to refrain from answering the administered questionnaires.

## **Data Gathering**

In collecting the salient data, the researchers prepared a questionnaire as the main research tool and subjected to validation. There were three experts who validated the said questionnaire. The results of the content validation of the instrument had a mean of 4.41 which was interpreted as highly valid. The said research tool was evaluated using the five-point scale questionnaire. The content validity experts' comments and suggestions were incorporated and manifested. The questionnaire consists of three parts: the first part collects the background information of the respondents, namely: gender, age, position, length of service, highest educational attainment, and online trainings. The second part of the instrument is focused on the level of preparedness of teachers to the new normal learning in the SDO II of Pangasinan along with the utilization of a variety of teaching strategies and resources, information and communication skills, student assessment and evaluation skills, classroom online management, asynchronous instruction, synchronous instruction, and interpersonal communication skills. The third part of the instrument determined the level of preparedness of the teachers in the said division in terms of learning delivery modalities like modular distance learning, online distance learning, and homeschooling.

## **Data Collection**

Initially, the researchers asked permission from the proper authorities to gather relevant data. Orderly manner and ethical considerations were observed in the conduct of this study. Once the approval is done, the distribution of the questionnaires was administered via online. The questionnaire was converted to Google Form and once answered and sent by the respondents, data were recorded on Google Sheet. At first, the researcher provided a general instruction on filling out the online survey. This also elicited queries from the respondents. Once everything is settled, the data were gathered, interpreted, and analyzed.

## Data Analysis

The Statistical Packages for Social Science (SPSS 21.0) was employed for the statistical analysis, and the 0.05 level was identified to determine the significant differences in the results. Descriptive statistics such as frequency counts, percentage distribution and weighted mean were used in analyzing the data gathered. Chi-square was also utilized to determine the level of relationship between the profile variables and the level of seriousness of problems encountered in the New Normal Education set-up.

## RESULTS AND DISCUSSION

### Profile of the respondents

**Gender and Age.** The study revealed the distribution of teachers which shows that 1578 or 75.6 percent were females and 584 or 24.4 percent were males. The study also indicates that there are 1512 or 69.93 percent of teachers belonged to the age bracket ranging to 36-45 years old and only 86 or 3.97 percent out of the total number of respondents having the age less than 25 years old. This implies that most of the teachers, regardless of their differences, are adults.

**Position.** Most of the teacher-respondents are promoted as Teacher III strengthened of 1155 or 53.42 percent. While, there are 67 or 3.09 percent are master teachers (MT-II).

**Educational Attainment.** Teachers are decisive in attending post-graduate studies substantiated by 1356 or 62.71 percent. Fortunately, there were 42 or 1.84 percent of teachers had already obtained their doctoral degree. This implies that the majority of teachers underscore the benefit of being a continual learner as learning never ends.

**Online Training.** The online training attended by teachers certainly helped them cope with the alteration of the education system brought by the pandemic. Based on the analyzed data, 2011 or 93.01% of the respondents attended one to three series of online training conducted within the school premises. Moreover, 489 or 22.61 percent of the respondents had participated more than ten international trainings online. This suggests that school-based training has the largest number of conducted online training before the implementation of blended learning which is considered as a response to the new normal of learning.

## Degree of Seriousness of the Problems Encountered by Teachers in the New Normal Learning Set-up

Table 1 shows teachers remain neutral in giving learners academic support by relevant modalities with the reinforcement of innovative teaching strategies with the average weighted mean of 4.03. Meanwhile, providing opportunities for learners to work independently aided by technology must be highlighted (3.70). However, teachers are still neutral in giving support to learners because not all of them are technology-savvy in nature. In general, teachers are neutral on the utilization of a variety of teaching strategies and resources with an average weighted mean of 3.97.

Table 1. Utilization of a variety of teaching strategies and resources

Indicators	WM	DE
1. Applying knowledge on the development and utilization of various learning resources and other localized materials available at home for learning.	3.70	Neutral
2. Providing appropriate assistance to qualified parents, tutors, and household partners on different teaching strategies to improve learner's academic performance and independent learning.	3.99	Neutral
3. Using and applying effective strategies in providing learners academic support in the different learning delivery modalities (i.e. modular learning modality, online learning modality, homeschooling, etc.)	4.03	Neutral
4. Crafting well-prepared and suitable weekly lesson plans aligned with the most essential learning competencies, content standards and performance standards.	3.88	Neutral
5. Utilizing expertise in the use of web-based assignments (online and offline) and educational-open resources in developing accurate and appropriate learning-teaching outputs.	3.99	Neutral
Average Weighted Mean	<b>3.91</b>	<b>Neutral</b>

This suggests that no matter what advised modalities and learning delivery options will be utilized, teachers are still responsible in providing education to the learners as their basic rights. However, technological-based education like online class is not really appropriate in all types of learners, particularly to those learners who can't even avail for devices, connection, and learners living in fur-flung areas (Dollanganger, 2020).

