TEACHERS' COMPTENCE AND RESPONSIVENESS IN DIGITAL LEARNING STRATEGY IN THE NEW NORMAL SETTING OF TEACHING-LEARNING PROCESS IN KIDAPAWAN CITY NATIONAL HIGH SCHOOL: BASIS FOR TEACHING DEVELOPMENT PROGRAM

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Abstract

This study was conducted to determine teacher's competence and responsive in digital learning strategy in the new normal set up of teaching and learning process in Kidapawan City National High School. A total of 312 teachers served as respondents of this study using descriptive questionnaire and having a total enumeration sampling.

As shown in the result, the extent of responsiveness of teachers in terms of the digital learning strategies in teaching got an overall weighted mean of 4.11 or responsive. The benefit of digital learning strategies as perceived by the teachers in terms of pedagogy got an overall weighted mean of 4.37 or fully beneficial. The benefit of digital learning strategies as perceived by the teachers in terms of assessment got an overall weighted mean of 4.48 or fully beneficial. The extent of factors in incentives in digital learning strategies in teaching as perceived by the teachers got an overall weighted mean of 4.09 or extent. The extent of factors in incentives in digital learning strategies in teaching as perceived by the extended supports employed by the school head/department heads and coordinators among the teachers to enhance the teachers' competence in utilizing digital learning got the lowest frequency of 36 or 80%.

There is a significant relationship between the incentives in digital learning strategies in teaching and the issues related in employing the digital learning strategies as perceived by the teachers. The most prevalent issues and concerns are the lack or slow internet connectivity and lack of technical competence on the use of ICT aided instructions in the part of teachers.

The researcher recommends the following: conduct teachers' capability program like in-service training or school learning action cells; integrate in the School Improvement Plan (SIP) the budget allocation for the procurement of ICT equipment and installation of strong internet connections at the school; coordinate with the City Local Government Units on the provision of free internet or WIFI Zone at strategic places for public use; strengthen monitoring and evaluation on the implementation of the teachers development program; conduct future researches related to this study. Conduct teachers' capability program like in-service training or school learning action cells; integrate in the School Improvement Plan (SIP) the budget allocation for the procurement of ICT equipment and installation of strong internet connections at the school; coordinate with the City Local Government Units on the provision of free internet or WIFI Zone at strategic places for public use; and Strengthen monitoring and evaluation on the implementation of the teacher's development program. Conduct future research related to this study.

Keywords: Digital Teaching Strategy, Teaching and Learning Process, New Normal Setting

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I. Context and Rationale

The use of multimedia teaching has grown steadily in schools, institutes of higher learning, and other educational settings as education has progressed. Although the use of multimedia in the classroom has numerous benefits, including being easy, educational, and entertaining, it has not yet had the expected impact on learning outcomes. As a result, the question of how to use multimedia resources sensibly, effectively, and enhance learning becomes one that merits debate.

Due to its beneficial effects on the teaching and learning process, the use of multimedia in education has demonstrated its significance. The previous study compares the impact of multimedia-assisted instruction (MAT) on elementary school pupils' academic performance and attitude Kozman (2019).

According to Mayer & Moreno (2020) that multimedia is multi-sensory and engages the audience's senses in several ways at once. Teachers can manage the information flow and content because of its interactive character. Due to a variety of factors, the use of multimedia in classroom instruction is relatively restricted in Pakistan. These factors include the expensive cost of computers, multimedia, and other related infrastructure, as well as a shortage of technical staff and teachers who are proficient with computers.

Blair (2021) has also stressed out that through the presentation of information through text, graphics, images, audio, and video, multimedia offers a complex multi-sensory experience in exploring our world, and there is evidence to suggest that a combination of words and pictures increases the likelihood that people can integrate a significant amount of information.

Dubois & Vial (2021) mentioned that it is more crucial to give the student a solid framework and content than to use new media's interactivity

and animation. Learning and comprehension depend on the quality of the instructional material's content and organization, not on the use of new media or other forms of representation. When the information offered is complementary and tailored to each presentation, the text and image combination works well. Making connections between various representations depends on the task's requirements as well as the presentation mode and how the interrelations between the multimodal objects are constructed.

