



SENIOR HIGH SCHOOL FACULTY TEACHING EXPERIENCES IN THE NEW NORMAL: LESSONS, OPPORTUNITIES, AND STAKEHOLDERS' PARTICIPATION

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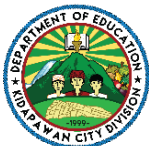


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**Senior High School Faculty Teaching Experiences in the New Normal: Lessons,
Opportunities, and Stakeholders' Participation**

An Action Research
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Regional Center, Brgy. Carpenter Hill,
City of Koronadal

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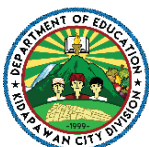
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ABSTRACT

This action research aimed to explore the various teaching experiences of Kidapawan City National High School Senior High School Faculty in the New Normal. The researcher used a qualitative research design with the questionnaire approach and three open-ended questions that make up the printed questionnaire. The result of the study was coded according to the themes: Theme 1 gave more favor to modular distance learning with blended approach as more feasible newly acquired learning in the new normal; Theme 2 results gave more weight to self-paced learning and continuing professional growth and development through attending webinars and online learning; and Theme 3 results found out that the creation of different channels of communication, home visitation among parents, and involvement of barangay officials were the top observations experienced by the teacher respondents that need to be intensified. With this study, it is proposed that the teaching skills of teachers in the newly acquired modalities of learning must be strengthened and sharpened in order to carry out quality education of students. The webinars and other modality in continuing professional of education must encouraged among teachers. Lastly, the school administrators must take this study as one of the considerations in creating action plans for teachers' holistic welfare in the new normal as well as in strengthening the linkages towards stakeholders.



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Firstly, this research paper and the research behind it would not be possible without the grace of our Almighty Father. The source of wisdom and strength.

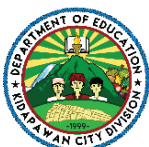
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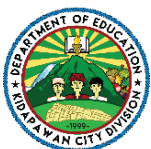
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Context and Rationale

The pandemic changes the world of teaching-learning process in terms of learning style and whole academic environment itself. In the midst of these changing norms of educative process, the educational needs of learners remain the center, stay secured, and non-negotiable among educational institutions. The objectives of teaching stay the same, but the forms through which the targets can be accomplished ought to be reimagined and done in an unexpected way (UP College of Education, 2020). Despite of pandemic, education must continue. Instruction incorporates a stabilizing impact on learners in times of crisis.

To cope with the challenges of classes for S.Y. 2020-2021 with the prohibition of face-to-face contact between learners and teachers, the Department of Education shifted to another learning methods in the new normal. One of the solutions made up by the department is the implementation of Blended Learning through Self-Learning Modules (SLM), Synchronous and Asynchronous approaches and the usage of Learning Management System. Anent to this, Kidapawan City National High School which renders quality education and its distinct function to produce fully equipped and competitive students, extends its services to all learners by providing quality learning through these new modalities. The school adheres to D.O.12 s. 2020 regarding the implementation of Basic Education Learning Continuity Plan for SY. 2020-2021. With the collaboration and partnership with stakeholders, the education continues amidst the pandemic.

It was on the above concept that the researcher wanted to explore the teaching experiences of Senior High School Faculty of Kidapawan City National High School in the New Normal. It will greatly help the teachers and school administrators to map out the problem that emerged in the new normal. The results of this study may serve as one of the bases for creating policies in order to solve the problem and challenges experienced by the teachers.



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Brief Review of Literature

As part of its rigorous preparations for the academic year 2020-2021, the Department of Education (DepEd) will make available Self-Learning Modules (SLMs) to all types of learners across the Philippines through various alternative learning delivery methods (DepEd, 2020).

Dr. Yumiko Yokozeki Director of the UNESCO Institute for Capacity Building in Africa, highlighted that with the widespread of pandemic and lockdown, teachers should take advantage of the situation to become more empowered, creative, and innovative by immersing themselves through continuing professional growth and development such as attending webinars and massive online open course (UNESCO, 2020)

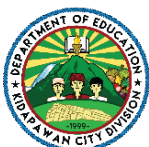
Self-paced learning has become a trend in the teaching-learning process that provides opportunities to those who wish to learn in their own way as well as their own time conveniently (Morrison, 2020).

Based on the report of Montemayor (2020), stakeholders' support is very vital in this new normal of education. They are the partners of the educators to carry out the continuity of learning.

