

Teachers; Amidst New Normal Education: An Extension Project Precedents

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Abstract:- The study determines the training needs of teachers in the Schools Division of Puerto Princesa City as precedents of extension projects of the Western Philippines University specifically the College of Education. Descriptive designs were employed in this study. Data were obtained through the use of an online survey questionnaire. frequency counts percentages, mean, weighted mean were applied in the treatment of raw data. Results of the study revealed that the use of teaching and learning technology which is described as strongly was the dominant challenge of teachers in this new normal. As to training needs, the following are rated as very much needed; online and offline educational applications, video editing, television broadcasting, financial literacy, and action research. Thus, this study suggests that specific training related to the identified training needs assessment of this study should be provided.

I. INTRODUCTION

➤ Background

Mentors are critical supports in guiding teachers to enhance with new knowledge for their planning, instruction, and content mastery. It helps orient new teachers to the school community and teaching in general and serves as collegial and emotional supports for this challenging phase of a teacher's career. Mentoring a teacher is an advisory guide for both new and seasoned teachers.

Moreover, it highly encourages continuous training and relearning across skills that could address a big impact both for the teachers and students along with the learning and teaching process.

Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs. School administrators need to encourage teachers to pursue professional development, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work.

This research is aimed at finding out the topic that is needed of mentoring to make a difference in teachers' work that should be widely adopted, enhance and pursue for the betterment of the teachers' professional growth. Purposely, to tap into the existing knowledge, skills, and experience of experts speakers to impart their expertise to the existing knowledge and skill-based on the respondents' responses results of the survey for training and transfer these skills to newer or less experienced participants to help in career

advancement through seminars and workshops in a form of extension activities.

The study used google survey form for data collection and analyze based on the method adopted for this research is the research synthesis which involves the process of bringing together existing research knowledge and findings.

➤ Objectives of the Study

The general objective of the study is to determine the training needs of teachers of the Schools Division of Puerto Princesa City as precedents of extension projects of the Western Philippines University specifically the College of Education, it aimed to;

- determine the challenges of teachers amidst the implementation of new normal education and;
- identify the essential training needed by teachers in the implementation of new normal education in terms of various fields of learning delivery, research, and leadership.

II. METHODOLOGY

This study employed a descriptive design. The participants of this study were the 42 licensed professional teachers from the Department of Education.

The online survey was conducted on September 8, 2021, using google forms. Questions are in a form of multiple choice about the essential training need by teachers such as teaching and learning application, multi-media presentation application, educational broadcasting, and training in research capability.

Participants were informed of the purpose of the study. The participants were reminded that proceeding with the survey grants their consent to voluntarily participate in the survey. Confidentiality of data and anonymity of participants was guaranteed throughout the study.

Descriptive statistics, percentages, and mean were employed to analyze the data.

III. KEY FINDINGS

Table 1 reveals the challenges that teachers are facing in the implementation of new normal education through blended and flexible learning. The teacher respondents give the highest rating of 4.53 to the statement "use of teaching and learning technology" which is described as **strongly agree** followed by the statement "teachers' preparation for distance learning modality" with a mean of 4.40 with the same

descriptive interpretation. While “complexity of assessment” got the lowest mean which was described as **rather agree or disagree**. This implies that most teachers find difficulties in the transition of the traditional classroom to virtual or distance learning modality.

This conforms to the study of Lei 2020 that proves that the strategies which were commonly used in face-to-face classes are not applicable in distance learning. Fear comes along as teachers embrace technology. It has given them a sense of responsibility to adapt and explore such so they may integrate it into their pedagogy and still perform professional functions.

Table 1 Challenges of teachers amidst new normal

Statement	Mean	Descriptive Interpretation
Teachers’ preparation for distance learning modality	4.40	Strongly Agree
Gathering and establishing instructional resources	3.45	Agree
Profiling learners	4.03	Agree
Complexity of assessment	2.52	Rather Agree or Disagree
Difficulty in instructional delivery	4.10	Agree
use of teaching and learning technology	4.53	Strongly Agree
monitoring learners’ performance	3.91	Strongly Agree

Legend:

- 4.20-5.00 -Strongly Agree
- 3.40-4.19- Agree
- 2.60-3.39- Rather Agree or Disagree
- 1.80-2.59- Disagree
- 1.00-1.79- Strongly Disagree

Table 2a presents the training needs of teachers in terms of teaching and learning application. Among the six identified applications online and offline educational applications rank first. This is the data that the participants indicated at the last part of this research problem where they can freely write their training needs relative to teaching and learning applications

which were not mentioned on the list.

This implicates that DepEd teachers and ALS mobile teachers are not yet capacitated with skills related to online and offline educational applications. This result is similar to the study of Xiao 2019, he claims that instructional platforms are the key part of the Online Merge Offline classroom. OMO provides the teacher with opportunities to attempt various teaching designs and classroom activities that can be applied to help teachers enrich teaching strategies and improve students’ experience.

Table 2a Training Needs on Teaching and Learning Application

A. Teaching And Learning Application;	Have attended (f)	%	Not needed (f)	%	Needed (f)	%	Very much needed (f)	%
1. Google Classroom	11	26.19	1	2.381	18	42.9	26	61.19
2. Edmodo	2	4.7619	6	14.29	24	57.1	9	21.43
3. Seesaw	0	0	6	14.29	27	64.3	8	19.05
4. Canva	4	9.5238	2	4.762	26	61.9	9	21.43
5. Neo	0	0	7	16.67	11	26.19	8	19.05
6. Online and offline educational application	5	11.90	6	14.29	10	23.81	27	64.29

Table 2b shows the training identified by the teachers as very much needed in terms of multimedia presentation application. The majority or 57.1 % of the teachers claim that video editing is the most essential training in the effective delivery of education in this new normal followed by photoshop.