Rogers, L and Wild, K (2019) state that the capacity to choose between media to provide well-structured information, using more than one representation to increase memory, encouraging active processing, and providing more information at once are some of the benefits of multimedia design over using a single medium.

On the other hand, Gilakjani (2022) has mentioned three justifications for the use of multimedia in the classroom. He believed that using it improves knowledge, develops memorization skills, and raises students' interest levels. Different kids learn in different ways, and multimedia offers a variety of learning modalities at once to meet the needs of various pupils and address individual variances. Despite certain possible drawbacks, there is evidence to support the benefits of multimedia in the teaching and learning processes. The greatest way to create the kind of meaningful learning environment that constructivism and cognitivism advocate is with the use of multimedia.

Many courses have effectively included multimedia to offer a wide range of learning modalities or styles. Learning styles are characterized as distinctive cognitive, affective, and physiological actions that work as largely consistent indications of how students view, engage with, and react to the learning environment. Students learn better when they are in an atmosphere that matches their preferred learning style (Sankey, 2019).

Additionally, students have a preferred learning modality, such as visual, auditory, read-and-write, or kinesthetic, however, many students are multimodal. A more inclusive curriculum that engages visual, aural, and kinesthetic learners can be created using multimedia, helping to eliminate performance gaps that may arise from diverse learning preferences. Students have been encouraged to adopt a more adaptable learning style by presenting the material in a number of ways (Morrison et al., 2019).

Rogers and Wild (2019) claim that switching from a book to a computer offers the chance for increased involvement and new methods to approach a learning activity. Through various media formats, technology offers more ways to represent ideas. Such technological advancements call for pedagogical research to verify the value of such novel activities in promoting learning. Multiple representations help learners learn more effectively and improve their memory, communication, inference, and understanding.

In this premise, the proponent became interested in conducting a related study in the local level specifically in Kidapawan City National High School. It was observed that only a few teachers utilized digital learning strategies. Moreover, the proponent observed that integration of multimedia in the context of pedagogy this time of health crisis brought by CoVid 19 pandemic adversely affect the teaching-learning process.

It is alone in this context that this study was undertaken. It highlighted by identifying the impact of digital learning strategy employed by the Kidapawan City National High School. This was correlated to the teachers' performance and shall further identify issues and concerns faced by the selected teachers in utilizing multimedia in teaching.

II. Innovation, Intervention and Strategy

Covid 19 Pandemic has really changed our Philippine Educational System. It includes the changing of the usual face-to-face classes to the new normal set up of teaching and learning process. To observe health and safety protocols and to ensure the sustainability of the delivery of basic education to learners without compromising the quality of teaching and learning, the Kidapawan City National High School has established the first in DepEd-Kidapawan as one of its School Initiative Intervention (SII) call Project ViLLA: **Vi**rtual **L**earning and **L**eadership **A**venue.

This Project ViLLA is located on the second floor of the Administration Building where virtual classrooms are situated. Each grade level from Grades7-12 has three cubicles where assigned teachers can simultaneously use. This is internet accessible where both students and teachers can use for their synchronous classes as reinforcement of the Modular Distance Learning.

Teachers discussed activities and assessments from the printed modules during their online classes. Recorded video lessons and sessions were done for those who could not joined the session and uploaded in their respective chat groups to be downloaded.

This SII has been the talk of the town, especially in the academic communities. In fact, some schools had come to benchmark how the blended learning took place in Kidapawan City National High School. Division and Regional Officials have also come and monitored how the Project ViLLA is being implemented and sustained considering the enormous population of the school. Moreover, REPS Agney Taruc, SBM Focal Person, considered this innovation as one of the compendia of school best practices in the SOCCSKSARGEN Region.

This innovation has really contributed positive increase to the academic performance of students and cut cost the expenses for the printed MDL. Attendance of students joining in the loop during virtual lessons is overwhelming except for those who cannot join because of lack of internet connection. This is really a positive response to the call of the Department of Education to disburse government funds judiciously and efficiently such as the MOOE, to save money considering that the whole country suffers from the Covid 19 pandemic. With voluminous printed materials delivered and retrieved every week, using blended learning via Project ViLLA helped the school and DepEd in general to be more practical yet beneficial.