Innovations, Interventions, and Strategy

The findings of the study may provide empirical evidence on teaching experiences in the new normal. Specifically, this would be of great benefit to the following:

To the Teachers. The findings will be of great help to improve and innovate teaching strategies that would be beneficial in their field as well as to find solutions in the current problem and demands of the new normal of teaching.



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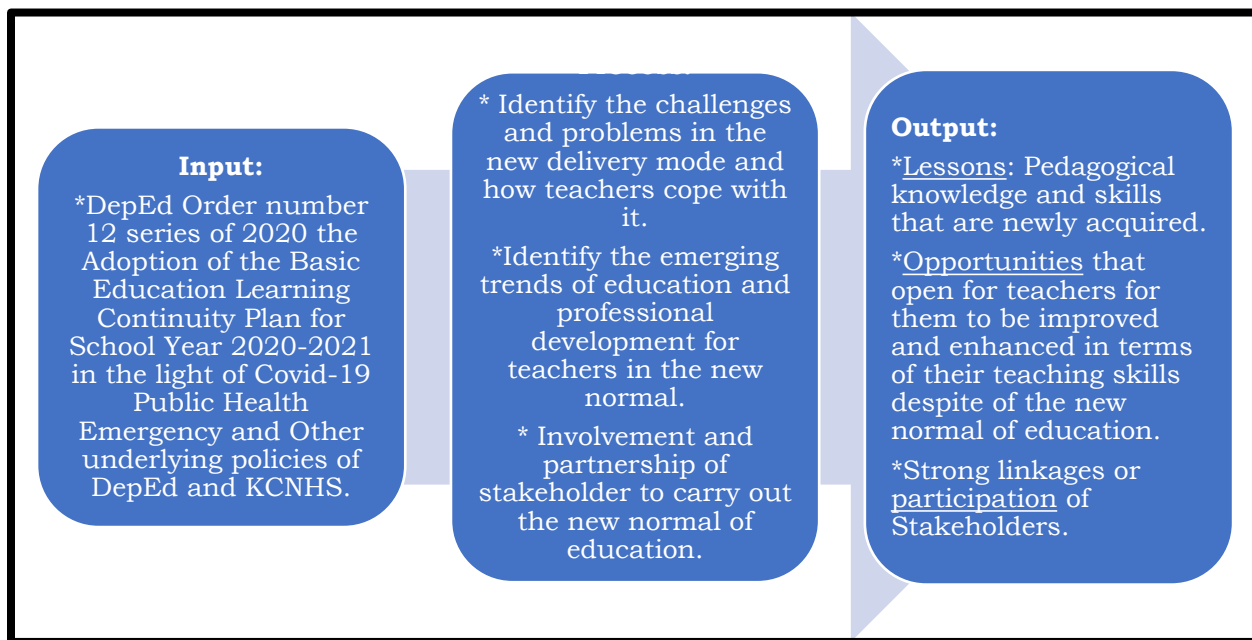


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To the Researcher. The findings will be of great help to generate an action research about the educational landscape in the new normal to help the Department of Education to improve the quality of education despite of pandemic.

To the School Administrators, Department of Education and Stakeholders.
The findings may be a guide to create an action plan to improve the quality of education amidst pandemic and future uncertain times that hinders face to face contact with students. This study may provide enough data that can be used as one of criterion in policy making for teachers' professional development and Teacher Improvement Plan Framework.

Conceptual Framework



This conceptual framework of the study consists of IPO model (Input, Process, Output). The IPO model offered the overall framework and direction for the study.





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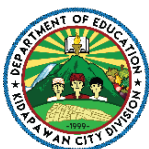
With the IPO diagram above, it is expected that the output of this study would be one of the guiding principles in crafting policies to assure the quality of education and trainings and workshops for teachers for them to be equipped in the midst of pandemic. The result could be one of the bases in assuring stakeholders' participation during uncertain times. As stated by (Scheerens, 1990) the context of input-process-output would easily describe the educational undertakings.

Theoretical Lens/ Underpinnings

This study will be anchored on Hofstede's cultural difference theory, Vygotsky's sociocultural theory, Bruner's Constructivist Theory and Albert Bandura's Social Learning Theory.

((Bruner, 1966) in his **constructivist theory** suggests that learning is most successful when it progresses from active to iconic to symbolic representation when dealing with new content; this is true even for mature learners. Bruner's research suggests that with clear and well-structured instruction, a learner can acquire any subject matter, regardless of age, even at a very young age.