Table 2. Information, communication and technology skills for online and offline instruction

Indicators	WM	DE
1. Applying knowledge on basic computer and digital literacy (i.e. use of Microsoft Office programs and other word-processing applications in the Internet).	3.66	Neutral
2. Conducting engaging online activities both asynchronously and synchronously.	3.84	Neutral
3. Searching and connecting to the Internet and is able to perform other computer and digital skills (i.e. browsing of educational portals, copying and downloading web documents, etc.).	3.91	Neutral
4. Setting realistic rules and procedures for academic and behavioral performance of learners at home during virtual meet-ups/ classes.	3.94	Neutral
5. Applying skills in technicalities with the use of innovative technologies, equipment and devices for discussions.	4.00	Neutral
Average Weighted Mean	<b>3.87</b>	<b>Neutral</b>

Table 2 discloses that all teachers are neutral in performing information, communication and technology skills for online and offline instruction. Meanwhile, demonstrating basic knowledge with the use of computer like sending different files through messenger or emails, encoding in word and creating power point presentation to support teaching and learning are needed skills of teachers in coping with the new learning scheme. Overall, teachers are open-minded in applying information and communication skills because of the emerging use of instruction aided by technology.

This implies that teachers should be adaptive and flexible in using of all kinds of instructional materials and newly mandated tasks relating to the use of technology (Johnson et al., 2016). Teachers must be for teachers regardless of position and years in service; by helping one another, in molding future nation builders and being as one in creating and embracing significant changes in education.

Table 3. Student assessment and evaluation skills in new normal

Indicators	WM	DE
1. Using relevant, meaningful and timely assessment strategies appropriate to the chosen learning delivery modality (i.e. standard and modified rubrics, online quizzes, etc.)	3.84	Neutral
2. Determining points to enhance in the teaching and learning process in the new normal education.	3.93	Neutral
3. Applying familiarity in administering remedial instruction in the new normal learning addressing the least mastered competency/ies.	4.04	Neutral



Indicators	WM	DE
4. Employing approaches in providing guidance and assistance to both parents and learners in the preparation of student portfolio as proof in assessing learner's performance.	4.02	Neutral
5. Monitoring students' progress and establishing linkages with parents and household partners through different modes of communication (i.e. SMS, FB messenger, phone calls, etc.).	4.00	Neutral
Average Weighted Mean	<b>3.96</b>	<b>Neutral</b>

Teachers are somewhat neutral in administering a direct remedial instruction that will cater the least learned competency for mastery substantiated with a weighted mean of 4.04. Some teachers do prefer to use relevant and timely assessment strategies like standard and modified rubrics with the weighted mean of 3.84. Therefore, fair assessment to students and evaluation of their skills in the new normal are still a part of the process in determining the performance of learners (3.96).

It implies that teachers must be aware of the differences of learners in terms of their interests, ability, needs, and preference, in giving remedial instructions. Teachers should update, modify, and align all the needed grading materials use evaluating one's performance (Lombardi, 2019). It must be aligned on the goal of the curriculum and align on the learning competencies.

Table 4. Interpersonal communication skills

Indicators	WM	DE
1. Using appropriate verbal and non-verbal means of communication suitable to the new normal education.	3.64	Neutral
2. Sharing responsibilities to parents in improving academic and behavior performance of learners through proper channeling of communication.	3.89	Neutral
3. Reaching out learners through direct contact and conversation following health protocols if needed and suitable to the situation.	4.01	Neutral
4. Providing immediate feedback to learner's and parents via different platforms (ie. SMS, FB, messenger, or face-to-face if needed while observing proper health protocols).	3.97	Neutral
5. Using words of appraisal to sustain interest in learning in the new normal.	3.70	Neutral
Average Weighted Mean	<b>3.84</b>	<b>Neutral</b>

Table 4 is the tabulated result on the interpersonal communication skills of respondents. Reaching out of learners through a direct contact by teachers in the new

normal is appropriate as long as minimum health protocol is observed (4.01). On the same manner, the fairly used of appropriate verbal and non-verbal communication should be coupled on the existing directives align with the new normal of education (3.64). In general, any means of communication initiated by teachers is somewhat not a problem in the new normal provided that teachers should abide all the pronouncements and orders by the assigned primary agency (3.84).