Conceptual Framework

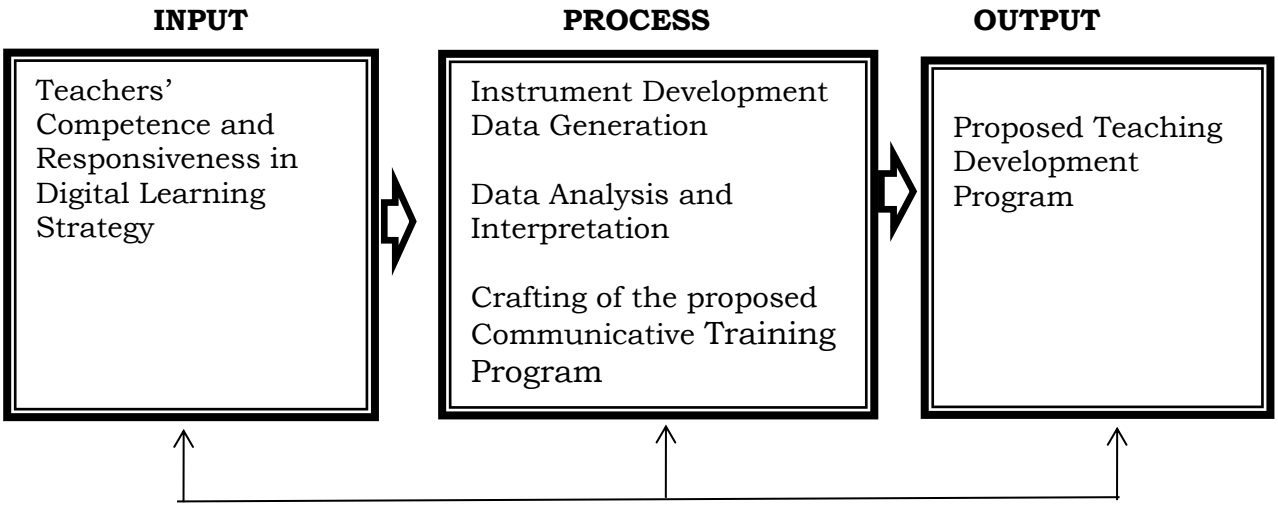

Figure 1. Schematic diagram showing the relationship of the Input-Process-Output of the Study

III. Action Research Questions

Generally, this study aimed to determine the teachers' responsiveness and competence in utilizing digital learning strategy as perceived by the teachers in Kidapawan City National High School during the School Year 2021-2022 in the new normal set-up of teaching and learning process.

Specifically, it sought to answer the following questions:

1. What is the extent of responsiveness of the teachers in terms of the digital learning strategies in teaching?
2. What is the benefit of digital learning strategies as perceived by the teachers as to:
    3.1. Pedagogy; and
    3.2. Assessment and Evaluation?
3. What is the extent of factors in incentives in digital learning strategies in teaching as perceived by the teachers?
4. What is the extent of issues related in employing the digital learning strategies in teaching as perceived by the teachers?
5. What are the extended supports employed by the school head/department heads and coordinators among the teachers to enhance the teachers' competence in utilizing digital learning?
6. Is there a significant relationship between the incentives in digital learning strategies in teaching and the issues related in employing the digital learning strategies as perceived by the teachers?

Hypothesis

The null hypotheses tested in this study was:

H_o1. There is no significant relationship between the incentives in digital learning strategies in teaching and the issues related in employing the digital learning strategies as perceived by the teachers.

IV. Action Research Methods

A. Research Design

The study made use of the descriptive – qualitative and quantitative design. Descriptive method was used to determine teachers' competence and responsiveness in utilizing digital learning strategy as perceived by the teachers in Kidapawan City National High School this School Year 2021-2022 in the new normal normal set-up.

V. Sampling, Data Collection, Ethical Issues and Data Analysis

A. Participants and/or Other Sources of Data and Information

As sources of the data to comprise the bulk of this study were the teachers of the grades 7 to 12 of Kidapawan City National High School using total enumeration sampling technique. All teachers utilizing digital learning strategies were included in the study. They were the respondents of the study because they had experienced in employing digital and multimedia in teaching and have been exposed to changes in pedagogy brought by the health crisis. Kidapawan City National High School is in Roxas Street, Kidapawan City. It is within the Second Congressional District of the Cotabato Province.