Social learning theory, from (Bandura, 1977), The central point is the significance of observing, modeling, and imitating the actions, attitudes, and emotional reactions of others. The social learning theory takes into consideration the interplay between environmental and cognitive factors on human behavior and cognition.



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Action Research Questions

This is a qualitative study which aimed to explore the various teaching experiences of Kidapawan City National High – School Senior High School Faculty in the New Normal. The result of this study will be used as one of considerations in policy making for teachers' professional development. The study aimed to address the subsequent research questions:

1. What pedagogical knowledge and skills that are newly acquired by the teachers for the School Year 2020-2021?
2. What are the opportunities that open for teachers for them to be improved and enhanced in terms of their teaching skills despite of the new normal of education?
3. What are the different ways and experiences of teachers on how to realize the full participation of stakeholders (communication with the parents, the local officials, and the community in general) despite of pandemic?

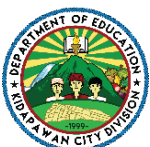
Action Research Method

a. Participants and/or other Sources of Data and Information

50 Senior High School Teachers from Kidapawan City National High School were selected as participants for the study through the "fishbowl sampling technique" from a pool of 98 SHS teachers. Out of the total number of participants, 35 were female teachers and 15 were male teachers.

b. Data Gathering Method

The researcher sent letters of invitation to the key informants for the interview, through Facebook Messenger since face-to-face contact is being discouraged. Information regarding the study, the objectives, the participants' role as well as mode of recording and interview were included in the invitation letters via Google Form.



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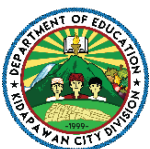
The answers provided by the participants were transcribed word-for-word, without any alterations. As the respondents were teachers with a good communication of the English language, there was no requirement to translate their responses. To uphold ethical standards, their identities and personal information were kept confidential.

Regarding the analysis of the data, a descriptive-thematic approach with coding schemes was used to examine the questionnaire responses. The experiences of the KCNHS-SHS Faculty were classified into three primary themes, which aligned with the study's objectives and problem statement. The respondents' responses were categorized into Lessons (Newly Acquired Teaching Pedagogies), Opportunities, and Stakeholders' Participation.

c. Data Analysis Plan

This study used the questionnaire approach in a qualitative research design. Three open-ended questions make up the printed questionnaire. The research tool's questions are as follows:

1. In your experience in the new normal of teaching and to carry out the quality of education, what are the new lessons on teaching pedagogies that you have acquired and used for your learners? How do you describe these new teaching pedagogies?
2. What are the opportunities that opens for you in order to be improved and enhance your teaching skills despite of the New Normal of education? How do you describe your experiences in enhancing your teachings skills?
3. Despite of the pandemic, how do you manage the full participation of stakeholders such as communicating with the parents of your students, partnership with local officials in distributing and retrieving the modules, and the cooperation of the community in general? Share your experiences.



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Discussion of Results

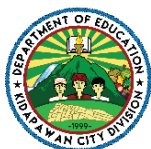
The study's results are presented in three tables, each representing one of the three primary themes, and are subsequently accompanied by a discussion of the underlying concepts and ideas that were identified during the study.

Theme 1: KCNHS-Faculty Teaching Experiences on Lessons (Newly Acquired Teaching Pedagogies) in the New Normal.

Code	Frequency
Code 1	
• Modular Distance Learning with blended approach.	17
Code 2	
• Innovative teaching methods in the new normal.	15
Code 3	
• Online Learning Instructions.	6
Code 4	
• Radio-Based Instruction	5

For theme 1: KCNHS-Faculty Teaching Experiences on Lessons (Newly Acquired Teaching Pedagogies) in the New Normal, the answers of the respondents were being clustered into 4 codes claiming that they are really learning these new pedagogies as prescribed by the Department of Education. Respondents' answers revolve around Modular Distance Learning with Blended approach, Innovative teaching methods in the new normal, online learning, and radio-based instruction. As in-person classes are still not allowed because of the current public health situation, combining SLMs with other forms of learning such as modular, television-based, radio-based instruction, blended, and online learning will aid DepEd in ensuring that all students are able to receive high-quality basic education for the academic year 2020-2021.