This advises that teachers can still perform its same function in the new normal like visitation for at risk learners, conducting virtual reading assessment online and action research, innovations via online platform and the like. Communication between the school and stakeholders happens anytime, anywhere. With this, harmonious relationship between the two parties will be maintained and easily attained which is the major goal of education (BusinessMirror, 2018).

Table 5. Self- management skills

Indicators	WM	DE
1. Setting realistic and achievable goals in teaching specifically, distance learning and teaching.	3.68	Neutral
2. Planning activities ahead of time and manage time well asynchronously and synchronously.	3.89	Neutral
3. Applying appropriate levels of effort to various tasks amidst challenges and difficulties to fulfill duties and responsibilities in the new normal education.	4.00	Neutral
4. Regulating emotions and behaviors effectively in distressful situations at work to support goal pursuit in the new normal education.	3.90	Neutral
5. Paying attention to details and possesses careful and precise work habits appropriate in the new normal education.	3.80	Neutral
Average Weighted Mean	<b>3.85</b>	<b>Neutral</b>

In Table 5, teachers are neutral in applying appropriate levels of effort to various tasks amidst the challenges and difficulties to fulfill duties and responsibilities in the new normal education (4.00). In addition, they are also impartial in setting some realistic and achievable goals in teaching specifically, distance learning and teaching. Overall, self-management skills of teachers are neutral with the average weighted mean of 3.85.

The result has something to do with the self-concept of teachers in times of global challenges that interrupt the whole education system. The reason to shift every function of teachers into challenging yet adaptable role irrespective on the implemented modality. By then, education must be promoted on its vision and mission to create a huge difference despite of all the changes caused by the pandemic.

**Level of Preparedness of Teachers on Learning Delivery Modalities**

Table 6. Modular distance learning

Indicators	WM	DE
1. Availability and accessibility of self-learning modules, activity sheets and other learning resources that address the needs, interests, and ability of all learners.	4.61	Moderately Prepared
2. Supervision and production or printing, sorting, distribution and retrieval of modules.	4.70	Moderately Prepared
3. Safekeeping of copies of learning materials in all the learning areas in every grade level.	4.75	Moderately Prepared
4. Allocation of sufficient funds and needed materials on the localized production of modules .	4.33	Prepared
5. Availability of weekly lesson plans aligned with the most essential learning competencies and the learning materials needed to enhance learner's skills/competencies.	4.60	Moderately Prepared
Average Weighted Mean	<b>4.59</b>	Moderately Prepared

Alternative learning modalities (ADMs) in the new normal have been categorized as modular distance learning, online distance learning, and homeschooling (DepEd Order No. 012, s.2020). Table 6 divulges the preparedness on the implementation of self-learning modules (SLMs). Teachers are moderately prepared on the use of self-learning modules with the weighted mean of 4.75. However, the learning material can still facilitate the needs, interests, and ability of all learners that will transform learners academically inclined and practically skilled. On the contrary, teachers are prepared on the allocation of needed materials on the localized production of modules is enough and sufficient. Overall, the implementation of modular distance learning is moderately prepared with the average weighted mean of 4.59.

It suggests that the use of self-learning module is somewhat helpful in attaining positive learning outcomes and sustaining the quality of education for 21<sup>st</sup> century learners. Because of the preparation, the teachers believed that said the learning materials will capacitate learners even when face-to-face classes are still prohibited. Hence, evidence-based course plan should be carefully developed and implemented by every implementing units of modular distance learning for a systematic production, distribution and retrieval of self-learning modules.