Figure 2. Vicinity Map of Kidapawan Cty

B. Data Gathering Method

Both quantitative and qualitative approaches were used in the study. Quantitative, in the sense that, it described the teachers' awareness in utilizing digital learning strategies, benefits, incentives, issues and factors as experienced by the teachers in employing digital learning strategies. Correlational analysis identified significant relationship between the relationship of the incentives in digital learning strategies in teaching and the issues related in employing the digital learning strategies as perceived by the teachers. On the other hand, it qualitatively explored the extended support by the school heads to enhance the skills of the teachers in utilizing digital learning through multimedia through Focus Group Discussion. The following research instruments were utilized to gather data:

For the questionnaire, this was comprised of five parts. Part 1 included the extent of responsiveness of the teachers in terms of the digital learning strategies in teaching while part 2 focuses on the benefits of digital learning strategies as perceived by the teachers as to pedagogy and assessment and evaluation.

On the other hand, part 3 dovetailed on the extent of factors in incentives in digital learning strategies in teaching as perceived by the teachers while part 4 included the extent of issues related in employing the digital learning strategies in teaching as perceived by the teachers.

Further, in part 5 stressed on the extended supports employed by the school heads among the teachers to enhance the teachers' competence in utilizing digital learning using interview guide question. The data retrieved through the questionnaire were converted into numerical weight using the Likert 5-Point Scale. The researcher classified and tallied them into different quantities that would enable him to categorize the data.

For the Focus Group Discussion, the researchers conducted Focus Group Discussion with respondents which focused on extended supports employed by the school heads among the teachers in order to enhance the teachers' competence.

C. Data Analysis Plan

The following statistical tools were used in the study:

1. Mean rating was used to describe the teachers' awareness in utilizing digital learning strategies, benefits, incentives, issues, and factors as experienced by the teachers in employing digital learning strategies.
2. Thematic analysis was done to identify the extended support employed by the school heads among the teachers to enhance the teachers' competence.
3. Pearson r was used to determine the significant relationship between the incentives in digital learning strategies in teaching and the issues related in employing the digital learning strategies as perceived by the teachers.

IV. Discussion of Results and Reflection

Table 1. Extent of Responsiveness of the Teachers in terms of the Digital Learning Strategies in Teaching

Indicators	Weighted Mean	Qualitative Description
1. Equipment for using digital learning strategies is readily available in the school	3.89	Responsive
2. The use of digital learning strategies in teaching can improve student learning	4.16	Responsive
3. The use of digital learning strategies in teaching can improve student interest.	3.96	Responsive
4. Digital learning strategies would be easy to be integrated in subject.	4.38	Fully Responsive

5. Training in the use of digital learning strategies is readily available where I work.	3.93	Responsive
6. I have enough time to learn about using digital learning strategies.	4.13	Responsive
7. I have work technical advice and support using digital learning strategies.	4.04	Responsive
8. The use of digital learning strategies in teaching is supported by my co-teachers	4.16	Responsive
9. The digital learning strategies integration is necessary for school to remain competitive.	4.36	Fully Responsive
10. Digital learning strategies play a growing role in the delivery of the school in the learning process.	4.11	Responsive
Overall	**4.11**	**Responsive**

The table above shows the extent of responsiveness of teachers in terms

Points	*Scale*	*Qualitative Description*
5	*4.21-5.00*	*Fully Responsiveness (FR)*
4	*3.41-4.20*	*Responsiveness (R)*
3	*2.61-3.40*	*Moderately Responsiveness (MR)*
2	*1.81-2.60*	*Slightly Responsiveness (SR)*
1	*1.00 – 1.80*	*Least Responsiveness (LR)*

of the digital learning strategies in teaching. It can be gleaned from the table that '*Digital learning strategies would be easy to integrate in subject'* got the highest weighted mean of 4.38 or with a qualitative description of *fully responsive*. While '*Training in the use of digital learning strategies is readily available where I work'* got the lowest weighted mean of 3.38 or with a qualitative description of *responsive* with an overall weighted mean of 4.11 or *responsive*.

The result implies that teachers find it easier to integrate digital learning strategies to the subjects that they are teaching because most of the students have smartphones and laptops to use with accessibility to the internet. On the other hand, teachers also acknowledged that they need capacity building to equip them with 21st Century Skills.