Among the 50 participants, 17 of them fall their responses in **code 1- modular distance learning with blended approach** as the newly acquired learning pedagogy in





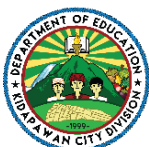
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the new normal. One of the respondents said, *“As of the moment, MDLs in teaching-learning process are the most feasible and usable for learners with occasional guidance of their parents.”*

Five out of 50 participants fall their responses in **code 2- Innovative teaching methods in the new normal** as the newly acquired learning pedagogy in the new normal. One of the respondents claims that *“In our current situation, we, as teachers should innovate new ways to effectively teach our students, that is, we do not translate what they do in the classroom into the modality we are using today.”*

Five out of 50 participants preferred **code 3- Online Learning Instruction** as the newly acquired learning pedagogy in the new normal. To avoid face-to-face interactions, DepEd offers online learning resources that can be used for meaningful learning in the new normal (Quinones, 2020). One of the participants verbatim, *“The fact that the teacher and student are not physically together does not make the process of education any less authentic. In the absence of a vaccine, the safest approach to learning is through online means.”*

Lastly for theme 1, 5 out of 50 participants fall their responses in **code 4- Radio-Based Instruction**. One of the three main setups in the Department of Education's recommended strategy is radio-based instruction, which also includes online and modular learning. (DepEd, DepEd secures NTC's support for TV, radio-based education, 2020). One of the participants said that *“In my own experience, we used Radio-Based Instruction as reinforcement of learning for our learners. We used the radio since we don't have face to face, and it is quite effective because our learners will be able answer their modules with reinforcement which is listening to their lessons on the radio sets in their homes.”*





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Theme 2: KCNHS-Faculty Teaching Experiences on Opportunities in the New Normal.

Code	Frequency
Code 1	
• Self-paced learning.	18
Code 2	
• Continuing professional growth and development through attending webinars and online learning.	18
Code 3	
• Working on the radio and speaking engagements.	14

The main idea of theme 2 focuses on the teaching experiences of KCNHS-SHS Faculty on the opportunities in the new normal. The responses of the 50 respondents were being coded into three since their answers contain commonalities. These are code 1 for self-paced learning, code 2 for continuing professional growth and development through attending webinars and online learning, and code 3 for working on the radio and speaking engagements.

18 out of 50 participants fall their answers in **code 1**-Self-paced learning. One of the participants' statements is, *"We have that access for us to improve our teaching skills. I find it comfortable when you can actually learn at your own pace..."*

Another 18 out of 50 participants fall their answers in **code 2**- Continuing professional growth and development through attending webinars and online learning. One of the teacher participants said, *"With the pandemic, obviously we have more time at home than in our workplace. I have involved myself in continuing professional growth and development through attending webinars leading to acquiring practical adaptive and flexible knowledge and skills important in the new normal of education."*

Lastly for theme 2, 14 out of 50 participants fall their responses in **code 3**- Working on the radio and speaking engagements. They see it as a lucrative way to have





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a more meaningful and interactive learning despite of the prohibition of face-to-face classes.

Theme 3: KCNHS-Faculty Teaching Experiences on Stakeholders' Participation.

Code	Frequency
Code 1	
<ul style="list-style-type: none">The creation of Facebook group chats and messenger as well as the usage of phone calls and text messages in order to communicate towards stakeholders.	19
Code 2	
<ul style="list-style-type: none">Home visitation among parents and learners.	12
Code 3	
<ul style="list-style-type: none">Barangay officials being front liners along with teachers in distributing and retrieving the modules of the students.	12
Code 4	
<ul style="list-style-type: none">Giving of information through radio announcement.	7

With the consistent response among 50 teacher participants, the results for theme 3 were being clustered and coded into four codes. These are the following: Code 1- The creation of Facebook group chats and messenger as well as the usage of phone calls and text messages in order to communicate towards the stakeholders; Code 2- Home visitation among parents and learners; Code 3- Barangay officials being front liners along with teachers when dispersing and recovering the students' modules; and Code 4- Giving of information through radio.

19 out of 50 respondents preferred **code 1**- The creation of Facebook group chats and messenger as well as the usage of phone calls and text messages in order to communicate towards the stakeholders as well as to assure full participation. The prohibition of face-to-face and the encouragement of social/physical distancing is not





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a hindrance to be connected with each other. The teacher participants agreed that using technology, it is now more practical and efficient to boost the full participation of stakeholders. Respondents claim that parents and local officials are very responsive through these mediums of communication, it makes their job easier especially on the distribution and retrieval of modules among learners.