Table 7. Online distance learning

Indicators	WM	DE
1. Accurate knowledge and skills to perform computer and digital-related tasks in the new normal education.	4.29	Prepared
2. Preparation and provision of series of information and communication technology (ICT)-based activities through various online modalities.	4.17	Prepared
3. Accessibility to free educational devices provided by the national or local government like computer and laptop for teachers.	3.70	Prepared
4. Establishment of agreement and partnership with stakeholders in the chosen learning delivery modalities to provide quality education in the new normal.	4.19	Prepared
5. Accessibility to free WiFi (wireless fidelity) connection and funding of internet fee for teachers.	3.48	Prepared
Average Weighted Mean	<b>3.96</b>	Prepared

Table 7 elucidates the synthesis of data with regards to the utilization of online distance learning. With the weighted mean of 4.29, it can be perceived that teachers are prepared because they are capacitated enough to perform any computer-related task in performing its mandated functions in the new normal education. Meanwhile, in some areas, free Wi-Fi connections were granted and funding of internet infrastructures intended for teachers act as the main tool in providing accessible education through online learning (3.48). In general, the agency is prepared substantiated by the average weighted mean of 3.96 in connection with the utilization online distance learning for this school year.

This means that the conducted series of online training by the Education Department were effective for teachers in performing any computer-related task in the online distance learning. In line with this, teachers should possess some of the needed skills in the 21<sup>st</sup> century education. Moreover, learning new things for teachers on the use of educational devices as the main tools in the delivery of education today can be accessed thru Wi-Fi connections. With this, the teachers may search any information from any open-educational resources that will broaden their understandings, and awareness about information and communication technology.

Table 8. Homeschooling

Indicators	WM	DE
1. Flexibility in tracking, assessing and monitoring of learners in their respective areas during implementation of the homeschooling learning delivery modality.	4.29	Prepared
2. Provision of assistance to parents or guardians in taking charge some of functions by teachers in homeschooling mode of learning delivery.	4.28	Prepared
3. Determining learner's independency to cope with the changes in educational services like studying at their own pace.	4.20	Prepared
4. Keeping records of learners in school under the home-schooling program.	4.57	Moderately Prepared
5. Maintaining strong partnership, collaboration and communication with parents and other household partners.	4.68	Moderately Prepared
Average Weighted Mean	<b>4.40</b>	Prepared

Educators are moderately prepared in giving learners an open-ended question to develop their critical thinking skills and exercise their problem-solving skills for higher learning goals (4.68). As per the teachers, learners are prepared and tried to be independent to cope with the changes of educational services like studying at their own pace (4.20). Overall, the community and the school are both prepared on the demonstration of homeschooling with the general average of 4.40.

Based on the results, it implies that there has been a support coming from the stakeholders for being responsive on the essential needs of the school as well as on a certain locality. The academic functions and responsibilities created by the new normal are being shared by the school and the community (Marquez et. al., 2020). With this unity and fusion of efforts from both parties, everything will be put into its due places; waiting success.

### Correlations

The relationship between the level of seriousness on the problem in the new normal of learning and their profile attributes were included in this study to determine the variables that can be considered as factors in attaining high level implementation of different learning modalities. Thus, chi-square was utilized for analysis.

Table 9. Test of relationship between the profile variables and level of seriousness of problems

Profile Variables	Chi-square	p-value
1. gender	101.320	.132
2. age	389.425	.042
3. position	399.232	.151
4. highest educational attainment	498.254	.140
5. online training	598.081	.655

Legend: \*- significant at .05 level

Table 9 shows the values of Pearson Chi-square to determine the relationship between the variables included in the study and the level of seriousness of the problems in the new normal of education. It is important to note that there were measures of problems and profile variables that are not significantly correlated.

The only variable found to be significant on the level of seriousness of the problem was the age (.042), meaning, variables are reliant and associated with each other. On the contrary, gender (.132); position (.151); highest educational attainment (.140); and online training (.655) were found to be insignificant. This means that the aforementioned variables with more than 0.05 alpha are independent and are not somewhat associated with each other. Since most of the variables obtained a p-value higher than 0.05 level of significance, the hypothesis is accepted. Therefore, the profile of the respondents do not have something to do with the seriousness of problems in the new normal education.

## **Proposed for Faculty Development Plan for Teachers' Preparation in the New Normal Set up**

### ***Rationale***

On the learning continuity plan of the agency, teachers are required to render their service and manifest compassion in serving every learner amid the public health crisis. Preparedness of all the officials and subordinates within the agency has been one of the countless initiatives to sustain positive academic outcome and provision of quality education.

The Do 32, s. 2011 – Policies And Guidelines On Training And Development (T&D) Programs And Activities mandates the reviewed and reformulated procedure, set of academic concepts on designing training and development (T&D) programs and in conducting activities for the capacity and capability building of the DepEd personnel and staff.

