

Challenges and Opportunities During the New Normal: Perception of English Language Teachers

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Abstract

Since the onset of covid19 pandemic, many educational institutions have faced challenges. Educational leaders have tried to manage the new situation, and the teachers were very much affected by the sudden shift in the new normal situation in education. This study aimed to determine the relationship of the challenges and opportunities met the English Language Teachers amidst pandemic.

Specifically, the study attempted to investigate on the following; (1) the mean level of the challenges met by the Language teachers during the new normal situation in education in terms of: 1.1. ICT literacy 1.2. Delivery of instruction 1.3. Time constraint 1.4. Assessment of learning (2) The mean level of the opportunities of the Language teachers during the new normal in education in terms of: 2.1. Professional growth and Skills development 2.2. Research Engagement and (3) the relationship between the challenges and opportunities of the English language teachers during the new normal situation in education.

Descriptive method of research was used to analyze the data systematically. The respondents were forty-three (43) English Teachers of Pedro Guevara Memorial National High School, Sta. Cruz, Laguna, and nine (9) English Teachers of Don Manuel Rivera Integrated National High School, Pila, Laguna. They were selected using the purposive sampling technique.

Based on the data gathered, the researcher found out that there was a significant relationship between the challenges and opportunities met by the English Language Teachers in the new normal situation in education. It shows that the null hypothesis stating that “there is no significant relationship between the challenges and opportunities of the English language teachers during the new normal situation in education” has been rejected. Hence, the result calls for the acceptance of the alternative which incites that there is a significant relationship between the challenges and opportunities met by the English Language Teachers in the new normal situation in education.

Based on the findings, the following were recommended: Curriculum Planners may conduct strategic scenario analysis for best possible and worst scenarios especially in areas where development or amendment is needed. School administrators and school heads may conduct seminar workshops from time to time in order to update and enhance the knowledge and skills of teachers especially in ICT. Deped Officials and Policy Makers are encouraged to allocate funds to provide all the necessary gadgets and materials in order to cope up with new normal situation in education. School heads may provide support system that could help teachers in dealing with the challenges, not only in terms of knowledge and skills but also in terms of emotional aspect. Future researchers may conduct similar studies having separate respondents; i.e. online teachers and teachers in the modular distance learning modality.

Keywords: Challenges; opportunities; covid19 pandemic

Introduction

The untimely pandemic health crisis caused by COVID-19 paved way for learning institutions to prematurely immerse their learners in an extreme learning situation through distance learning, which is regarded as the new normal. Face to face learning engagement of students and teachers within the school has been suspended. In response to the new trend in the education sector, the Department on Education issued a memorandum order, Re: SUGGESTED STRATEGIES IN IMPLEMENTING DISTANCE LEARNING DELIVERY MODALITIES (DLDM) FOR SCHOOL YEAR 2020-2021. (MEMORANDUM DM-CI-2020-00162). Among the strategies are

Online Distance Learning (ODL), Modular Distance Learning (MDL), and Blended Learning which is the combination of the two.

Education during the pandemic has given distance learning an entirely new meaning. It is the only method that could ensure the sustainability of education while fighting with the spread of the pandemic. When no other options are available, online and distance education, as the only employable method, becomes the most prominent pillar of support to the newly formed education curriculum amidst the chaos.

With the current situation in education, teachers were compelled to conduct classes in front of their computers, just as they would in real classrooms. Many educators had never conducted sessions in an online setting before, necessitating the acquisition of a diverse range of skills in a short amount of time. Teachers also had to adjust the content and structure of their services and choose the best strategies for engaging their students in learning. As the teachers scrambled into the shift towards distance learning, they experienced constraints such as connection problems, pedagogy, and evaluation methodologies, in addition to the need to adapt and transfer their teaching content to suit the distance learning mode.

The unexpected and 'forced' transition from face-to-face to remote teaching has entailed a number of challenges and constraints but also opportunities that need to be examined. Thus, this study provides an analysis on the perception of the English Language Teachers on the challenges and opportunities during the pandemic and likewise to determine the relationship of the two.

Background of the Study

Before the Covid-19 pandemic struck the world, the education system was primarily reliant on teachers' competence to teach any of the disciplines or courses in the school. However, during the pandemic, the traditional method of teaching and learning had been entirely overtaken by online and distance learning (Karuppannan & Mohammed, 2020), and teachers who had been striving for proficiency in face-to-face classroom teaching were scrambling to equip themselves to be online instructors during the pandemic period (Shahzad et al., 2020). This happened because continuing education delivery through alternate learning and teaching channels jumped to the top of the priority list for institutions hoping to mitigate the effects of the crisis on education.

The closing of schools affected by Covid-19 has brought unprecedented difficulties to the education field. In order to continue the educational activity and the overall pedagogical process, a number of challenges and obstacles emerged, and the usage of electronic means of communication in teaching and learning was unavoidable. Teachers are themselves students who constantly seek to improve on themselves for the betterment of their students. Even before the time of the pandemic, the need for upskilling and professional development has never been exhaustive (Omar & Hashim, 2021)

The experience of distance education during the pandemic has likewise highlighted the issue of students' independent learning. Seizing the opportunity to support and guide students' independent learning therefore seems an interesting avenue for post-COVID education. However, in order to develop learner autonomy and make students less dependent on adults for their learning, teachers must, paradoxically, skillfully oversee their students, particularly by letting them make choices and take initiative. To do so, teachers must possess certain knowledge and skills that are not necessarily part of their training. In this regard, the crisis has brought to the forefront another important requirement in the training of teachers in the use of technological tools: the need to provide quality teaching through the use of information and communication technologies (ICTs) that are likely to motivate students and support their independent learning.

Raziq & Maulabakhsh, 2015 likewise noted that a suitable working environment has often been associated as a contributing factor to an individual's job satisfaction and performance from the teacher's side. Teachers also require an optimum home working environment to ensure teaching effectiveness. However, teachers working from home are just as likely to be distracted by their housework, especially those with new families and raising young children. (Yew & Tan, 2020).

Although distance learning immediately posed many challenges in teaching and learning when the Covid-19 pandemic hit, it also offered a lot of opportunities to both students and teachers. One of them is the unlimited resources and vast opportunities for collaboration and networking (Yunus et al., 2021). Due to scarce ready-made resources over the abrupt transition to distance learning, teachers bustled into actively collaborating with one another at a local to international level to kickstart and improve their online pedagogy. As instructors, parents, and

children share comparable experiences, there are unrivaled chances for collaboration, creative solutions, and a desire to learn from others and try new methods (Doucet et al., 2020).

There is no denying that life with Covid-19 has suddenly and unavoidably become more difficult and complicated for everyone, including

language teachers. Thus, this study is conducted to determine the challenges and opportunities of language teachers during the pandemic.

Theoretical framework

Educators know better than anyone what works for students when it comes to learning — a safe and supportive environment; caring teachers who believe in their students and hold all students to high expectations; and rigorous, relevant, and authentic work. While we know what works for students, during the unprecedented challenge of a worldwide pandemic, we should also consider what works in learning for educators.

This study is anchored on the theory of transformative learning. According to Jack Mezirow's, learning begins with an experience that leads to what is called a disorienting dilemma (also known as cognitive dissonance, or the discomfort that comes from realizing the current understanding of the world which does not fit with current evidence). The unexpected, unplanned, and sudden shift to online learning caused by COVID-19 has certainly been an experience that has led to cognitive dissonance as our assumptions about education have been challenged and stark inequities in our system have been exacerbated.

We have learned that even given our best intentions and despite the herculean efforts of educators, we are not able to reach every child to provide the supportive learning environments and tasks that they need, and this inequity must change. Teachers nowadays have to embrace COVID-19 and the resulting challenges for education as a transformative event that will lead to innovation and a brand new world for educators and students.

As we learn, we remember that application is an important component of learning; learning cannot end when the learning event is over. This statement is supported by David Kolb's theory of experiential learning, which states that an experience is the beginning of new understanding. In his four-cycle model, a learner's experience followed by active reflection on the experience, abstract conceptualization (that is, drawing conclusions, identifying insights, advancing hypotheses), and active experimentation leads to learning.

To learn from the disorienting dilemmas caused by COVID-19, educators can reflect on what they have noticed during this time — about their students' learning, about their own teaching, about engagement and resilience — theorize about what works for their students and what doesn't, and actively experiment to try new ways to engage and teach students.

While transformative learning theory and experiential learning theory both tell us how we learn, self-determination theory explains the necessary context in which we are most motivated to learn. According to this theory, motivation for learning occurs when three basic human needs are met. These needs are relatedness, autonomy, and competence. In other words, when we feel a sense of connection to other learners, when we have a sense of control over what we learn, and when we feel we are competent in our ability to learn, we are most motivated to do what it takes to succeed in learning.

In addition, the self-determination theory is supported by Abraham Maslow's Hierarchy of Motivation. Maslow's theory defines motivation as the process of satisfying certain needs that are required for long-term development. According to Maslow, a need is a relatively lasting condition or feeling that requires relief or satisfaction, and it tends to influence action over the long term. Some needs (like hunger) may decrease when satisfied, while others (like curiosity) may not. At the highest level of the hierarchy, attention shifts to the need for self-actualization, which is a need that essentially equates to achieving one's full potential. This can be seen in acquiring new skills, taking on new challenges, and behaving in a way that will help you to achieve your life goals.

Also, Connectivism can be applied to teacher-student relationship. Connectivism is one of the newest educational learning theories. It focuses on the idea that people learn and grow when they form connections. This can be connections with each other or connections with their roles and obligations in their lives. Hobbies, goals, and people can all be connections that influence learning.

Teachers can utilize connectivism to help students make connections to things that excite them, helping them learn. Teachers can use digital media to make good, positive connections to learning. They can help create connections and relationships with their students and with their peer groups to help students feel motivated about learning.

The above theories are significant to the present study as it explains the fundamentals and principles of the variables and somehow helped the researcher come up with this study.

Related Literature

The following are the selected articles scholarly inscribed by recognized well-chosen experts that supports this study.

Amidst all the recent disruption faced by education systems worldwide, teachers have remained central to successful learning and will continue to have a critical role in mitigating the impact of the Covid-19 crisis on learners. However, given the new demands of the pandemic, focused support and professional development will be crucial. As social distancing and safety measures will preclude traditional, in-person training for the foreseeable future, remote professional growth programs will be needed to ensure teachers are supported, both now and in the post-Covid world.

According to Penfold, 2020, many teachers are likely to need extra support to stay engaged and motivated, especially when professional growth is remote and there are many other demands on their time. Evidence shows that a strong sense of 'teacher presence' can help to increase learner engagement and motivation: consequently, remote teacher professional growth needs to ensure that there is strong 'teacher educator' presence. Teacher educators should therefore receive professional growth to ensure they can develop this attribute in remote programs.

