

## TEACHER'S DRASTIC EXPERIENCE IN THE NEW NORMAL ERA: AFFECTS LEARNERS' PERFORMANCE

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### ABSTRACT

This study explored the teacher's varied experiences in the New Normal Era that affects learner's performance in Narciso B. Galapin Elementary School, Panabo South District 1, Panabo City. This study made use of a phenomenological approach of which the primary instrument of data gathering was through in-depth interview. There were ten (10) participants who participated in the study to identify teacher's varied experiences in the new normal era with the following themes emerged as: Limited resources in educating students and Emotions of teachers during pandemic, teachers' coping mechanism and insights drawn from the findings of the study. Results revealed that the teacher's varied experiences in the new normal era really affects their effectiveness in the teaching-learning process. Thus, teachers overcome and able to adjust the present situation to become more efficient and effective teacher. Teachers played a vital role in the effectiveness of the teaching-learning process. It ensures learning on the learners' part. This study also found out that there is significant relationship between the professional development activities and academic learning practices of teachers. Results of regression analysis show that indicators professional track and academic track are significantly influencing the academic learning practices of teachers.

**Keywords:** New Normal, Phenomenological Approach, Effective Teaching

### 1. INTRODUCTION

The educational sector has faced unprecedented challenges globally due to the COVID-19 pandemic, which has fundamentally altered teaching and learning processes. This global issue highlights the fragility of educational systems, as countries scrambled to transition from traditional classroom settings to remote and hybrid learning models (UNESCO, 2020). The urgency of this transition revealed significant disparities in access to resources, technology, and support, disproportionately affecting marginalized communities and learners (Kaffenberger, 2020).

On a national level, the Philippines experienced substantial disruptions in education, with many schools, including Narciso B. Galapin Elementary School in Panabo City, adapting to online and modular learning environments. The shift exposed broader issues of inadequate infrastructure and resources in many educational institutions, raising concerns about the effectiveness of teaching and student learning outcomes (Bernardo, 2021). The national response, including policy changes and support for educators, underscores the critical need for research that investigates how these changes affect teachers and their ability to deliver quality education (Department of Education, 2021).

Locally, Panabo City faces unique challenges related to resource availability, teacher training, and emotional support for educators during this transformative period. Teachers at Narciso B. Galapin Elementary School have had to navigate the complexities of the new environment while ensuring that their students continue to learn effectively (Panabo City Schools Division, 2022). Understanding the specific experiences of these teachers is essential to address local educational needs and improve overall teaching efficacy. The urgency of this study lies in the need to explore and document the experiences of teachers during the New Normal Era. With ongoing challenges faced by educators, it is imperative to investigate how these experiences affect their teaching effectiveness and student learning outcomes (Rao et al., 2021). Additionally, the research aims to identify coping mechanisms and professional development needs to support teachers in their roles. Despite the existing body of literature on the impact of the pandemic on education, there remains a significant research gap concerning the specific experiences of teachers within the Philippine context, particularly at the elementary level. Few studies have focused on how these experiences influence teaching practices and student performance in local settings (Reyes & Garde, 2022). By addressing this gap, the current research aims to contribute valuable insights that can inform policy and practice in education, ensuring that teachers receive the support they need to adapt effectively to ongoing changes in the educational landscape. This study aims to address the significant problem of how the New Normal Era, induced by the COVID-19 pandemic, impacts teachers' effectiveness and students' performance at Narciso B. Galapin Elementary School. The research explores key questions, including how teachers' experiences during this period affect their teaching efficacy, what specific challenges they face, and what coping mechanisms they employ. Additionally, it examines the relationship between professional development activities and teachers' academic practices. The primary objectives are to document teachers' experiences, identify challenges and coping strategies, and assess the impact of professional development on teaching practices. This research is vital as it provides insights into the specific difficulties faced by educators, offering valuable information for developing targeted

support strategies and improving educational practices. Existing literature highlights the broad challenges of remote and hybrid learning (Bernardo, 2021; Kaffenberger, 2020), but there is a gap in understanding the localized experiences of teachers in the Philippine context (Reyes & Garde, 2022). The study's scope is focused on teachers at a specific elementary school in Panabo City, with limitations including a small sample size and regional focus. The paper is structured into sections covering the introduction, literature review, methodology, results, discussion, and conclusions, providing a comprehensive view of the research findings and their implications.