Thus, the researcher opted to conceptualized and planned a proposed faculty development program that will help teachers to cope with the massive change of the education system with teaching considered to be a challenging role to be play in this time of the COVID-19 pandemic. However, it cannot be denied that teachers are confronted with the different obstacle in the delivery of instruction. This obstacle must be identified to develop a concrete solution to the present situation.

### **Matrix**

For every personnel today, with continuous learning, can work efficiently and effectively; cope and embrace the changes; and avoid conflicts in addressing the new demands of the society. A faculty development for teachers is proposed that will foster the concern and help teachers align every single step that they will be contributing for the proper implementation of the official learning delivery modalities this school year.

Table 10. Matrix

<b>Area</b>	<b>Problem</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Persons Involved</b>	<b>Expected Outputs</b>
Content Knowledge and Pedagogy	-Delivering accurate and updated content knowledge using in the midst of pandemic	- To facilitate learning with the use of appropriate instructions	- Creation of committee on the amendments of somewhat irrelevant learning pedagogies	-Education Program Supervisor, Principals	- Committee
Assessment and Reporting	- Limited design assessment tasks consistent with targeted learning competencies	- To supervise holistic learning through applicable assessments	- Pilot testing for different means of assessing learners' progress	-Education Program Supervisor, Principals, heads, Teachers, Teachers	- Assessment tools
Personal Growth and Professional Development	-Insufficient training for the purpose of readiness	- To be prepared in most services needed today	- Partnership educational organization that promotes professional growth	-Education Program Supervisor, Principals, heads, Teachers, Teachers	- Webinars, Series of Online Training
K to 12 Curriculum	-Unachievable learning competencies	- To finalize applicable most essential learning competencies	- Conduct school-based training and/or activities in fitting and realizing relevant competencies through blended learning	-Program Supervisor, Principals, Head Teachers, Teachers	-Modified Curriculum Guide for MELC

Area	Problem	Objectives	Strategies	Persons Involved	Expected Outputs
K to 12 Planning	- Improper sequenced of teaching and learning process	- To prevent the increase of circumstances on the utilization of learning modalities	- Create committee that addresses issues and plans interventions for proper implementation of chosen learning delivery	-Principal, All teachers	-School Committee
Environment of learner	- Dynamics of teaching learners from diverse backgrounds	- To produce locally made learning material that fits to all level of learners	- Conduct research that focuses on the problems encountered by learners in taking such learning modalities	- Principals, Head Teachers, Teachers	-Research/ Study for Recommendation

Table 11. Level of Acceptability on the Proposed Faculty Development Plan

Criteria	WM	VE
1. The proposed faulty development plan is specific and relevant in the new normal education.	4.15	VMA
2. Each of the term is sufficiently comprehensive.	4.20	MA
3. The matrix layout is clear and spontaneous.	4.52	VMA
4. The proposed faulty development plan is aligned with goals of learning continuity plan of basic education.	4.75	VMA
5. The objectives are precise and exact.	4.10	MA
6. The proposed faulty development plan can be systematically conducted.	4.65	VMA
7. The training program is sensible.	4.40	VMA
8. The proposed faulty development plan can be a motivating platform for teachers to be more open of change.	4.26	VMA
9. The proposed faulty development plan can be attained.	4.43	VMA
10. The training program is relevant to the needs of today's shift of education system.	4.48	VMA
<b>Average Weighted Mean</b>	<b>4.39</b>	<b>VMA</b>

Legend: 4.21-5.00 *Very Much Acceptable (VMA)*  
 3.41-4.20 *Much Acceptable (MA)*  
 2.61-3.40 *Moderately Acceptable (MoA)*  
 1.81-2.60 *Less Acceptable (LA)*  
 1.00-1.80 *Not Acceptable (NA)*



It can be gleaned from Table 11 that the proposed faculty development plan was based on certain criteria and is very much acceptable with the overall weighted mean of 4.39. The results imply that teachers are still longing for development program which particularly address the relevant needs of learners today and can also acknowledge some concerns of the community or stakeholders.

## **CONCLUSIONS**

Public teachers of Pangasinan Division II underscores the value of attending series of training conducted online and post-graduate studies that capacitate teachers' relevant educational practices and align them on the significant change in terms of learning modalities in education. The problems faced by teachers in the new normal of learning serve as an opportunity to learn and as an avenue of different perspectives that generates idea and insights in formulating educational policies that enable teachers to be more prepared during unprecedented time.