In addition, Darling-Hammond et.al.,2017, argued that active learning provides teachers with opportunities to get hands-on experience designing and practicing new teaching strategies. Also, high-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts that relate new instructional strategies to teachers' students and classrooms. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school, and/or district. "Collaboration" can span a host of configurations—from one-on-one or small group collaboration to schoolwide collaboration to collaboration with other professionals beyond the school.

Teacher Professional Learning is one of the key drivers for creating effective schools (Stricker, 2019). This contributes to improving the growth of teachers' expertise and boosts their self-efficacy, with positive implications for their morale, job productivity, and retention (King, 2016). Teachers engaged in a professional learning cycle become more responsible for student learning, and this responsibility grows when they see beneficial impacts of their teaching. Continuous learning is crucial for growth of student competencies and improved learning as well as gradual cognitive development (Rotermund, et, al.,2017). This is supported by Darling-Hammond et al., 2017, saying opportunities help teachers to stay current in the field. This is also conducive to teacher lifelong education; it breaks isolation and thus promotes collaboration and pedagogic conversation. Punitive policies that target accountability of individual teachers are counterproductive to school change and improvement. Professional learning offers teachers with opportunities to fulfil their duties differently, learn new skills, and generate effective instructional practices, with direct results on school growth and improvement.

It is easy for teachers to become burdened by the grind of teaching. Professional development gives them an opportunity to step out of their routine — they get to be the student instead of the teacher. This keeps educators engaged because they feel like they are receiving the professional help they need to be better teachers. After all, professional development nurtures the talents of teachers who aspire to take on educational leadership positions, and teachers must learn from other experienced leaders to become effective future leaders themselves.

Implementing professional education development has benefits for both teachers and students, but most importantly, it helps teachers become better educators and develop into competent future school administrators.

The COVID-19 situation requires not only knowledge but also skills and a sort of confidence regarding success in teaching, may it be online or modular learning modality. Teachers find ways on how to develop their skills in order to cope up with the current trend.

Pedagogical adaptations have proven to be pivotal as the traditional lecturing in-person models do not translate to a remote learning environment. No matter the type of channel used (radio, TV, mobile, online platforms, etc.) teachers need to adapt their practices and be creative to keep students engaged as every household has become a classroom - more often than not - without an environment that supports learning.

In order to maintain skills development and professional training activities during the crisis, institutions have redirected its focus towards accelerating digital transformation and web- and mobile-based distance learning tools for all its students, at all levels, using free, open-source platforms for education. Video programs such as

YouTube are integrated so as to facilitate video or live instruction sessions for students of all levels. (UNESCO's International Institute for Educational Planning, 2020).

Likewise, skill development has been a focus of education systems' responses to the COVID-19 crisis. In an OECD survey, 80% of senior government officials and education administrators identified providing professional support and advice to teachers as the focus of education continuity strategies in the initial phase of disruption. The most common support measure reported was providing access to resources. This often involved the collation of digital resources online. In recent work with countries to explore initial educational responses to the COVID-19 crisis, the Education Policy Outlook identified several practices of this type. The Czech Republic, for example, established a website to centralize advice, guidelines and tools for educators, parents and students from primary to tertiary level, and published a set of best practices for distance learning. The Czech National Pedagogical Institute also ran regular webinars, published blogs and established a Facebook group offering technical support to educators (OECD, 2020).

Currently, it became obvious the importance of all teachers having digital skills. Among the top priorities, (Education and Training, 2020), it is to support the teachers' initial education and continuing professional development on digital skills and innovative pedagogies. The "Education and Training Monitor" emphasized that teachers' qualifications, professional development, as well as teaching experience and practices are necessary for quality education. Equipping teachers with quality initial education, as well as supporting their continuous professional development and collaboration can increase their teaching effectiveness (Perifanou, et.al., 2021).

Furthermore, teachers had received some training to equip them in teaching amidst pandemic, although they also identified gaps in those trainings. These gaps are understandable, given the lack of lead time for districts and education support providers. Webinars were provided for teachers with topics like: a) how to provide distance learning that promotes students' academic learning, b) how to use virtual learning platforms and technology, and c) how to provide distance learning opportunities that are engaging and motivating. (Hamilton, et.al., 2021).

Also, teachers are encouraged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences (Doucet et al., 2020). Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting.

The concept of research awareness would be better stated as 'research engagement', with a greater emphasis given to co-creating research evidence rather than simply using it. The social conception of the role of a teacher is a very narrow one. 'Evidence-based' teaching can be critiqued as placing teachers in a consumer role, rather than reconceptualizing them as members of a broader educational community.

Teacher research can clearly play a role in the realm of continuous professional development (CPD). This is a costly undertaking for schools and governments, but a vital one because of the benefits of developing highly skilled teachers. Psychologically, there are good reasons to believe that research-based learning is likely to have a major impact on professional knowledge: greater agency increases motivation, and from a memory point of view, learning which is spaced out over weeks/months, such as a research project, results in better retention of facts and concepts than the 'massed' learning of a one-off CPD course. Additionally, items which relate to our own actions and interests, and particularly to our future plans, are better remembered (Klein, 2014).

Moreover, educational research is underpinned by the assumptions that teachers who are engaged with research in their practice deliver a better-quality teaching (Wyatt & Dikilitas, 2016). Richards, 2010 argue that teachers who are able to seek out, evaluate and integrate appropriate evidence from innovative and rigorous research are more likely to become more effective in their teaching and professional development. Indeed, through engagement in research, teachers can use theory to inform their practice and reflect on it and this could in turn help them to understand the nature of both teaching and learning in a better way.

Similarly, teachers' research engagement could help them develop their own theories about pedagogy from their perspectives as classroom practitioners and this could, in turn, contribute to the production of knowledge about teaching and learning, and promote the research-informed practices and institutional research culture, promoting a positive impact on their research engagement (Borg & Alshmaimeri, 2012).

Furthermore, research engagement has the potential to be a powerful transformative force in the practices and professional development of teachers. Teacher research engagement not only contributes to individual teacher development, but also to broader improvements to the school and classroom. Moreover, teacher research engagement allows teachers to become more reflective, critical and analytical about their teaching and classroom incidents. Additionally, it also fosters connections amongst teachers, practitioners and researchers, as well as promotes their autonomy.

However, Quyen, 2017, identified the factor that is most mentioned as the barrier for teachers to conduct research is time. The amount of workload that language teachers need to take over keeps them busy with their teaching. Therefore, they do not have more time for conducting research. As cited in the survey report of the National Teacher Research Panel, a teacher shared that “different workload patterns would need to be created if teachers were to find the time to research. They could do primary research in the classroom, but the constraints of the curriculum and contact time mean people don’t want to take risks.” With tight teaching schedule and heavy workload, they cannot have more time for research, finding resources or reading academic papers though some of them are still interested in doing research (Mehrani, 2015).

The COVID-19 epidemic has caused a rapid classroom-to-online-teaching paradigm shift, which requires the integration of technology into language teaching. To effectively manage this shift, language teachers must develop their own ICT literacy in order to conduct their classes through online platforms. Indeed, classroom-based instruction is distinct from online instruction and requires a different set of pedagogical knowledge integrated with technological knowledge. Although studying via online mode promotes student-centeredness and self-exposure to technology (e.g., mobile learning), learners still require supervision concerning what to use and how to use certain learning applications. That is, teachers are still required to assist learners in their lessons (Roddy et al., 2017) and, therefore, teachers must possess adequate ICT skills and sufficient knowledge of both technology and pedagogy (Tai et al., 2015).

Additionally, online instruction requires language teachers to have pedagogical knowledge and competencies related to ICT literacy. Online course and material development is complex and requires an extensive and careful planning process as well as technology integration to best facilitate individual differences, difference in schedules, other life commitments and educational assessment. To deliver an online instruction effectively, a more flexible teaching method is needed. There are several distinctions between the online and on-site teaching environments that necessitate the development of specific online teaching competencies (Roddy, et. al. 2017). Indeed, the teaching and learning modes in online instruction differ from those in on-site teaching and rely on various online tools, practices, and software, which requires a significant level of ICT competence. Thus, the rapid shift to online classes during the COVID-19 pandemic is, on one hand, pivotal to students’ learning and, on the other hand, overwhelming for teachers.

Kanchai, 2021 argued that teachers’ ICT literacy acquisition occurs from peer-to-peer learning and there has been a critical lack of ICT workshops and professional development programs to enhance ICT skills for such teachers. As such, both teachers and university administrators should enact practical training for future unprecedented crises. His analysis also showed that Thai EFL teachers developed their ICT literacy skills through the assistance of their students in class. Specifically, the ICT acquisition of language teachers was further developed via the collaboration between the language learners and teachers within the teaching community.

As the immediate future is uncertain with new outbreaks and looming lockdowns, many teachers had to consider online instruction, which can be given in one of three pedagogical approaches: (1) synchronous, (2) asynchronous and (3) blended learning strategy. In synchronous online lectures (real-time), teachers and students meet online using a video conferencing software during the designated class hours and instructors give lectures on the course. Students participate in the lectures and are able to ask questions vocally or via live text chat. In asynchronous lectures, instructors record lecture videos and upload them in Blackboard learning management system (LMS) or YouTube, so that students can access them in their most convenient time. (Lapitan, et.al.,2021).

The blended online learning strategy is deemed to be the most practical method to adapt as this combines the advantages of synchronous and asynchronous strategies. The main motivation in choosing the blended strategy is to increase the student’s participation in their own learning process rather than quietly sitting during a synchronous discussion. The basis of this approach is the cognitive load theory, on the basis that novice learners are immediately overwhelmed by a large number of new ideas and terminologies, and resort to surface learning (Darabi and Jin, 2013). This type of active learning pedagogy is called “flipped classroom” approach (Olakanmi, 2017). In this

learning approach, traditional lecture and homework are replaced by pre-class activities, such as viewing short, pre-recorded lecture videos. The class time is devoted to further reinforce the topics through problem solving examples, interactive activities and detailed discussions (Pienta, 2016). The synchronous online class sessions (called the “virtual classroom”) replaced the traditional face-to-face class for engaging the students with activities and guided problem-solving discussions in the traditional flipped classroom.

Though not always true, remote learning often relies on digital experiences (e.g., online education). The present literature in education suggests that technology integration to augment existing learning opportunities prior to COVID-19 is not a new phenomenon (Blake, 2015). Despite this growth, learning was still facilitated in face-to-face contexts. Moreover, transitioning traditional content to online modes of delivery during an emergency situation such as COVID-19 warranted unique approaches to teaching and learning. In addition, numerous factors might have affected the experiences of educators and learners including access to technology and broadband internet, socio-economic status, training and experience, institutional or state-level mandates, and age/development of learners (issues that typically vary in various instructional contexts and classroom settings).

Hodges, et. al. (2020) differentiated between online instruction and emergency remote teaching, suggesting that the former relies on deliberate and advanced design often six to nine months of planning. Remote teaching, on the other hand, is a temporary and abrupt shift to instructional delivery due to crises such as weather, war, or health. Remote teaching is not, and cannot be, the same as planned online teaching. Given the rapid change in instructional delivery to remote teaching, Hodges et al. (2020) highlighted that: The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis.