The result is like the study of Rogers and Wild (2019), moving from the book to the computer is the opportunity for greater interactivity and novel ways to think about a learning activity. Technology provides more ways to represent concepts through different media formats. Such advances in technology ask for pedagogical inquiries to confirm the usefulness of such new activities in facilitating learning. Learners who have access to multiple representations enhance their comprehension, learning, memory, communication, and inference.

Table 2.1. Benefit of Digital Learning Strategies as Perceived by the Teachers in terms of Pedagogy

Indicators	**Weighted Mean**	**Qualitative Description**
1. Embrace the "less is more" principle for online learning	4.13	Beneficial
2. Enlist help communicating the plan	4.22	Fully Beneficial
3. Make leaders into teachers	4.38	Fully Beneficial
4. Use learner-centered design	4.56	Fully Beneficial
5. Tap into the power of learning partnerships	4.40	Fully Beneficial
6. Remember to measure	4.40	Fully Beneficial
7. Empowering	4.49	Fully Beneficial
8. Measurable/Flexible	4.40	Fully Beneficial
9. Connected	4.58	Fully Beneficial
10. Always available	4.18	Beneficial
Overall	**4.37**	**Fully Beneficial**

Points	***Scale***	***Qualitative Description***
5	*4.21-5.00*	*Fully Beneficial (FB)*
4	*3.41-4.20*	*Beneficial (B)*
3	*2.61-3.40*	*Moderately Beneficial (MB)*
2	*1.81-2.60*	*Slightly Beneficial (SB)*
1	*1.00 – 1.80*	*Least Beneficial (LB)*

The table above shows the benefit of digital learning strategies as perceived by the teachers in terms of pedagogy. It can be gleaned from the

table that '*connected'* got the highest weighted mean of 4.58 or with a qualitative description of *fully beneficial.* While '*Embrace the "less is more" principle for online learning'* got the lowest weighted mean of 3.13 or with a qualitative description of *beneficial* with an overall weighted mean of 4.37 or f*ully beneficial.*

This implies that teachers perceived digital learning fully beneficial specially when they relate to their learners. With the strict restrictions of the DepEd and LGU on the limited face to face classes, digital learning has become the best avenue for engaging and productive learning. If teachers and learners relate to each other, digital learning brings distances closer. However, embracing the less is more principle for online learning needed to be more practiced considering that teachers are new to this kind of learning strategy/modality. They still need to work on their skills particularly on using some applications that lessen their printed works.

This result is supported by the study of (Mayer & Moreno, 2020) that multimedia is multi-sensory that stimulates multiple senses of the audience at a time. Its interactive nature enables teachers to control the content and flow of information. In Pakistan, the use of multimedia in classroom teaching is very limited due to multiple reasons. These reasons include the high cost of multimedia, computers, and other related infrastructure, and lack of computer-literate teachers and technical staff. Teachers' attitude towards its use is another problem.

Table 2.2. Benefit of Digital Learning Strategies as Perceived by the Teachers in terms of Assessment

Indicators	Weighted Mean	Qualitative Description
1. Utilizing Computer Aided Learning assessment	4.24	Fully Beneficial

2. Assessment initiates through multimedia	4.29	Fully Beneficial
3. Easy to check and record	4.58	Fully Beneficial
4. Assessment result is accurate	4.67	Fully Beneficial
5. Assessment is accurate and reliable	4.64	Fully Beneficial
Overall	**4.48**	**Fully Beneficial**

The table above shows the benefit of digital learning strategies as perceived by the teachers in terms of assessment. It can be gleaned from the table that *'Assessment result is accurate'* got the highest weighted mean of 4.67 or with a qualitative description of f*ully beneficial.* While *'Utilizing Computer Aided Learning assessment'* got the lowest weighted mean of 4.24 or with a qualitative description of *beneficial* with an overall weighted mean of 4.48 or f*ully beneficial.*

Points	***Scale***	***Qualitative Description***
5	*4.21-5.00*	*Fully Extent (FE)*
4	*3.41-4.20*	*Extent (E)*
3	*2.61-3.40*	*Moderately Extent (ME)*
2	*1.81-2.60*	*Slightly Extent (SE)*
1	*1.00 – 1.80*	*Least Extent (LE)*

The result implies that teachers perceived the accuracy of assessment result in digital learning strategy as fully beneficial to them. With the system generated formula and/or applications, learners can be assured of the accurateness of their assessment result. While utilizing computer aided learning assessment is perceived as beneficial only because teachers perceived that they need more capability training and enhancement on this aspect.