The preparedness of teachers portrays their adaptability and flexibility toward the upgrading of functions, development of practices, and amendment of policies which can be a huge help in attaining educational goals and objectives. The said proposed plan can be a contributory factor to enhance the teaching strategies of teachers in the new normal education. Faculty development plan enhanced the teaching strategies of teachers in the new normal. Thus, the said plan was accepted.

## **RECOMMENDATIONS**

Based on the findings, it is highly recommended to have an in-depth faculty development plan to enhance teachers' teaching strategies and technique and to accurately address academic concern. Implementation of various learning modalities must be fully embraced not only by the school but also the community as a shared responsibility.

Primary and secondary public teachers are encouraged to be open to new responsibilities and functions brought by the new set-up of education. By then, a needs analysis must be carried out among the teachers on the implementation of alternative learning modalities. More so, additional online series of training and webinars should be conducted with different topics which address the need of teachers for its effectiveness and efficiency as educational frontliners. Even so, further studies are also recommended on a wider scope.

## LITERATURE CITED

- BusinessMirror (2018). Teachers need to build strong relationships with school stakeholders. <https://businessmirror.com.ph/2018/07/19/teachers-need-to-build-strong-relationships-with-school-stakeholders/>
- Dangle, R., & Sumaoang, J.D. (2020). The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools. <https://www.dpublication.com/wp-content/uploads/2020/11/27-427.pdf>.
- Department of Education (2020). [https://www.deped.gov.ph/wp-content/uploads/2020/06/DO\\_s2020\\_012.pdf](https://www.deped.gov.ph/wp-content/uploads/2020/06/DO_s2020_012.pdf)
- Department of Education (2020). DepEd prepares Self-Learning Modules for education's new normal. <https://www.deped.gov.ph/2020/07/02/deped-prepares-self-learning-modules-for-educations-new-normal/>
- Department of Education (2020). <https://files.eric.ed.gov/fulltext/EJ918218.pdf>.
- Department of Education (2020). Adoption of The Basic Education Learning Continuity Plan For School Year 2020-2021 In Light Of The Covid-19 Public Health Emergency. [https://authdocs.deped.gov.ph/deped-order/do\\_s2020\\_012-adoption-of-the-be-lcp-sy-2020-2021/DO\\_s2020\\_012](https://authdocs.deped.gov.ph/deped-order/do_s2020_012-adoption-of-the-be-lcp-sy-2020-2021/DO_s2020_012)
- Department of Education. (2020). Sulong Edukalidad: DepEd's Battle Cry moving forward <https://www.deped.gov.ph/2019/12/03/sulong-edukalidad-depeds-battlecry-moving-forward/>
- Dollanganger, C. (2020, October 29). Philippines: The rich and poor divide in distance learning. *The News Lens*. <https://international.thenewslens.com/article/142537>
- Johnson, A.M., Jacovina, M. E., Russell, D. E., & Soto, C. M. (2016). Challenges and solutions when using technologies in the classroom, Arizona State University. <https://files.eric.ed.gov/fulltext/ED577147.pdf>
- Llego, M.A. (2020). List of Department of Education (DepEd) COVID-19 Memoranda. <https://www.teacherph.com/list-deped-covid-19-memoranda/>

- Lombardi, P. (2019). *Instructional Methods, Strategies, and Technologies to Meet The Needs of All Learners*. <https://granite.pressbooks.pub/teachingdiverselearners/>
- Malipot, M.H. (2020). Present issues during blended learning dry run. <https://mb.com.ph/2020/08/05/present-issues-during-blended-learning-dry-run-deped-told/>
- Marquez, L.P., Olivar, M.V.V., Brijuega, C.E., Ombao, R.P., Cerio, W. C., & Baes, F. D. (2020). *Education and Covid 19: Experiences and Insights from a Developing Country*. <https://pesaagora.com/access/education-and-covid-19/>
- Morton, S., Pencheon, D., & Squires N. (2020). Sustainable Development Goals (SDGs), and their implementation: A national global framework for health, development and equity needs a systems approach at every level. <https://academic.oup.com/bmb/article/124/1/81/4563457>
- Organization for Economic Co-operation and Development (2020). *Learning remotely when schools close: How well students and schools prepared? Insights from PISA*, OECD Publishing, Paris. <https://www.oecd.org/coronavirus/policy-responses/strengthening-online-learning-when-schools-are-closed-the-role-of-families-and-teachers-in-supporting-students-during-the-covid-19-crisis-c4ecba6c/>