In addition, remote teaching might manifest differently in divergent contexts. For example, instruction can be delivered online but might also be provided through take-home work packets for families with limited access to broadband internet or computers (Russell, 2020). Thus, while planned online teaching is characterized by different modalities (e.g., fully online; blended) and modes of communication (e.g., synchronous, asynchronous), remote teaching may actually rely on or avoid technology for instructional purposes. A commonality, however, is the distance between learners and others (educator and/or peers) through geographical space and/or time during the educational process.

Working as a teacher requires excellent time management skills. Teachers need to balance the long-term goals, the immediate educational needs of the students and the large volume of paperwork that comes with every assignment. Between writing lesson plans and grading exams, teachers often feel that it is impossible to fit everything into the allotted time frame especially during the Covid19 pandemic.

Similarly, Widarini, 2021 had seen time management as an obstacle. In this case, the teachers made learning programs such as annual programs and semester programs that were adjusted to the educational calendar. Then the teachers adjusted it to the online learning school schedule. If the teachers could not teach, then it was moved to another day, to make it more flexible. In addition, the teachers also tried to complete the task, for example, gave assignments grades during learning hours even though the time was often not suitable to plan. "Personal time management" which refers to a set of habits, rules, and recommendations on how to effectively manage their own time and accomplished as much as possible within a specific time frame as stated by Nawaz (2020).

Also, the use of latest information technologies calls for teachers to be accessible to students almost 24 hours a day for the entire week, weekends included. Even when academics work from home for several days a week, they are available for students through information technologies (Currie and Eveline, 2021). In the last decade there are more research that found out that teachers carry various responsibilities home, which is made possible by the expansion of information technology (writing scientific and professional papers, sources and literature search through digital databases, review of student papers), and that female teachers, particularly ones with children, tend to write scientific papers mostly at night (Koppes and Wilson, 2015).

For working women, the disparities have increased and the load of the childcare and home responsibilities in the absence of schools and domestic helps have increased the burden on the women and especially those who are working from home (Chauhan, 2020). The working women during the pandemic found it difficult to in terms of the workload of their home because of without the support of their partners, monotonous routine, stress etc. Not having time for themselves and fulfill the familial expectations are the two prime factors which affect their work-life balance (Kansal, 2020).

New protocols for distance learning, online or otherwise, require teachers to rapidly change their practices, including daily tasks, responsibilities and accountabilities. Teachers may be asked to develop new alternative and varied approaches to monitor children's learning (from assessing to remediating learning losses) during the COVID crisis, including both formative and summative methods. Different methods may be required per grade and subject area for both individual and collective feedback and support. Teachers may lack relevant resources at home, training and experience, particularly on digital learning platforms. Some programs may largely reduce the amount of time allocated to teacher-directed learning processes by focusing on children's self-learning. Upon return to school, teachers may also struggle to assess students' learning levels to identify whether students are on track, and any learning gaps or losses resulting from the school closure and for remedial actions. Such assessments may be critical in informing learning process and/or students' promotion, certification and access to higher levels of education. (UNESCO IBE, 2020)

In addition, putting in place monitoring mechanisms in the midst of a crisis is difficult. It is particularly challenging to measure changes in learning outcomes given that no baseline data may be available. In an initial period, countries may consider developing procedures to measure proxies for the quality of the programs, such as accessibility, alignment of distance learning to the curriculum and teacher/student engagement. Education officials must put in place monitoring mechanisms to monitor two key issues. Collecting information on these questions is critical for improving the quality of distance learning programs, responding to students' needs and large losses in learning achievement upon the return to school. If technology is functional, SMS-or telephone-based surveys are a good option to measure the perception of actors (parents, teachers) and estimate the reach, access and use of the distance learning materials. This will allow refinement of programs, better communications and better engagement, interest and motivation among those delivering the program. However, perceptions of effectiveness may not replace measuring actual effectiveness in the medium to longer term. (UNESCO IBE, 2020)

Moreover, when it comes to assessments, supporting student learning means focusing on feedback instead of a score or grade. An emphasis on feedback also means teachers must plainly articulate the learning goals and the criteria used to determine when students meet those goals. Teachers need to be clear about how we will know if students "get it" and not worry about quantifying their performance. Most important, teachers need to plan alternative approaches to help students when they don't get it. This change eliminates the need to distinguish formative and summative assessments. If the focus is on feedback, then all assessments are formative until students get it. When results show they get it, then the assessment becomes summative. (Guskey,2020)

Furthermore, research has shown that teachers are engaged in assessment-related tasks for as much as one-third to half of their time. Practitioners define educational assessment as the process of gathering information about student learning and has several types, methodologies, and approaches. Nicol (2018) argues that "assessment is said to drive student learning: it can provide the motivation for learning (e.g., through the awarding of marks and grades), but it also enables learning to take place through the provision of feedback." It can take the shape of formative assessment, which takes place during a course to aid student learning, inform teachers of their teaching practices, and provide feedback. Its aim is to promote learning. As Sardareh and Mohd Saad (2013) put it, "research suggests that formative assessment can improve students' learning." Educational assessment can also take the form of summative assessment, which takes place at the end of a learning course to measure student achievement. Its aim is to measure learning. Summative assessment "is a high-stake assessment with a final mark of achievement awarded describing the learning achieved against public criteria" (O'Shaughnessy and Joyce 2015). In other words, "it is a powerful tool in the armory of the educator and therefore, deserves careful consideration.

Student assessments are carried out online, with a lot of trial and error, uncertainty and confusion among the teachers, students and parents. The approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners. Appropriate measures to check plagiarism is yet to be put in place in many schools and institutions mainly due to the large number of student population. Pokhrel, S., & Chhetri, R. (2021)

It's particularly important this year, experts say, to use each kind of assessment for the right purposes, and to avoid overidentifying struggling students, English-learners, or students with special needs for remediation. (Shafer,2020).

Related studies

The following meaningful researches of different well selected-scholars support profoundly the present study.

Teachers are one of the most influential and powerful forces for equity, access and quality in education, and are key to sustainable development. However, the COVID-19 pandemic and subsequent school closures have adversely impacted them and the education system. The historic and unprecedented educational disruption due to the COVID-19 pandemic instigated numerous challenges for administrators, students, families, and teachers. All the challenges that individual in these groups were not prepared nor trained for. Administrators faced the difficulties in supporting teachers who were experiencing loss, anxiety, uncertainty, and frustration. Recognizing the need to care for educators as paramount to their ability to care for students, some principals focused on reminding their teachers of the importance of self-care, establishing a daily routine, and the opportunity to be creative in their approach to distance teaching. Baird (2020) explained how district leaders and school principals had little to no training in managing an educational setting amidst a pandemic, they turned to a focus on supporting teachers and allowing them flexibility in their approach.

Kaden (2020), reported in his study that the participant's experiences include increased workload, surprise at the complexity of online teaching, difficulty in selecting content to teach, and struggle to engage students and assess learning. Similarly, one survey revealed that the majority of educators' workdays during distance learning involved responding to student and parent emails. The next largest amount of their time was spent creating materials for online learning. The same study reported concerns regarding a decline in the quality of student work as the period of distance learning progressed as well as a notable gap in achievement and school engagement correlating to family income (Cullinane & Montacute, 2020).

In the study of Dayagbil et. al, (2021), there were challenges met by teachers as evidenced by the feedbacks of their respondents. The teaching-learning process requires an active engagement of the faculty. They are the drivers of the learning process and the success of the learning outcomes would partially depend on their extent of active participation as facilitators, mentors, or coaches to the learners. In the teaching-learning process, students need feedback on the progress of their outputs and whether they did well in their tasks. In their study, the majority of the respondents reported receiving no feedback from their teachers on the online module while a majority hope to get immediate feedback.

An overarching conceptual framework for the Teachers Professional Growth and Development facilitates the acquisition of knowledge for in-service teachers in various ways. Postholm, (2012), proposed that, in addition to formal continuing education (e.g., masters or doctoral degrees), teachers can best develop their skills through various activities within their school. Moreover, it is also important to note that these learning activities or professional development activities within the school should be content-focused, active learning (the process of observing expert teachers), coherence (consistent with prior knowledge), duration (training spread over a period of time), and have the participation or cooperation of their peers (co-teachers) (Desimone, 2019). Importantly, this additional knowledge gained through the various Teachers Professional Developments will enable teachers to apply it to their classrooms. In turn, this will enhance the overall teaching and learning experience.

Also, King (2016) claimed that professional development helps teachers meet all student needs in an equitable fashion, which is likely to enhance student achievement. The same idea is agreed upon by Huang (2016) which states that opportunities help teachers to stay current in the field. Professional growth is also conducive to teacher lifelong education; it breaks isolation and thus promotes collaboration and pedagogic conversation (Horn & Kane, 2015).

In addition, teachers should adapt to the new normal in education. It means they have to develop their professionalism. Learners' achievement depends on the readiness of the teacher's skill itself. The teacher must make the graduates have the skills needed. Teachers Professionalism Development (PD) is one of the solutions to make the teachers always improve their skills and adapt to current issues. Lokita, et. al. 2018 studied how English teachers learn in Indonesia. They focused on the tension between policy-driven and self-driven professional development. The findings show that the participants learn through Professional Development events such as attending the seminar, workshop, and training. Besides, the participants as well do online professional learning which was self-directed such as web-browsing, reading articles, and downloading. Also, they mentioned that they preferred to share with their colleagues at their school site.

Similarly, Huck and Zhang, (2021) found out that teachers felt most confident in their remote teaching skills with pre-established scheduled professional learning networks and collaboration with colleagues, supportive school leadership, technology help, and meaningful professional development. However, Chin, et.al (2022) also found out that professional development is hindered by financial difficulties and scheduling conflicts. Early studies noted

various personal and organizational barriers to professional development (Stenfors-Hayes, et.al 2020). Organizational or institutional barriers typically consist of finances, while personal motivations and the perceived benefits of professional development are some intrinsic factors (Desimone, 2019).

Moreover, some institutions have cultures that either promote or hinder professional development (Johnson, 2016). Furthermore, teachers' lack of commitment, interest, and confidence are also important reasons for non-participation (Caffarella, 2019). Likewise, the current group of teachers in the Philippines concurred with the major trends of obstacles to professional development.

Chin, et.al (2022) likewise concluded that teachers need professional development to enhance their skills in ICT, online teaching strategies, and research. These areas are new to the majority of teachers because the transition from face-to-face to online teaching was unanticipated. Teachers had become accustomed to traditional classrooms; however, the pandemic changed everything. This inadequacy in skills makes them uncomfortable and stressed about giving quality education to their students.

The findings of Chin, et.al (2022) is supported by the study conducted by Muhayimana, (2020) which stressed out that with the school shutdown, teachers were unable to get all of the assistance needed to continue to deliver effective instruction virtually, communicate with students and families, and provide remote learning opportunities that support students' socio-emotional well-being.