Miller (2019) in his study conducted in Florida Department of Education, giving a survey to students after taking end-of-course evaluations. The results showed that more students preferred computer tests over paper and pencil tests, a total of 53% of the students agreed to that statement.

Table 3. Extent of Factors in Incentives in Digital Learning Strategies in Teaching as Perceived by the Teachers

Indicators	Weighted Mean	Qualitative Description
1. Available equipment/resources	3.87	Fully Extent
2. Evidence of improved learning	4.27	Fully Extent
3. Evidence of improved student interest	4.20	Extent
4. Easy to integrate into subject	4.31	Fully Extent
5. Available quality materials	3.98	Extent
6. Availability of training	3.89	Extent
7. Time out to learn technology	4.07	Extent
8. Available technical support/advice	4.04	Extent
9. Support from faculty	3.93	Extent
10. Comfort with technology	4.31	Fully Extent
Overall	**4.09**	**Extent**

Points	Scale	Qualitative Description
5	*4.21-5.00*	*Fully Extent (FE)*
4	*3.41-4.20*	*Extent (E)*
3	*2.61-3.40*	*Moderately Extent (ME)*
2	*1.81-2.60*	*Slightly Extent (SE)*
1	*1.00 – 1.80*	*Least Extent (LE)*

The table above shows the extent of factors in incentives in digital learning strategies in teaching as perceived by the teachers. it can be gleaned from the table that '*Evidence of improved learning*' got the highest weighted mean of 4.27 or with a qualitative description of *fully extent.* While '*Availability of training*' got the lowest weighted mean of 3.89 or with a qualitative description of *extent* with an overall weighted mean of 4.09 or *extent*.

This implies that teachers perceived the extent of factors in incentives in digital learning in teaching as fully extent in the evidence of improved learning of students. This is very evident because digital learning strategies are computer-aided teaching that reinforce the learning of the students from their modules. It is also noted that availability of training is considered as the least extent considering of the time constraints and quick transition of the learning modality.

Blair (2021) emphasized that the presentation of information through text, graphics, images, audio, and video provides a complex multi-sensory experience in exploring our world, and there is evidence to suggest that a combination of words and pictures increases the likelihood that people can integrate a large amount of information.

Table 4. Extent of Issues Related in Employing the Digital Learning Strategies in Teaching as Perceived by the Teachers

Indicators	Weighted Mean	Qualitative Description
1. Offers flexible study options	4.40	Fully Extent
2. Offer more control	4.20	Extent
3. Is more interactive	4.27	Fully Extent
4. Is more motivating	4.33	Fully Extent
5. Is more interesting	4.31	Fully Extent
6. Is more effective	4.38	Fully Extent
7. Accommodates varied learning styles	4.44	Fully Extent
8. Provides more feedback	4.27	Fully Extent
Overall	**4.33**	**Fully Extent**

Points	Scale	Qualitative Description
5	*4.21-5.00*	*Fully Extent (FE)*
4	*3.41-4.20*	*Extent (E)*
3	*2.61-3.40*	*Moderately Extent (ME)*
2	*1.81-2.60*	*Slightly Extent (SE)*
1	*1.00 – 1.80*	*Least Extent (LE)*

Table 4 shows the extent of factors in incentives in digital learning strategies in teaching as perceived by the teachers. It can be gleaned from the table that *'Accommodates varied learning styles'* got the highest weighted mean of 4.44 or with a qualitative description of *fully extent.* While *'Offer more control'* got the lowest weighted mean of 4.20 or with a qualitative description of *extent* with an overall weighted mean of 4.33 or *fully extent.*

The result implies that teachers perceived the full extent of varied learning styles to be accommodated in the digital learning strategies. There are various platforms that teachers and learners can share with like google

classroom, zooms, microsoft teams, messengers, facebook, and the like. However, offer more control got the extent only because there is a need to supervise or to monitor the responsible usage of these platforms. Excessive or irresponsible usage may lead to damage or destruct the learning of the students.