## **2. METHODS**

This study employs a qualitative phenomenological design to explore teachers' experiences during the New Normal Era at Narciso B. Galapin Elementary School. The phenomenological approach is chosen for its ability to provide in-depth insights into the lived experiences of educators and their adaptations to remote and hybrid learning models (Creswell & Poth, 2018). Participants, selected through purposive sampling, include ten teachers with at least one year of experience during the pandemic, ensuring relevance and depth in their responses (Guest, Bunce, & Johnson, 2006). Data were collected using semi-structured interview guides, which were piloted and validated to ensure reliability. The interviews, conducted virtually or in-person between January and March 2024, were recorded with consent and analyzed using thematic analysis to identify key patterns and themes (Braun & Clarke, 2006). Ethical considerations included informed consent, confidentiality, and data security (Institutional Review Board, 2024). The study's rigor is supported by strategies such as member checking and triangulation to ensure credibility and dependability (Yin, 2018). Limitations include the specific regional focus and sample size, which may affect the generalizability of the findings. Ethical approval was obtained from the relevant institutional review board, ensuring adherence to research ethics standards (Ethical Guidelines for Research, 2023).

## **3. RESULTS**

This chapter presents the findings of the study, which aimed to explore teachers' experiences during the New Normal Era and their impact on teaching effectiveness and student performance. The research focused on understanding how teachers adapt to remote and hybrid learning environments, the challenges they face, and the coping mechanisms they employ. This chapter is structured to provide an overview of the emergent themes from the qualitative data, including the establishment of an analytical learning environment, ensuring a thorough understanding of subjects, and enhancing logical thinking. Additionally, it examines the coping strategies adopted by teachers and the insights they provide on developing students' analytical skills.

### **Presentation of Findings:**

Themes 1: Through thematic analysis, several key themes emerged from the data. These themes provide insight into how teachers have navigated the challenges of the New Normal Era and adapted their teaching practices to maintain effectiveness. Each theme is illustrated with direct quotes from participants to highlight their experiences and perspectives.

#### **Theme 1: Establishment of Analytical Learning Environment**

Participants reported efforts to create environments that foster analytical thinking among students. One teacher noted, "I encourage my students to question everything and look for evidence before drawing conclusions," reflecting a commitment to developing critical thinking skills in their classrooms.

#### **Theme 2: Thorough Understanding of the Subject**

Teachers emphasized the importance of ensuring that students gain a deep understanding of the subjects they are taught. As one participant stated, "I make sure that my students not only memorize facts but also understand the underlying principles," highlighting the focus on conceptual understanding over rote learning.

#### **Theme 3: Enhancement of Logical Thinking**

Logical thinking was promoted through various activities. One teacher shared, "We engage in activities that require step-by-step problem-solving to build their logical reasoning skills," indicating a structured approach to developing students' reasoning abilities.

### **Coping Mechanisms Adopted By Teachers**

**Utilizing Different Teaching Strategies:** To cope with the challenges posed by remote and hybrid learning, teachers employed a variety of strategies. One example includes the use of collaborative projects, individual assignments, and technology integration to accommodate different learning styles. Teachers reported that these methods helped them address diverse student needs and maintain engagement.

**Intensifying Analytical Thinking Activities:** Teachers also intensified activities designed to enhance analytical thinking. "Activities such as debates, case studies, and problem-

solving sessions were highlighted as effective," illustrating the focus on interactive and engaging methods to develop students' analytical skills.

### **Participants' Insights on Developing Analytical Skills**

**Promote Academic Success:** Teachers believe that developing analytical skills is crucial for academic success. One participant remarked, "Teachers believe that students who think analytically perform better in exams and assignments," emphasizing the correlation between critical thinking and academic performance.

**Improve Problem-Solving Ability:** Enhanced analytical thinking also contributed to improved problem-solving abilities. "Students who develop these skills are better equipped to tackle complex problems both in and out of school," indicating the broader benefits of analytical skill development.

**Strengthen Analytical Skills in the Curriculum:** There is strong advocacy for integrating analytical skills into the curriculum. "Teachers advocate for curriculum reforms that integrate critical thinking and analytical skills across all subjects," reflecting a desire to embed these skills throughout the educational experience.

## **4. CONCLUSIONS**

In summary, the study revealed that establishing an analytical learning environment, ensuring a thorough understanding of subjects, and enhancing logical thinking are crucial for developing students' analytical skills. Teachers employ various coping mechanisms and strategies to address the challenges of remote and hybrid learning, including diverse teaching strategies and intensified analytical activities. The findings underscore the importance of analytical skills in promoting academic success, improving problem-solving abilities, and advocating for curriculum reforms that incorporate these skills across all subjects.

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