Together with the development of digital technologies aimed at offering distance courses, new educational opportunities such as open educational resources and massive open online courses have emerged for larger masses to access education (Saykılı, 2018). In today's digital age, online learning, blended learning, social media and open learning are critical developments for an effective teaching (Bates, 2018). Also, the widespread utilization of mobile learning tools has added a different dimension to distance education. The utilization of mobile learning tools in distance education has positive impacts on learner's motivation, self-regulation, control and personalization of learning environment (Sönmez,et.al., 2018). However, as teaching by using new technologies requires a variety of skills that most educators are not familiar with, the educators need to be trained on how to use these new devices and how to integrate them into their own implementations (Makoe, 2012).

Furthermore, teaching staff were trained within projects aiming to capitalize on new technologies in teaching-learning activities. The development of the digital skills of the teaching staff is a priority for the education system. Training through courses or projects for online education aims to use online tools in distance learning activities with university students and/or high school students Treacy, (2020).

The skills necessary for teaching in the virtual environment are different than face-to-face instruction. These skills include managing the online classroom, creating instruction for the online platform, motivating and engaging online students, instructional design in the online environment (Jackson & Jones, 2019), and fostering a social and learner presence in the online setting (Anderson, 2017).

The study of Özüdoğru, (2021) revealed the problems faced in distance education during Covid-19 Pandemic. They were lack of communication, being unable to receive feedback, lack of knowledge, skills and attitudes and not being accustomed to the system. Another group of stakeholders caught up unprepared in the distance education system is instructors. Durak, et.al., (2020) concluded that the most difficult situation was the training of instructors in the distance education process in higher education institutions during the Covid-19 pandemic period. Mailizar et al. (2020) stated that teachers experience problems in the Covid-19 pandemic in regard to knowledge, skill, self-confidence, experience, efficacy and convenience. Also, Makoe (2012) found in their research that instructors being accustomed to the former teaching methods and their lack of teaching design specialty for new methods and lack of technological knowledge and skills were barriers to their technological integration. Davis, (2019) determined the barriers related to instructors in online learning are about establishing expectations, providing feedback and interpersonal relations. Most instructors have started to experiment with a new approach as they did not have the possibility to teach with the technologies used in distance education before the pandemic (Bonk, 2020). Rasmitadila, et.al. (2020) found that teacher educators cannot use digital technology for pedagogical purposes. It may be useful to provide applied training opportunities for instructors regarding the technologies used in distance education. Increasing the competences and experiences of instructors will positively affect their attitudes. In their research, Borup and Evmenova (2019) provided a 6-7- week vocational development course to prepare lecturers to online courses. They stressed that the course was effective on exceeding the barriers to change, as has also been specified by Ertmer (2013).

As provided for in Department of Education Order No 48 s. 2015, teachers are encouraged to engage in research to improve the delivery of basic education. Research is an academic undertaking requiring capabilities and skills such as creativity, organization, and persistence (Meister, 2020). Creativity requires originality and authenticity. Without organization, it is difficult to finish a work on time. Persistence is the drive and determination not to give up with the work in spite of encountered difficulty or opposition. Engagement in research of teachers will be improved when they have a clearer viewpoint on their roles as teacher-researcher, when their training essentials in research were addressed and when they were properly guided and motivated.

Many advance the idea that educational research should be integrated with the work of teachers in school in the form of the teacher-as-researcher. Teachers as researchers are creators of theory who can inform and generate sound instructional practices. Several research studies show the link of research to teaching. Souto-Manning (2012) said that research and quality teaching are not contradictory roles. Research has the potential to support teaching (Cochran-Smith, 2015). Edwards and Rickinson, (2017) claim that teaching and research have vital link to learning. As there are those who posit the positive relationship between research and teaching, there are also groups who say otherwise. Oliver (2015) said that research diverts attention of teachers away from their teaching and other duties.

According to Vazquez, (2018) some advantages of being a teacher-researcher includes privilege access to real life data (reliable, and realistic solution to problems), possibility to adopt multi-functional approach (changing roles), continuing professional development (always updated), and direct benefits on the teaching practice, on institutions and society. Despite the many recognized advantages of the conduct of researches by teachers to learning, the number of action researches remains to be low. Some teachers consider research as very tasking and require a considerable amount of time. The level of difficulty intimidates teachers in thinking of venturing into research. This is supported by Hatch (2016) whom argues that important questions inside the classroom can only be answered by data from research.

Goswami et. al (2019) reminded teachers that research answers the looming questions of educators on their efficacy as educator and further proves how privileged teachers to be major role-players of the academe. Cochran-Smith & Lytle (2019) further deepens Goswame et. al's findings by emphasizing the teachers' situation to see and interpret educational settings and institutions in an inside-out approach that cannot be duplicated by any other research method.

On the contrary, several researches cited similar reasons of moderate engagement of teachers in research. The common factor according to researches primarily is time. Teacher respondents consider time as a significant barrier engaging in research Moore (2013). Research needs a lot of effort and time. Current duties of teachers prevent them from doing researches considering that according to teachers, their work was to teach and not to do research. The more teaching load a teacher has, the less likely they engage in research (Epstein and Menis, 2013). Knowledge is also a popular reason that hinders teachers in conducting researches, many teachers are unfamiliar with action research and feel there are major challenges for them in conducting one (Davies and Howes, 2018). These reasons sounding more attitudinal in nature making the low engagement of teachers in researches (Borg, 2012).

Nowadays, however, teachers have a limited capability of attending professional development workshops during the COVID-19 pandemic, since no such workshops have pre-existed. Moreover, such traditional professional development opportunities, are frequently the only types of professional development offered to teachers in many countries. Thus, many teachers lack guidance on how to resolve many online teaching challenges during this period. Within this new reality, the utilization of educational research has the potential to serve as a means of professional development for teachers who are isolated within their homes, regardless of how remote their geographic location may be. (Huang, 2016)

The utilization of educational research can be beneficial in multiple ways. By reading targeted research articles online, teachers can obtain evidence of what works under what circumstances (Ponte, Ax, Beijgaard, & Wubbels, 2014), which in turn, can foster the transformation of research results into improvements in classroom practice. Being able to perform or participate in research studies can also lead to similar results.

When teachers are engaged in research their personality, intellectual abilities and skills will be enhanced. As teachers do thorough investigation and exploration, they discover their strengths and weaknesses and turn their weaknesses as their assets. Furthermore, they can use their research paper when they join ranking for promotions. Just like what some of the teachers did when they joined the Ranking for Master Teacher position the teachers who researches have got the first slot and was the first to be promoted. In addition, through research engagement, teachers felt fulfilled and inspired.

According to (UNESCO, 2020) report, even for students, teachers, and parents in countries with reliable ICT infrastructure and internet access, the rapid transition to online learning has been challenging. Students, parents, and teachers also require training to deliver online learning effectively, but such support is particularly limited in developing countries. Education inequalities are a threat to education system continuity at a time of unexpected educational system closures (UNESCO, 2020). Because, there are a limited number of computers, internet access, mobile network access, and lack of ICT trained teachers in developing countries (O'Hagan, 2020). Therefore, even if online teaching and learning are a good opportunity to continue education during the pandemic it is challenging for developing countries (Sun et al., 2020).

Information and communication technology (ICT) has been playing a predominant role in responding to the interruption of education during COVID-19 (Bhaumik & Priyadarshini, 2020). It provided a safe, timely, and flexible way for educational institutions to sustain school operations (Gacs et al., 2020). Via ICT such as online platforms, social media, and broadcasts, emergency remote teaching (ERT) was quickly offered, transferring traditional face-to-face teaching to virtual spaces. It seemed that ICT integration was no more a choice for quality teaching but a necessity of education in this pandemic. However, doubts soon arose about whether teachers were ready for the sudden switch to the ERT during the COVID-19 pandemic (COVID-19 ERT; Talidong, 2020), which inevitably required teachers' higher digital competence in terms of ICT knowledge, skills, and attitudes.

Teachers with less experience were more likely to lose contact with their students (Smith et al., 2020). While there is a large body of research literature addressing the use of technology in schools, most of this has referred to pedagogical implementation rather than the use of technology as a tool for communication. Expectations for student participation in remote learning classrooms should be clear, well communicated, and monitored with accountability measures so that students and parents understand the criteria for success. As we completed our first year in remote instruction, many districts learned to communicate with families through alternative platforms such as radio and television, messaging apps with translating capability, and video-conferencing.

In the context of online instruction during the COVID-19 pandemic, in-service teacher training or teacher professional development (TPD) with regard to the use of technology and student counseling is absolutely necessary in order to meet the academic challenges and the socio-emotional demands of teachers and students alike (Darling-Hammond, et.al 2020). Since teacher development is an ongoing process (Ancho, 2021) early teacher professional development initiatives have focused on technological advances that support pedagogy, such as multimedia and other information technology-related teaching innovations. Recent activities have increasingly focused on maintaining the teaching career, which is particularly relevant in the current situation of the COVID-19 pandemic (Dos Santos, 2021).

As for teachers' needs, quite high pedagogical and information technology needs indicate that during COVID-19, besides improving their information technology literacy, teachers are also focusing on improving their teaching techniques. Studies have shown that ICT skills development is best conducted early in teacher development (List, 2019); however, during COVID-19, teachers could develop information technology literacy through the understanding of students' learning needs and actual online teaching practices (Gao & Zhang, 2020). Nonetheless, the successful delivery of online learning still depends on improving the teachers' technological pedagogical content knowledge (Bragg, et. al. 2021). In most cases, teachers are forced to become familiar with online instruction for the very first time. It is through their involvement in these online activities during COVID-19 that they will gain an understanding of what actually works.

A study conducted by Nhu, Keong and Wah (2019) with 20 primary school teachers in Vietnam, revealed that teachers lacked the necessary skills to integrate technology into their teaching as there has been a lack of ICT training conducted. It was also reported that ICT facilities were not available in the classroom and that teachers sometimes had to use their own computers for teaching.

In a study conducted by Herwin et.al.(2021) the findings indicate that during the Covid-19 pandemic, online learning has become the main choice for teachers to convey competence to their students. This online learning is carried out synchronously and also asynchronously (a combination of both known as blended learning). Synchronous learning generally uses video conferencing via Zoom and Google Meetings. These two platforms are the choice of teachers to facilitate their synchronous learning.

Online meetings are one way for teachers to carry out synchronous learning. This activity is very useful for both teachers and students as an effort to convey material that is considered difficult to convey through asynchronous learning. Findings in the field show that Zoom is the most frequently used video communication application by

teachers on various devices, both mobile and desktop. This is supported by several previous findings that Zoom has an impact on improving student performance in independent learning, managing time and increasing motivation (Bawanti & Arifani, 2021). This media is quite good at conveying detailed information but sometimes students and parents complain about it because it requires a lot of internet quota.