The study by Kozman (2019), which found that the use of multimedia in education has demonstrated its importance due to its favorable impact on the teaching and learning process, supports this conclusion. The previous study compares the impact of multimedia-assisted teaching (MAT) on elementary school pupils' academic performance and attitude.

Table 5. Extended Supports Employed by the School Head/Department Heads and Coordinators among the Teachers in order to Enhance the Teachers' Competence in Utilizing Digital Learning

Extended Supports	**N**	**Frequency**	**Percentage**
1. Provided virtual classrooms for the online classes through Project ViLLA (**Vi**rtual **L**earning and **L**eadership **A**venue)	45	45	100%
2. Provided laptops to be used during online classes	45	42	93.33%
2. Provided USBs/OTGs and DepEd sim cards for teachers and students	45	40	88.89%
3. Provided technical assistance/feedback thru classroom observations/instructional supervisions	45	39	86.67%
4. Provided professional development training and other capability building for teachers	45	38	84.44%
5. Conducted monitoring and evaluation for sustainable implementation/usage of the Project ViLLA.	45	36	80%

Table 5 shows the extended supports employed by the school head/department heads and coordinators among the teachers in order to enhance the teachers' competence in utilizing digital learning. It can be

gleaned from the table that the provision of virtual classrooms used for the online classes, or the Project ViLLA (**Vi**rtual **L**earning and **L**eadership **A**venue) got the highest frequency of 45 or 100%, while conducting monitoring and evaluation for sustainable implementation got the lowest frequency of 36 or 80%.

This implies that the teachers recognized the significant contribution of the virtual classrooms in the delivery of online distance learning. With the strong internet connection and ready to use laptops, teachers can reinforce the lessons in the modular distance learning by using this innovation. However, teachers also believed that there is a need to strengthen the monitoring and evaluation to ensure the sustainability in using the Project ViLLA.

According to Dubois & Vial (2021), giving the student a solid structure and substance is more crucial than giving them the interactivity and animation that new media affords. Learning and comprehension depend on the quality of the instructional material's content and organization, not on the use of new media or other forms of representation.

Table 6. Significant Relationship Between the Relationship of the Incentives in Digital Learning Strategies in Teaching and the Issues Related in Employing the Digital Learning Strategies as Perceived by the Teachers

VARIABLE	**DEPENDENT**	
Incentives in digital learning	**Coefficient β**	**t-Value**
p-value		
Issues in Digital Learning		
Constant	1.297	4.675
0.000		
incentives	0.743	11.105*
0.000		
Model Statistics	*(R-Square =0.741, F – Value = 123.322* p-Value = 0.000)*	

** = significant at 5% level*

Table 6 shows the significant relationship between the relationship of the incentives in digital learning strategies in teaching and the issues related in employing the digital learning strategies as perceived by the teachers. A p-value of 0.000 which is less than $\alpha = 0.05$ means that the contribution of the incentives in digital learning strategies in teaching by the teachers significantly influence the issues in digital learning. An R-square value of 0.741 or 74.10% means that approximately, 74.10% of the variability in the teachers' related issues in digital learning had been accounted by their incentives in digital learning while the other 25.90% are accounted by other factors not included in the model. This result leads to the rejection of the null hypothesis.

Summary of Findings

The focus of this study is to determine teachers' competence and responsiveness in the new normal set up of teaching and learning process in Kidapawan City National High School.

Table 1 shows the extent of responsiveness of teachers in terms of the digital learning strategies in teaching got an overall weighted mean of 4.11 or *responsive*.

Table 2.1 showing the benefit of digital learning strategies as perceived by the teachers in terms of pedagogy got an overall weighted mean of 4.37 or f*ully beneficial.*

Table 2.2. showing the benefit of digital learning strategies as perceived by the teachers in terms of assessment got an overall weighted mean of 4.48 or f*ully beneficial.*

Table 3 shows the extent of factors in incentives in digital learning strategies in teaching as perceived by the teachers got an overall weighted mean of 4.09 or *extent*.