The result implies that video editing and photoshop are necessary for the preparation of instructional materials in distance learning. The personalized videos created by teachers can be a great help in alleviating learning gaps among students.

According to Calandra et.al, 2014 effective use of video editing will help cultivate novice teachers’ reflective practice

Table 2b Training Needs on Multimedia Presentation

	Have attended(f)	%	Not needed(f)	%	Needed (f)	%	Very much needed (f)	%
1.Inserting imagesand videos in slide	10	23.81	8	19.05	12	28.6	11	26.19
2. Video editing	3	7.142	6	14.29	14	33.3	24	57.1
3. Applyinghyperlink	2	4.76	7	16.67	22	52.4	9	21.43
4.Prezi desktop	1	2.38	6	14.29	17	40.5	10	23.81
5.Photoshop	2	4.76	4	9.52	20	47.6	14	33.33
6. Web browsing/Websearching	7	16.66	7	16.67	16	38.1	10	23.81
7. using video conferencing and e-mail facilities	7	16.6	5	11.9	16	38.1	11	26.19

Table 2c is the result of the choice of respondents on which type of broadcasting they needed most. The table shows that most of the teachers or 42.5 % in the Schools Division of Puerto Princesa agreed that they need television broadcasting training. While radio broadcasting and scriptwriting are considered also very needed with 15 or 35.71 %.

This implies that television broadcasting training is highly needed by teachers, this demand is due to the launching of Project DREAM or Digitized Resources In Education For Applicable Modalities of Puerto Princesa City Division.

This is supported by Gao, P., and Zhang, R. (2009), who highlighted the significant contributions of China Central Radio and TV University (CCRTVU) to teacher education in the last three decades.

Table 2c Training Needs on Educational Broadcasting

Educational Broadcasting	Have attended (f)	%	Not needed (f)	%	Needed (f)	%	Very much needed(f)	%	Have attended (f)
1.radio broadcasting	3		7.1429	5	11.9	17	40.5	15	35.71
2.Television broadcasting	3		7.1429	3	7.143	13	30.95	19	42.5
3.scriptwriting	5		11.905	2	4.762	18	42.9	15	35.71

The next table 2d presents the responses of the respondents on their training needs in terms of Leadership and Management. Most of the teachers agree that financial management is an essential training with the frequency of 17 or 40.48 %. While the other three training has the same frequency of 16 or 38.1%

This implies that teachers need varied training for their professional development. This aligns with the study of Hoyle and Wallace 2005 their study emphasizes that effective

leadership and management “take the strain” by creating structures and processes which allow teachers to engage as fully possible in their key task. On the other hand, leadership and management support the role of leadership and, its extreme manifestation becomes an end in itself.

According to Compen et.al, 2021 financial literacy training enhances teachers’ self- efficacy. Classroom observations suggest that engagement increases the frequency of providing students with content-related help.

Table 2d Training Needs on Leadership and Management

Leadership and Management	Have attended (f)	%	Not needed (f)	%	Needed (f)	%	Very much needed (f)	%
1. Leadership Style and best practices	4	9.5238	0	0	20	47.6	16	38.1
2. Professionalism in content	5	11.905	0	0	20	47.6	16	38.1
3. Building Leadership ability in handling subordinate and effective team	4	9.5238	1	2.381	20	47.6	16	38.1
4. Financial management	4	9.5238	0	0	20	47.6	17	40.48

Table 2e shows the training needs of teachers in terms of research. Most of the respondents with the frequency of 20 or 47.62 % decide action research is their top priority among

the listed training. This implies that teachers wish to attend action research training to broaden their knowledge in conducting classroom or school-based researches.

Margos 2007 states that the teachers' training in action research brought changes in their perceptions and attitudes

related to their general ideological beliefs concerning otherness, their professional role, and their educational work.

Table 2e Training Needs on Research

Training in Research Capability Enhancement	Have attended (f)	%	Not needed (f)	%	Needed (f)	%	Very much needed (f)	%
1. Action research	6	14.286	10	23.81	6	14.3	20	47.62
2. Social/descriptive researches	1	2.381	1	2.381	22	52.4	16	38.1
3. Experimental researches	1	2.381	1	2.381	23	54.8	15	35.71
4. Descriptive statistics for social and experimental researchers	2	4.7619	1	2.381	22	52.4	16	38.1

IV. CONCLUSION

Online and offline educational applications, video editing, television broadcasting, financial literacy, and action research, are the chosen topics to be trained to the teacher respondents that presently need a training.

The identified training is a big advancement for the teacher's career based on the survey results. This training must be extended and implemented to encourage the teachers' continuous learning and equip their proficiency in the roster of teaching.

RECOMMENDATIONS

- Based on the results it is recommended to provide training- workshop in Online and offline educational applications, video editing, television broadcasting, financial literacy, and action research.
- Training should be based on the present situation as per guided by the IATF health protocols.
- For the implementer/facilitator, it is highly recommended to tap well-skilled experts with the topic chosen by the respondents.
- It is highly recommended also that seminars and workshops are implemented is based on the existing and latest trend of the chosen topics.

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