At the time of online-based distance learning, not all meetings were conducted synchronously by the teacher. The combination with asynchronous learning is also done as a variation in delivering learning. Asynchronous learning is generally done through Google Classroom media. Most teachers feel that they are suitable for the media to post material that is followed asynchronously by students.

In a study conducted by Lee, (2021), results revealed that the level of instructional changes made by faculty was on average between substituting their existing course for an online one with some functional improvement and critical course redesign, but that educators did not reach the level of the creation of new tasks which were previously inconceivable. The biggest instructional change was found to be in teaching behaviors, followed by technology use, with only small changes in beliefs about online teaching. Factors that most highly correlated with instructional change were individual educators' technology acceptance and innovation propensity, media synchronicity of the course, and the fidelity of institutional support.

Several studies have suggested that adding synchronous elements to online classes provides a rich medium to foster student social interaction and intellectual exchanges (Barber & King, 2016). Synchronous activities provide "opportunities for sharing ideas, receiving helpful feedback, improving critical thinking and engaging in co-construction tasks" during large group discussion and small group activities in "breakout rooms" (Brown, 2016). These unique features allow teachers and learners to foster a sense of personalized contact and real-life learning experience in varied disciplines (e.g., language, science, IT/engineering) (Martin et al., 2017). Social presence becomes more necessary for building a successful community of inquiry, and research has shed light on the following three critical factors which influence the "effectiveness" of synchronous sessions.

Teachers' spontaneous feedback and real-time instructions can effectively encourage learners, especially primary/secondary students, to be present and attentive in their classrooms (Murphy et al., 2021). For example, teachers enabled lower achievers to enhance their academic autonomy and time management skills to stay updated in synchronous tutorial programs. Synchronous sessions create opportunities for students to interact with peers to extend their understanding in interactive activities, such as group writing to scaffold students' English learning (Krishnan et al., 2018), display results of single choice or multiple-choice polling, discussions amongst one another via in-meeting Chat, and small-group collaboration and discussion in "breakout rooms" in Zoom, a video conferencing platform (McGinn, 2019). Educators need to pay attention to technical issues such as device availability, high-speed internet access, high-quality audio, and background noise – similar to the disturbance from classmates in face-to-face sessions (Romero-Hall & Vicentini, 2017).

Asynchronous learning provides flexibility for students to complete their inquiry processes whenever their schedules allow, irrespective of whether other members of the class are online or not (Pappas, 2015). Forms of asynchronous technologies range from pre-recorded lectures to online discussion forums without class delivery in real time. For example, it allows lecturers to deliver meaningful posted readings, study questions, and pre-recorded lectures and use a discussion forum for posting announcements, updates, reminders, and pertinent comments among students (Malkin et al., 2018). The collaborative and reflective properties of these activities offer the potential to create an environment with both social and cognitive presence instead of merely a means to access information online. Empirical support for the effectiveness of asynchronous learning has been provided by studies showing that asynchronous learning enhances discussion participation and performance in quizzes (Malkin et al., 2018) and facilitates learners' autonomy and community of inquiry.

Moreover, asynchronous courses can be structured through discussion assessment criteria to examine student participation and learning (e.g., activeness of knowledge construction in group discussions, referring to past research to discuss students' position and insight). On the other hand, an extensive review demonstrated that students' satisfaction and perceived learning in asynchronous learning environments depend on multiple factors – clarity of design, interaction with instructors, and active discussion among university students (Swan, 2021).

Although an asynchronous approach offers the advantage of flexible pacing, many such programs predominantly lack social interaction, which results in students' feelings of isolation (Oyarzun & Martin, 2013). The students miss the benefits of a face-to-face environment, such as closer contact, immediate feedback, and engagement with teachers/classmates (Stewart et al., 2021)

Blended learning usually refers to the integration of face-to-face instruction with online learning experiences. Digital technologies allow teachers to combine the advantages of both methods, thereby providing learners with flexibility and autonomy, as well as opportunities for interaction with each other. A blended approach offers students a broader range of techniques such as collaboration software, web-based courses, and knowledge management practices. Educators used wikis to support group projects, as well as blogs and Facebook during extracurricular internships to support university students' flexible blended learning. Educators adopted peer-to-peer online journal writing and discussion in a project-based learning program at a university school of design in Hong Kong. Bower et al. (2015) designed virtual microscopic-tissue analysis, diagram-labelling tasks, Chinese language role-play, and pre-service teacher trainings in a synchronous environment, with no significant difference in learning outcomes compared to traditional face-to-face classes. These diversified practices effectively promote student and teacher interaction, peer support and collaboration, and active learning, provide prompt feedback and time on task, and recognize learners' diversity, as well as improve their undergraduate course completion rate, retention, student satisfaction, and independence. In primary education, a widely-used gamified e-quiz reading platform in Hong Kong combines children's off-line print book reading and online learning, facilitating children's reading interest and abilities, as well as peer interaction (Liu et al., 2018).

Blended learning combines the advantages of asynchronous and synchronous methods, allowing learners flexibility and autonomy, and opportunities to socialize with each other. (Bower et al., 2015).

According to an interview study with experts on online teaching by Rapanta et al. (2020), videoconferencing decreases the fluency of interaction and makes interactions slower and attention lower compared to traditional teaching (Rapanta et al., 2020). Another challenge of synchronous learning relates to the technical infrastructure that has to allow for participation in live remote settings in a sufficient quality (i.e., internet bandwidth; Xie et al., 2018).

Rasmitadila et al. (2020) found the difficulties faced by teachers during distance education in the Covid-19 pandemic as technical barriers, student's conditioning, student's participation in education and online education experience. Fauzi et al. (2020) demonstrated that teachers experience a variety of problems during the Covid-19 pandemic such as lack of opportunities in online learning applications, network and internet use, teacher's planning, implementation and evaluation and collaboration with parents.

In a study conducted by Ng, et.al. (2020), they found out that students in secondary schools tend to be more autonomous, self-directed, and digital natives, comfortable with and immersed in handling technologies. This is also supported by a recent research that secondary students in Hong Kong had significantly higher competence for using digital technologies to learn at school than primary students (University of Hong Kong, 2020). As such, teachers could offer them flexibility with diversified learning activities such as logbooks, gamification, webinars, and social media tools in a wider range of subjects. However, even teachers may face some technical challenges such as insufficient Internet access and electronic devices. On the other hand, students may not be always highly motivated all the time during online learning. The parent-teacher collaborative approach was also adopted in secondary schools to remind students to complete the learning activities and assignments to help parents understand the needs of students. In addition, immersion of students in digital technologies has created additional demands for teachers to protect students' behaviors online (e.g., safety, data privacy) and teaching students to mind their manners of online learning, updating web conference software with stronger security. and choosing appropriate privacy settings.

Güven, Kurum and Sağlam (2017) collected the problems faced in the teaching implementation lesson which is conducted as distance education, under the themes such as preparing a teaching practice file, planning, time, mode of practice, classroom management, school of practice, teacher of practice and control. Leontyeva (2018) investigated the main barriers (internal-external) to using distance education for educational purposes in universities. Internal factors: unpreparedness of teachers and parents, lack of necessary skills to implement computer-based online learning systems, interaction with faculty and teachers and lack of online supervisors. External factors: limited resources, unequally distributed marketing advantages, inappropriate administrative structure and lack of innovative physical facilities. Examining these studies in the literature; some of them obtained similar results with those of this study in regard to themes like impossibility, student, instructor, technical, interaction, time, access, internet connection, while some of them obtained different results such as lack of institution, administration, faculty, language, accreditation, management and supervisor. Although teaching online can also be done through social media platforms, especially when a learning management system (LMS) is not available, it can still be taxing for some teachers, especially those who do not have online pedagogy skills. Apart from making the teaching materials suitable for online teaching and learning, teachers may also face the dilemma of teaching methodology and strategy

to employ online. More often than not, these issues can have a negative impact on the learners if left unresolved. Hence, providing teachers with professional development training to cope with online teaching demands is vital. Since teachers are the ones who perform the task of teaching, create an effective learning environment for students, and solve classroom problems for successful teaching and learning, continuous teacher development programs should be given importance (Boonmak et al. 2015). Such programs will prepare teachers, especially in times of emergency, to move their classes online.

Since the pandemic has pushed almost all teachers to teach online, Hayat, et. al, (2021), found out that one of the challenges of teachers on e-learning was time limitations. According to their respondents, providing daily up-to-date content takes longer than in-person education. Moreover, to deliver courses electronically, faculty members needed to spend more time on students' learning, which created additional time pressures. Earlier studies have shown that faculty members face pressures to find enough time to manage teaching and research, and to achieve work-life balance. Moreover, time allocations to learning, development, and using e-learning can further increase their time management challenges. So, it's not easy to save and invest time because computer-based tools require a lot of time. (O'Doherty, 2018).

Dyrbye et al.(2019) found that faculty members had limited time to learn new technologies, and that time limitations led to concerns about educational and organizational aspects of e-learning. Some researchers have suggested that universities should provide specific times for faculty members to develop their skills and learn new technologies. Moreover, time shortages appear to be related with a lack of motivation to engage in on-line or electronic learning, and can become a barrier to using online teaching tools, especially if faculty.

Time management has also been defined as a form of self-management with a clear emphasis on time in understanding what activities to do; how to do them more efficiently; in what time it should be done and when is the correct time to the particular activity (Savino, 2016)

Cengizhan, 2021 In the final finding of his research, from the opinions obtained on determining whether time is managed effectively in the COVID-19 process two themes emerged; falling and not falling into time traps. The majority of the participants stated that they could not manage time effectively in this process and that they fell into time traps related to social media, excessive hygiene, online shopping, computers, movies and TV series, unnecessary works, unsuitable studying environment, excessive communication and excessive use of mobile phones. Considering all these results, it can be said that the biggest obstacle in effective and efficient management of time is time traps. Especially in the COVID-19 process that we stayed at home, considering that we live more closely with technology with online trainings, it seems likely to fall into time traps. For this reason, it is important to set priorities, to do things on time without delay, to avoid excessive perfectionism, to control habits and, above all, to control by planning in order not to fall into time traps in this process.

Paudel (2021), found out that time management skill, reliable internet connection at workplace, learners' autonomy of finding the path of learning themselves and more freedom to the learners in terms of time and space are the major challenges for more than 80% of the participants. Similar to this finding, Kebritchi et al. (2017) also claim that time management is the great issue in online education.

Lizana, et.al. (2021) argue that teachers worked more hours during the pandemic than before, consequently presenting an increased risk of lower mental health quality. This result is even more relevant in relation to reports from the International Labour Organization, indicating that teleworking in the COVID19 context contributes to a significant rise in mental health disorders, with risk factors including high workloads and rhythms, long working days, excessive task fragmentation and the perception of having to be available at all times, among other factors. The findings study also agree with reports from Chilean teachers about mental health deterioration caused by working from home.