Table 4 on the extent of factors in incentives in digital learning strategies in teaching as perceived by the teachers got an overall weighted mean of 4.33 or *fully extent.*

Table 5 on the extended supports employed by the school head/department heads and coordinators among the teachers in order to enhance the teachers' competence in utilizing digital learning got the lowest frequency of 36 or 80%.

Table 6 on the significant relationship between the relationship of the incentives in digital learning strategies in teaching and the issues related in employing the digital learning strategies as perceived by the teachers got a p-value of 0.000 which is less than $\alpha = 0.05$ means that the contribution of the incentives in digital learning strategies in teaching by the teachers significantly influence the issues in digital learning. An R-square value of 0.741 or 74.10% means that approximately, 74.10% of the variability in the teachers' related issues in digital learning had been accounted by their incentives in digital learning while the other 25.90% are accounted by other factors not included in the model. This result leads to the rejection of the null hypothesis.

Conclusion

1. The extent of responsiveness of teachers in terms of the digital learning strategies in teaching got an overall weighted mean of 4.11 or *responsive*.

2.1. The benefit of digital learning strategies as perceived by the teachers in terms of pedagogy got an overall weighted mean of 4.37 or f*ully beneficial.*

2.2. The benefit of digital learning strategies as perceived by the teachers in terms of assessment got an overall weighted mean of 4.48 or f*ully beneficial.*

3. The extent of factors in incentives in digital learning strategies in teaching as perceived by the teachers got an overall weighted mean of 4.09 or *extent*.

4. The extent of factors in incentives in digital learning strategies in teaching as perceived by the extended supports employed by the school head/department heads and coordinators among the teachers in order to enhance the teachers' competence in utilizing digital learning got the lowest frequency of 36 or 80%.

5. There is a significant relationship between the incentives in digital learning strategies in teaching and the issues related in employing the digital learning strategies as perceived by the teachers.

6. The most prevalent issues and concerns are the lack or slowness of internet connectivity and lack of technical competence on the use of ICT aided instructions on the part of teachers.

Recommendations

1. Conduct teachers' capability programs like in-service training or school learning action cells.
2. Integrate in the School Improvement Plan (SIP) the budget allocation for the procurement of ICT equipment and installation of strong internet connections at the school.
3. Coordinate with the City Local Government Units on the provision of free internet or WIFI Zone at strategic places for public use.
4. Strengthen monitoring and evaluation on the implementation of the teacher's development program.
5. Conduct future research related to this study.

VI. Action Plan

Areas of Concern	Objective/s	Specific Activity	Persons Involved	Budget Needed	Time Frame	Expected Outcome
Concretize Action Plan based from the findings and recommendation of the study	To present to the school head the Action Plan based from the findings and recommendations of the study	Present Action Plan	School Head Asst. Principals Department Heads/Coors.	None	Septemmber 2022	Minutes of the meeting and pictorials
Implement the Action Plan	Coordinate with the SLAC Coordinator for the schedule of INSET/Capability Building	Present Action Plan	School Head Asst. Principals Department Heads/Coors. SLAC Coor.	None	October 2022	Minutes of the meeting and pictorials
Conduct Capability Building on Microsoft 365, 21st Century Classroom Learning Environment, and Social Media Netiquette	To equip teachers on the use of Microsoft 365, 21st Century CLEM, and social media netiquette	Conduct SLAC Sessions	School Head Department Heads and Coordinators SLAC Coor. Speakers Teachers	MOOE	November-December 2022 MPRE Schedule	Accomplishment Report
Conduct Mid-Year Performance Review and Evaluation	To revisit the identified Individual Plan for Professional Development of Teachers based from the IPCRF	Inventorize least learned/or needed technical assistance based from the IPCRF of teachers	School Head Department Heads and Coordinators SLAC/MPRE Coors. Speakers Teachers	MOOE	MPRE Schedule February 2023	Accomplishment Report
Coordinate with the school and City LGU for the provision of ICT equipment and strong internet connection	To integrate in the SIP the provision of ICT equipment and to link with the City LGU for the installation of strong internet connection	Propose during the Crafting of the 2023-2025 SIP Propose to the City LGU thru Joint Resolution	School Head School Planning Team	None	January 2023	SIP Joint Resolution
Monitoring and Evaluation	To conduct monitoring and evaluation on the implementation	Monitoring and Evaluation	School Head Teachers	None	January-December 2023	M and E Result

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