12 out of 50 respondents fall their responses in **code 2-** Home visitation among parents and learners. This type of strategy has been already a practice by the DepEd to assure the full cooperation of learners' parents. Most of the respondents chose this kind of strategy especially to those families who are technologically challenged or having hard time with the internet and difficulty with signal. They claim that by home visitation, they can encourage parents' participation to assist their children to study hard and answer their modules. This result is also connected with code 1, one of the participants said, *"Management of full participation of stakeholders can be done through constant and consistent visitation, sending of chat or text messages or in certain circumstances when you are dearly asking for immediate response, a call or video chat."*

For **code 3-** Barangay officials being front liners along with teachers in distributing and retrieving the modules of the students, 12 out of 50 participants fall their answers in this code. Based on the report of Montemayor (2020), stakeholders' support is very vital in this new normal of education. According to the teacher respondents, their job on distributing and retrieving the modules was made easy since the barangay officials know the people in the community. They were able to follow the health and safety protocols. One of the participants claims that, *"Distribution of modules was not easy but by the help of stakeholders, parents and cooperation of the community, we deliver the modules completely and smoothly"*.

7 out of 50 participants fall their responses into **code 4-** Giving of information through radio announcement. According to the teacher participants, though the code 1 is more efficient nowadays but giving information towards stakeholders using radio





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to announce is also relevant to give reminders among parents. It also amplifies the cooperation and awareness of the community on the program of the DepEd in time of pandemic. One of the participants said that *“Well, aside from the designated distribution and retrieval centers, it is helpful that we can also give information through radio broadcasting over the program Radyo-Eskwela of DepEd Kidapawan City Division.”*

Reflection and Recommendations

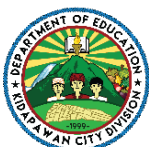
The opening of the class last August 2020, has been possible with the approval of President Rodrigo Duterte, and the support from the local government units and from the non-government organizations. DepEd is very appreciative to have them as partners in assuring the health precautions and security of students, teachers, and parents as well as the full community engagement (Montemayor, 2020).

The result of theme 1 gave more favor to modular distance learning with blended approach as more feasible newly acquired learning in the new normal in terms of teaching pedagogy among teacher respondents. Radio-based instruction is found to have a lesser weight based on the result.

Theme 2 results gave more weight to self-paced learning and continuing professional growth and development through attending webinars and online learning as the greatest opportunities among the teacher respondents in this uncertain time in order to improve themselves as professional teachers.

Basically, theme 3 underlying main ideas were all about teaching experiences of KCNHS-Faculty on stakeholders' participation in the new normal. The creation of different channels of communication, home visitation among parents, and involvement of barangay officials were the top observations experienced by the teacher respondents that need to be intensified to ensure that education is ongoing.

The result of this study is just a speck or glimpse of the societal changes in this new normal. The education sector specifically the Department of Education tries to



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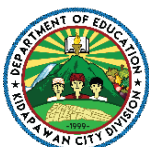
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adjust and embrace the new normal despite all odds. With the experiences of the teachers in this new normal, anything can be learned and improved. (Calhoun et. al, 2013) from the work of Max Weber, when it comes to groups of people, unlike living organisms, we can do more than just show how they work together and share patterns. We can achieve something that natural sciences cannot, which is to subjectively understand why individuals within the group behave the way they do.

Recommendations

In foregoing reflections, the following recommendations are given:

1. It is timely that the teaching skills of the teachers must be strengthened and sharpened in order to carry out quality education of students.
2. Teachers must see the silver lining of webinar and other modality in continuing professional of education.
3. The school administrators must take this study as one of the considerations to create action plans in order to train teachers in the different teaching strategies employed in the new normal as well as create ways to strengthen the linkages towards stakeholders.



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ACTION PLAN

Objectives	Activities	Persons Involved	Budget Allocation	MOV (Means of Verification)
Identify the different learning modalities used during the New Normal.	Orientation, seminar-workshop, and upskilling of teachers on the different learning modalities used in the New Normal	All Teachers Invited Speaker	Charged to school MOOE	Pictures Narrative report
Create a master list of CPD Trainings, MOOCs, & other CPD opportunities offered by partner learning institutions prescribed by NEAP & DepEd.	Encourage teachers to avail & enroll to the different offerings of CPD.	All Teachers	Charged to school MOOE. None, if it is offered for Free.	Pictures Narrative report
Conduct a meeting consultation with PTA Officials and stakeholders.	Create Schedule for consultations of PTA officials and stakeholders	Teachers School Administration PTA Officials Stakeholders	PTA Funds.	Pictures Narrative report
Present to school administrator the result of the study.	Presentation of Result to school administration	School Administration	Not Applicable	Research Outline Raw Data Survey Questionnaires

Researcher:

Approved by:

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