Regarding work-family balance, Lizana, et.al. (2021), also claimed that teachers with low mental health scores indicated that their family and personal lives were more affected during the COVID-19 pandemic than before it began. Their study further indicate that the quality of life was affected in both genders in its physical and mental summary components.

Furthermore, several findings can be compared with reports from other professions where an impact on the work-family balance is associated with a negative impact on workers' mental health (Neto et.al.,2018). In the UK, it was reported that work overload and imbalance between work and personal lives are principal stressors (Phillips et.al.,2017). Studies in Spain and China reported that work-family balance is an important source of stress and burnout (Pu et.al.,2017). Work overload during COVID-19 confinement could affect the work-family balance.

Therefore, since work–family balance impact and work overload are stressors, they affect teachers' quality of life, especially their mental health (da Silva and Fischer, 2020).

Finally, before the COVID-19 pandemic there were already reports of high work overload, stress, and lack of time for personal and family life with impact on teachers' mental health. (Lizana, et.al.2021). This means that all extra work in teaching hours, e.g., material preparation, test creation and revision and administrative work (Robalino,2015), are intensified during Chilean teachers' teleworking, with a high risk of mental health deterioration in their quality of life.

Assessment of student learning outcomes is very important. A concern on how to assess learning outcomes and how to answer assessment tasks emerged as a major concern as reflected in the narratives of the teacher and student respondents. The assessment measures are essential as an assurance that learners have attained various knowledge and skills and that they are ready for employment or further study (Coates, 2015). There is a need to address the teachers' concern on how to conduct off-classroom performance evaluation and the bulk of submissions that they have to evaluate which are submitted online or offline. The design and planning are important factors to consider not only in the assessment per se but also in the parameters on how students will be graded (Osborn, 2015). For the teachers, they had difficulty assessing performance-based tasks difficulty tracking, checking of students' outputs and concerns on failing due to non-submission of requirements online and low performance.

Educational assessment is usually divided into two approaches: summative and formative, where summative assessment measures student achievement at the end of a course, or a semester, usually for the purpose of writing a report or awarding a grade (Coates, 2015) and formative assessment is perceived as a diagnostic tool to provide feedback during the learning process and is "aligned with constructivist-based teaching approach which involves active learning activities such as open-ended problems, observations, interviews, writing samples, exhibitions, and portfolios, as argued by Sulaiman et al. (2019). In their study of teachers' perceptions of assessment and alternative assessment in the classroom, Sulaiman et al. (2019) concluded that to assess students' knowledge and skills, teachers need to implement several assessment instruments such as writing test, project, assignment, simulation, portfolio, journal, exhibition, observation, interview, oral exam, and peer evaluation.

Hodges, et al. (2020) argue that teaching and learning in virtual environments imply making changes to the organization of teaching and, subsequently, a change in the teacher functions and that online teaching and learning requirements are not limited only to a set of knowledge and experience; the challenges a teacher faces are linked closely to the particularities of interacting and communicating online. These teacher roles expand because instructors can no longer depend on different handwriting, a change in ink color, or the detection of eraser marks on an assessment as evidence that a student has changed answers after having taken the assessment and they need more training to be able to carry out assessment successfully and detect cheating online in other ways.

The shift from face-to-face class to online class has a serious impact on assessments and evaluation. Depending on the course nature and the assessment type, applying assessments and evaluation online is a challenging task. So, teachers have forced to change their assessment types to fit the online mode. Also, it is difficult to monitor the student how they are taking courses online and difficult to ensure that students are not cheating during online exams (Basilaia & Kvavadze, 2020). Additionally, laboratory tests, practical tests, and performance tests are impossible to conduct online. According to Osman, (2020) the assessment and evaluation of students' performance in online learning is difficult for both instructors and students particularly teaching practicum, technical competencies, and the assessment of practical skills is difficult.

Adjustment on the types of assessment measures is a major factor amid the pandemic. There is a need to limit requirements and focus on the major essential projects that measure the enduring learning outcomes like case scenarios, problem-based activities, and capstone projects. Authentic assessments have to be intensified to ensure that competencies are acquired by the learners. In the process of modifying the curriculum amid the pandemic, it must be remembered that initiatives and evaluation tasks must be anchored on what the learners need including their safety and well-being. (Glatthorn, 2020)

A major problem of assessment present in traditional classrooms is cheating, or academic dishonesty. King, Guyette, and Piotrowski (2019) define cheating as "a transgression against academic integrity which entails taking an unfair advantage that results in a misinterpretation of a student's ability and grasp of knowledge." Cheating is a form of academic dishonesty and can vary in severity and method.

Academic dishonesty is present in traditional classrooms, but when assessment is moved online, the problem becomes more complicated. In their study, King, Guyette, and Piotrowski (2019) found that "the majority of the

students held the belief that more cheating occurs in online courses that it is easier to cheat in an online versus a traditional course.” Online academic integrity is a major concern that universities must address due to “the increased potential of cheating since the instructors have no control over the test setting, thus are not able to monitor students taking tests” (Kayed, 2013). Therefore, serious considerations need to be given to assessment before hosting an online course because there are real issues of concern, such as the type of assessment, academic integrity, and test security. Quizzes and tests have always been used in traditional classrooms but are inappropriate and insufficient in online environments, as “they do not reflect the true capabilities of online students” Kayed (2013). He further argues that “there is no assurance that the enrolled student is actually the one who is completing the work, and that, there is always the possibility that students intentionally or unintentionally will plagiarize by not giving credit for others’ work words and/or ideas”.

Research Design

The descriptive research method was used in gathering the needed information for this study. This method enables the researcher to interpret the theoretical meaning of the findings and hypothesis development for further studies. Specifically, the researcher utilized a questionnaire type of descriptive research method which enables the researcher to gather information from the respondents without the respondents having any difficulties in answering the questions required.

The researcher employed a survey research design through a questionnaire because it best served to answer the questions and the purposes of the study. Survey research refers to a particular type of research design where the primary method of data collection is by survey. In this study design, surveys are used as a tool by researchers to gain a greater understanding about individual or group perspectives relative to a particular concept or topic of interest. A survey typically consists of a set of structured questions where each question is designed to obtain a specific piece of information (Mills, 2021). In other words, only a part of the population is studied, and findings from this are expected to be generalized to the entire population. Similarly, Survey research as defined by Check & Schutt, (2012) as “the collection of information from a sample of individuals through their responses to questions”. This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation.

Respondents of the Study

Purposive sampling technique was used to select respondents for this study. A sample is a subset of individuals randomly selected by researchers to represent an entire group as a whole. The goal is to get a sample of people that is representative of the larger population (Cherry, 2021).

The participants of this study are English Language Teachers who are currently working in public schools, specifically from Pedro Guevara Memorial National High School in Santa Cruz, Laguna and teachers from Don Manuel Rivera Memorial National High School in Pila, Laguna.

Research Instrument

For the investigation and data collection, a survey-based questionnaire was designed to estimate the challenges and opportunities met by the Language teachers during the unprecedented health and economic crisis.

A questionnaire is the main instrument for collecting data in survey research. Basically, it is a set of standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics.

The questionnaire in this study describes the challenges and opportunities in teaching during the new normal situation in education. It is composed of 45 items. Likert Scale was used to measure the respondents’ attitudes that best aligns their views.

Statistical Treatment of Data

All the data gathered has been tabulated, analyzed, and interpreted through the use of the following tools:

Mean was used to determine the level of challenges and opportunities met by language teachers during the new normal.

Pearson Product – Moment Correlation was used to show the relationship between the challenges and opportunities of the language teachers during the covid19 pandemic.

Presentation, analysis and interpretation of data**Table 1. Level of Challenges Met by the Language Teachers During the New Normal Situation in Education in terms of ICT Literacy**

STATEMENT	MEAN	SD	REMARKS
1. I cannot use advanced search strategies to find reliable information on the internet such as using web feeds (like RSS).	4.30	0.74	Highly Challenging
2. I cannot save information found on the internet in different formats. I cannot use cloud information storage services.	4.24	0.80	Highly Challenging
3. I inactively use a wide range of communication tools (e-mail, chat, SMS, instant messaging, blogs, micro-blogs, social networks) for online communication.	4.64	0.48	Highly Challenging
4. I cannot create and manage content with collaboration tools (e.g. project management systems, online spreadsheets).	4.34	0.63	Highly Challenging
5. I cannot use advanced features of communication tools (e.g. video conferencing, data sharing, application sharing).	4.48	0.58	Highly Challenging
6. I cannot produce complex, multimedia content in different formats, using a variety of digital tools and environments. I cannot create a website using a programming language.	3.92	1.12	Challenging
7. I cannot use advanced formatting functions of different tools (e.g. mail merge, merging documents of different formats, using advanced formulas, macros).	3.86	1.18	Moderately Challenging

Overall Mean = 4.25**Standard Deviation = 0.86****Verbal Interpretation = Highly Challenging**

Table 1 illustrates the level of challenges met by the language teachers during the new normal situation in education in terms of ICT Literacy. The teachers find it very challenging to use a wide range of communication tools (e-mail, chat, SMS, instant messaging, blogs, micro-blogs, social networks) for online communication ($M=4.64$, $SD=0.48$). They likewise find it challenging to use advanced features of communication tools (e.g. video conferencing, data sharing, application sharing) ($M=4.48$, $SD=0.58$). Also, they find it very challenging to create and manage content with collaboration tools ($M=4.48$, $SD=0.58$). Meanwhile, the teachers were challenged by the use of advanced formatting functions of different tools (e.g. mail merge, merging documents of different formats, using advanced formulas, macros) ($M=3.86$, $SD=1.18$) and by the production of complex, multimedia content in different formats using a variety of digital tools and environments, and also in the creation of a website using a programming language ($M=3.92$, $SD=1.12$).

Overall, the level of challenges met by the language teachers during the new normal situation in education in terms of ICT Literacy was very high. The overall Mean of 4.25 indicates that the teachers find it highly challenging to use the different tools and applications related to Information and Communication Technology (ICT). This means that the respondents, though having the knowledge in the basic features of using ICT, they still experienced difficulties using complex features of computers in teaching especially in today's situation in education.

The result of this study is supported by the report of UNESCO (2020), which states that rapid transition to online learning has been challenging and teachers are also required to have training in order to deliver online learning effectively, but such support is particularly limited in developing countries. Same findings of O'Hagan (2020) and Sun et al., (2020) which states that because of the limited number of computers, internet access, mobile network

access, and lack of ICT trained teachers in developing countries, even if online teaching and learning are a good opportunity to continue education during the pandemic it is challenging for developing countries.

Likewise, a study conducted by Nhu, Keong and Wah (2019) revealed that teachers lacked the necessary skills to integrate technology into their teaching as there has been a lack of ICT training conducted.

Table 2. Level of Challenges Met by the Language Teachers During the New Normal Situation in Education in terms of Delivery of Instruction

STATEMENT	MEAN	SD	REMARKS
1. The learning goal is not stated before I begin my lesson.	4.64	0.60	Highly Challenging
2. I do not employ variety of activities to support the learning goal.	4.52	0.61	Highly Challenging
3. Directions for class work/activities are not clear.	4.70	0.51	Highly Challenging
4. The activities/class works do not require students to think deeply.	4.58	0.67	Highly Challenging
5. I do not use many techniques to help my students learn such as: lectures, video, readings, Internet, group work	4.64	0.56	Highly Challenging
6. I do not use pre-tests, review games/activities before a test to see if the students understand the material.	4.70	0.46	Highly Challenging
7. I do not give feedback on my students' work/output.	4.62	0.57	Highly Challenging
Overall Mean = 4.63			
Standard Deviation = 0.57			
Verbal Interpretation = Highly Challenging			

Table 2 illustrates the level of challenges met by the language teachers during the new normal situation in education in terms of Delivery of Instruction.

The respondents find it very challenging to give clear directions for class/work activities ($M=4.70$, $SD=0.51$) and they find it very challenging to use pre-tests, review games/activities before a test to see if the students understand the material ($M=4.70$, $SD=0.46$). They likewise find it very challenging to state their learning goal before they begin their lesson ($M=4.64$, $SD=0.60$), and it is also very challenging for them to use many techniques to help their students learn such as: lectures, video, readings, Internet, group work ($M=4.64$, $SD=0.56$). Furthermore, teachers were highly challenged by giving feedbacks on student's output ($M=4.62$, $SD=0.57$), they also find it very challenging to employ variety of activities to support the learning goal ($M=4.52$, $SD=0.61$).

Overall, the level of challenges met by the language teachers during the new normal situation in education in terms of Delivery of Instruction was very high. The Mean of 4.63 indicates that the current trend in education affects the delivery of instruction of the English Language Teachers as reflected by the overall mean. The learning modalities in the new normal setting has challenged the teachers not only in employing strategies and techniques to help the students learn, but also in giving directions and feedbacks to learners.

Bates and Galloway (2012) supported the findings that although online methods may be an efficient method of delivering content, they are not particularly effective in promoting active learning and interest of students. Similarly, Boonmak et al. (2015) noted that even if teaching online can also be done through social media platforms, especially when a learning management system (LMS) is not available, it can still be taxing for some teachers, especially those who do not have online pedagogy skills. Apart from making the teaching materials suitable for online teaching and learning, teachers may also face the dilemma of teaching methodology and strategy to employ online.

Table 3. Level of Challenges Met by the Language Teachers During the New Normal Situation in Education in terms of Time Constraint

STATEMENT	MEAN	SD	REMARKS
1. I do not start and end my class on time.	4.24	0.85	Highly Challenging
2. I do not make sure that I am always available when my students wish to clarify something.	4.38	0.60	Highly Challenging
3. I do not allow students to learn at their own pace.	4.34	0.63	Highly Challenging
4. I do not strictly implement deadlines.	3.90	0.81	Challenging
5. I exercise my right to disconnect after work hours.	3.38	1.03	Neutral
6. I do not feel pressured at work since the covid19 pandemic.	3.64	1.14	Challenging
7. During the pandemic, my time available to spend on leisure activities is not reduced.	4.20	0.88	Highly Challenging
Overall Mean = 4.01			
Standard Deviation = 0.83			
Verbal Interpretation = Challenging			

Table 3 illustrates the level of challenges met by the language teachers during the new normal situation in education in terms of Time Constraint.

The teachers find it very challenging to be always available when their students wish to clarify something ($M=4.38$, $SD=0.60$). They likewise find it very challenging to allow students to learn at their own pace ($M=4.34$, $SD=0.63$). The teachers were also challenged in implementing deadlines ($M=3.90$, $SD=0.81$). On the other hand, the teachers do not feel pressured at work during the pandemic ($M=3.64$, $SD=1.14$), and they were somehow challenged in exercising their rights to disconnect after work hours ($M=3.38$, $SD=1.03$).

Overall, the level of challenges met by the language teachers during the new normal situation in education in terms of Time Constraint was high. The Mean of 4.01 indicates that time management during the pandemic was challenging among the respondents. It can be seen from the result that the teachers have difficulties in making themselves available in entertaining inquiries from students even after working hours. Teachers were also challenged in conducting classes on time especially those who are handling modular distance learning modality. They likewise find it very difficult to implement deadlines as there are safety standards and protocols to be observed and followed in today's new normal setting in education.

This is supported by the study of Lizana, et.al. (2021) which argue that teachers worked more hours during the pandemic than before, consequently presenting an increased risk of lower mental health quality. Similarly, Cengizhan, (2021), in the final finding of his research, from the opinions obtained on determining whether time is managed effectively in the COVID-19 process two themes emerged; falling and not falling into time traps. The majority of the participants stated that they could not manage time effectively in this process and that they fell into time traps related to social media, excessive hygiene, online shopping, computers, movies and TV series, unnecessary works, unsuitable studying environment, excessive communication and excessive use of mobile phones.

Table 4 illustrates the level of challenges met by the language teachers during the new normal situation in education in terms of Assessment of Learning.

The teachers find it very challenging to make changes in the assessment of learning when it comes to students' different access to technology (including reliable Internet) ($M=4.54$, $SD=0.54$). The teachers were highly challenged in making changes in the assessment of learners in terms of their ability to learn in their remote environment ($M=4.48$, $SD=0.54$). Moreover, teachers find it very challenging to makes changes in the timing of submission ($M=4.38$, $SD=0.70$), and they were highly challenged by the assessment-related changes undertaken to address students' needs ($M=4.38$, $SD=0.57$).

Table 4. Level of Challenges Met by the Language Teachers During the New Normal Situation in Education in terms of Assessment of Learning

STATEMENT	MEAN	SD	REMARKS
1. Assessment-related changes were not undertaken to address student needs.	4.38	0.57	Highly Challenging
2. Equity concerns drove the decisions not to make changes.	4.32	0.59	Highly Challenging
3. Concerns about students' differential access to technology (including reliable Internet) were not the determining factors in making changes.	4.54	0.54	Highly Challenging
4. Concerns about students' ability to learn in their remote environments drove decisions not to make changes.	4.48	0.54	Highly Challenging
5. Students were not invited to identify needs (via survey, focus group, phone calls, etc.) prior to decisions being made	4.40	0.70	Highly Challenging
6. Information gathered from students did not influence decisions on what to change	4.36	0.66	Highly Challenging
7. Changes to timing of submission are not considered.	4.38	0.70	Highly Challenging
Overall Mean = 4.41			
Standard Deviation = 0.62			
Verbal Interpretation = Highly Challenging			

Overall, the level of challenges met by the language teachers during the new normal situation in education in terms of Assessment of Learning was very high. The overall Mean of 4.41 implies that the situation brought by the pandemic has challenged teachers in assessing students' learning. The teachers find it very challenging to make necessary changes in the assessment of learning in the new normal setting in education. It is evident that concerns about students access to technology, their ability to learn in their remote environments, and information gathered from them were not factors considered in making changes in the assessment of learning.

The result of this study is supported by Basilaia & Kvavadze, (2020) which argue that depending on the course nature and the assessment type, applying assessments and evaluation online is a challenging task. So, teachers have forced to change their assessment types to fit the online mode. Likewise, in the study of teachers' perceptions of assessment and alternative assessment in the classroom by Sulaiman et al. (2019), they concluded that to assess students' knowledge and skills, teachers need to implement several assessment instruments such as writing test, project, assignment, simulation, portfolio, journal, exhibition, observation, interview, oral exam, and peer evaluation.

Table 5 illustrates the level of opportunities of the language teachers during the new normal education in terms of professional growth and research engagement.

The teachers strongly agree that attending virtual seminars for additional learning (M=4.66, SD=0.48); participating in workshops on subject matter or methods and other educational related topic (M=4.52, SD=0.58); participating in network of teachers for professional development (M=4.56, SD=0.58); and engaging in informal dialogue with colleagues on how to improve teaching (M=4.42, SD=0.64) are opportunities for them during the pandemic. They also agree that mentoring and/or peer observation (M=4.16, SD=0.91); reading professional literatures (M=4.14, SD=0.70); and enrolling/finishing a degree program (M=4.00, SD=1.23) are huge aids in professional growth and development.

Table 5. Level of Opportunities of the Language Teachers During the New Normal in Education in terms of Professional Growth and Research Engagement.

STATEMENT	MEAN	SD	REMARKS
1. I participate in workshops/courses on subject matter or methods and/or other education-related topics.	4.52	0.58	Strongly Agree
2. I attend virtual seminars for additional learning.	4.66	0.48	Strongly Agree
3. I participate in a network of teachers formed specifically for the professional development of teachers.	4.56	0.58	Strongly Agree
4. I do mentor and/or peer observation and coaching, as part of a formal school arrangement	4.16	0.91	Agree
5. I engage in informal dialogue with my colleagues on how to improve my teaching	4.42	0.64	Strongly Agree
6. I read professional literature (e.g. journals, evidence-based papers, thesis papers)	4.14	0.70	Agree
7. I am finished/am enrolled in a degree program	4.00	1.23	Agree
8. I believe that research engagement improves teaching functions of teachers.	4.42	0.61	Strongly Agree
9. Teachers' heavy workloads, time, financial capability, research technical know-how are factors affecting their engagement in research	4.62	0.49	Strongly Agree
10. Teachers feel fulfilled and proud when their research works were finished and validated	4.62	0.53	Strongly Agree
Overall Mean = 4.41			
Standard Deviation = 0.74			
Verbal Interpretation = Very High			

Overall, the level of opportunities met by the language teachers during the new normal situation in education in terms of Professional Growth and Research Engagement was very high. This means that professional growth and research engagement is perceived by the respondents as an opportunity during the pandemic as reflected by the mean score. Especially attending virtual seminars as there are lots of learning that can be gathered through virtual seminars. Given the situation in education, the respondents also find it more comfortable to participate in a network of teachers formed for professional development. Through this, teachers get to share strategies and techniques in teaching especially in the new situation in education. Also, it can be inferred that research engagement is an opportunity for teachers during the pandemic. Although there are factors that affect the research engagement of teachers, still they see it as an opportunity to develop and improve their teaching functions.

Cochran-Smith, (2015) supports the study by stating that research and quality teaching are not contradictory roles. Research has the potential to support teaching. Similarly, Vazquez, (2018) stressed some advantages of being a teacher-researcher includes privilege access to real life data (reliable, and realistic solution to problems), possibility to adopt multi-functional approach (changing roles), continuing professional development (always updated), and direct benefits on the teaching practice, on institutions and society.

Furthermore, the result is supported by the findings of Huck and Zhang, (2021) that teachers felt most confident in their remote teaching skills with pre-established scheduled professional learning networks and collaboration with colleagues, supportive school leadership, technology help, and meaningful professional development. Likewise, King (2016) claimed that professional development helps teachers meet all student needs in an equitable fashion, which is likely to enhance student achievement.

Table 6. Level of Opportunities of the Language Teachers During the New Normal in Education in terms of Skills Development

STATEMENT	MEAN	SD	REMARKS
	N		S

1. Training is being provided in this period of the COVID-19 pandemic.	4.50	0.65	Strongly Agree
2. Online guides or manuals in support to teaching are provided.	4.40	0.64	Strongly Agree
3. Teachers are encouraged to participate in training/seminars.	4.64	0.48	Strongly Agree
4. Teachers develop and employ the tools and resources to increase distance learning.	4.50	0.54	Strongly Agree
5. Personal development grant applications are offered to teachers for deployment of online training to complement their support on the use of digital tools and on providing best practices for teaching remotely.	4.10	0.76	Agree
6. Socio-emotional monitoring and psychosocial support is provided to ensure teacher wellbeing and avoid burnout.	4.08	0.88	Agree
7. Teachers use online collaboration tools to support classes and exchange information	4.46	0.50	Strongly Agree

Overall Mean = 4.38

Standard Deviation = 0.67

Verbal Interpretation = Very High

Table 6 illustrates the level of opportunities of the language teachers during the new normal education in terms of skills development. The respondents strongly agree that; participation of teachers in training/seminars ($M=4.64$, $SD=0.48$); provision of training in this period of the COVID-19 pandemic ($M=4.50$, $SD=0.65$); provision of online guides or manuals in support to teaching ($M=4.40$, $SD=0.64$); online collaboration of teachers on the use of tools to support classes ($M=4.46$, $SD=0.50$); development and employment of teachers of the tools and resources to increase distance learning ($M=4.50$, $SD=0.54$) are opportunities for teachers during the new normal situation in education. Likewise, the teachers agree that professional development grant applications are offered to teachers to support them in their teaching ($M=4.10$, $SD=0.76$), and socio-emotional monitoring and psychosocial support is provided to ensure teacher wellbeing and avoid burnout ($M=4.08$, $SD=0.88$).

Overall, the level of opportunities met by the language teachers during the new normal situation in education in terms of Skills Development was very high. The overall Mean of 4.38 indicates that skills development is perceived by the teachers as an opportunity during the pandemic. This means that the respondents were able to enhance and develop their skills during the pandemic, and that, institutions have been providing assistance to teachers. Other than having this skills development for self-growth, this is also to cope up with the current situation in education.

Rasmitadila, et.al. (2020) claimed that it may be useful to provide applied training opportunities for instructors regarding the technologies used in distance education, because increasing the competences and experiences of instructors will positively affect their attitudes.

Table 7 presents the significant relationship between the challenges and opportunities of the English Language Teachers during the new normal situation in education. Specifically, it presents the significant relationship of ICT literacy, delivery of instruction, time constraint, and assessment of learning with the professional growth and research engagement and skills development of the teachers.

The ICT literacy challenges have a moderate and positive relationship with professional growth and research engagement ($r=0.485$, $p=0.024$) and Skills Development ($r=0.406$, $p=0.029$) of the teachers. This is evident from the computed r values that are greater than the significance alpha 0.05 to which the significance is implied by the p -values that were less than 0.05.

Similarly, delivery of instruction is observed to have a strong and positive relationship with professional growth and research engagement ($r=0.694$, $p=0.017$) and a moderate positive relationship with Skills Development ($r=0.466$, $p=0.024$) of the teachers. This is also suggested from the computed r values that are greater than the significance alpha 0.05 to which the significance was implied by the p -values of 0.000 and 0.001.

Moreover, Assessment of Learning is observed to have a strong and positive relationship with professional growth and research Engagement ($r=0.616$, $p=0.019$) and a moderate positive relationship with Skills Development ($r=0.534$, $p=0.021$) of the teachers. This is also implied from the computed r values that are greater than the

significance alpha 0.05 to which the significance was implied by the p-values of 0.000 which was less than 0.05. A positive relationship also exists between time constraint and professional growth and research engagement ($r=0.036$, $p=0.089$). All these correlations are significant.

However, no significant correlation with skills development ($r=0.026$, $p=0.448$) of the teachers. This is because the results failed to meet the requirements for significance.

Table 7. Significant Relationship between the Challenges and Opportunities of the English Language Teachers During the New Normal Situation in Education

Challenges	Opportunities	Computed r-value	Strength	p-value	Analysis
ICT Literacy	Professional Growth and Research Engagement	0.485	Moderate	0.024	Significant
	Skills Development	0.406	Moderate	0.029	Significant
Delivery of Instruction	Professional Growth and Research Engagement	0.694	Strong	0.017	Significant
	Skills Development	0.466	Moderate	0.024	Significant
Time Constraint	Professional Growth and Research Engagement	0.036	Weak	0.089	Significant
	Skills Development	0.026	Very Weak	0.448	Not Significant
Assessment of Learning	Professional Growth and Research Engagement	0.616	Strong	0.019	Significant
	Skills Development	0.534	Moderate	0.021	Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the challenges and opportunities of the English language teachers during the new normal situation in education” is rejected. Hence, this calls for the acceptance of the alternative which incites that there is a significant relationship between the two. The overall result posits that during the pandemic, a lot of challenges were met by teachers. Although teachers have knowledge and skills with regards to the academic content, learning targets, or behaviors they strive to help students master, and a collection of approaches and strategies that have been successful in a traditional in-person setting, most do not have a vast collection of pedagogical knowledge and skills to apply to distance learning as the mode of instruction of content and behaviors. The move to remote learning challenged teachers immensely as they were forced to adjust in a short period of time. However, the challenges met by the teachers paved way to enhance and develop their skills through the opportunities that were given to them by their respective support systems.

The same result was reported by Dayagbil et. al, (2021), that the teaching-learning process requires an active engagement of the faculty. They are the drivers of the learning process and the success of the learning outcomes would partially depend on their extent of active participation as facilitators, mentors, or coaches to the learners. Similarly, Kaden (2020), reported in his study that teachers’ experiences include increased workload,

surprise at the complexity of online teaching, difficulty in selecting content to teach, and struggle to engage students and assess learning.

Additionally, Baird (2020), found out that administrators faced the difficulties in supporting teachers who were experiencing loss, anxiety, uncertainty, and frustration. Recognizing the need to care for educators as paramount to their ability to care for students, some principals focused on reminding their teachers of the importance of self-care, establishing a daily routine, and the opportunity to be creative in their approach to distance teaching. He also explained how district leaders and school principals had little to no training in managing an educational setting amidst a pandemic, they turned to a focus on supporting teachers and allowing them flexibility in their approach.

Summary

The objective of this study was to determine the relationship between the challenges and opportunities met by English Language teachers of Pedro Guevara Memorial National High School Sta. Cruz, Laguna and Don Manuel Rivera Memorial Integrated National High School Pila, Laguna during the pandemic. Specifically, It sought answers to the following questions: (1) What is the mean level of the challenges met by the Language teachers during the new normal situation in education in terms of: 1.1. ICT literacy? 1.2. Delivery of instruction? 1.3. Time constraint? 1.4. Assessment of learning? (2) What is the mean level of the opportunities of the Language teachers during the new normal in education in terms of: 2.1. Professional growth and Skills development? 2.2. Research Engagement? and (3) Is there a significant relationship between the challenges and opportunities of the English language teachers during the new normal situation in education?

The descriptive method of research was used to determine the relationship between the challenges and opportunities met by English Language teachers of Pedro Guevara Memorial National High School and Don Manuel Rivera Memorial Integrated National High School during the pandemic.

Purposive sampling technique was used in this study. The participants were the English Language Teachers at Pedro Guevara Memorial National High School in Santa Cruz, Laguna (43) and teachers at Don Manuel Rivera Memorial Integrated National High School in Pila Laguna (9), for the academic year 2021-2022.

Questionnaire checklist through Google Forms was utilized to gather data. Mean was used to determine the level of challenges and opportunities met by the respondents. Pearson Product – Moment Correlation was used to show the relationship between the challenges and opportunities of the language teachers during the covid19 pandemic.

Based on the data gathered, organized, and analyzed, the following are the findings of the researcher:

1. In terms of the challenges, ICT Literacy attained a mean score of 4.25 and a standard deviation of 0.86 with a verbal interpretation of “Highly Challenging”; Delivery of Instruction attained a mean score of 4.63 and a standard deviation of 0.57 with a verbal interpretation of “Highly Challenging”; Time Constraint attained a mean score of 4.01 and a standard deviation of 0.83 with a verbal interpretation of “Challenging”; and Assessment of Learning attained a mean score of 4.41 and a standard deviation of 0.62 with a verbal interpretation of “Highly Challenging”.

2. In terms of the opportunities, Professional Growth and Research Engagement attained a mean score of 4.41 and a standard deviation of 0.74 with a verbal interpretation of “Very High”, and Skills Development attained a mean score of 4.38 and a standard deviation of 0.67 with a verbal interpretation of “Very High”.

3. In terms of the relationship between the challenges and opportunities, (a) ICT literacy challenges have a moderate and positive relationship with professional growth and research engagement ($r=0.485$, $p=0.024$) and Skills Development ($r=0.406$, $p=0.029$) of the teachers”; (b) delivery of instruction is observed to have a strong and positive relationship with professional growth and research engagement ($r=0.694$, $p=0.017$) and a moderate positive relationship with Skills Development ($r=0.466$, $p=0.024$) of the teachers; (d); assessment of learning is observed to have a strong and positive relationship with professional growth and research engagement ($r=0.616$, $p=0.019$) and a moderate positive relationship with skills development ($r=0.534$, $p=0.021$) of the teachers; (e) there is a significant correlation exists between time constraint and professional growth and research engagement ($r=0.036$, $p=0.089$) (f) and no significant correlation between time constraint and skills development ($r=0.026$, $p=0.448$) of the teachers.

Conclusion

Based on the gathered data, there was a significant relationship between the challenges and opportunities met by the English Language Teachers of Pedro Guevara Memorial National High School and Don Manuel Rivera Memorial Integrated National High School during the new normal situation in education. It shows that the null hypothesis stating that “there is no significant relationship between the challenges and opportunities of the English

language teachers during the new normal situation in education” has been rejected. Hence, this calls for the acceptance of the alternative which incites that there is a significant relationship between the two.

Recommendations

Based on the findings made, the following were hereby recommended:

1. Curriculum Planners may conduct strategic scenario analysis for best possible and worst scenarios especially in areas where development or amendment is needed.
2. School administrators and school heads may conduct seminar workshops from time to time in order to update and enhance the knowledge and skills of teachers especially in ICT.
3. Deped Officials and Policy Makers are encouraged to allocate funds to provide all the necessary gadgets and materials in order to cope up with new normal situation in education.
4. School heads may provide support system that could help teachers in dealing with the challenges, not only in terms of knowledge and skills but also in terms of emotional aspect.
5. Future researchers may conduct similar studies having separate respondents; i.e. online teachers and teachers in the modular distance learning modality.

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