Experiences of araling panlipunan teachers towards the delivery of instruction in new normal

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Abstract

The study aimed to determine experiences of Araling Panlipunan teachers toward the delivery of instruction in new normal in Magdalena Integrated National High School in Magdalena District, Division of Laguna.

Specifically, the study attempted to answer the questions;1. What were the experiences of Araling Panlipunan teachers towards the delivery of instruction before, during and after the implementation of new normal education setting?2. What were teachers' experiences in their teaching process including their lesson planning, implementing lesson, and evaluating their learners?3. What were the teachers experience in terms of their psychological aspects specifically in locus of control and motivation in teaching?4. What were the teacher experiences in social aspect when it comes to interaction and social context with their learners despite the new normal delivery of instruction?

A phenomenological study that used to determine the analysis of the experiences of Araling Panlipunan teachers towards the delivery of instruction in new normal. Which was the researcher employed the semi-structured interview to the teachers. Total respondents for this qualitative research were five (5) Araling Panlipunan teachers in Magdalena Integrated National High School.

Based on the gathered data of this study, the following findings were analyzed: 1. The experiences of Araling panlipunan teachers during the implementation of the delivery of instruction in new normal are culture shock, physical health risk and financial issue. 2.The experiences of Araling Panlipunan teachers in their teaching process including their lesson planning, implementing lesson, and evaluating their learners are meagerness. 3. The experiences of Araling Panlipunan teachers in terms of their psychological aspects specifically in locus of control and motivation in teaching are lackadaisical, distrait and volition in teaching. 4. The experiences of Araling Panlipunan teachers in social aspect when it comes to interaction and social context with their learners despite the new normal delivery of instruction are the limited interaction and online context. The analyzed data signifies that the experiences of Araling Panlipunan teachers towards the delivery of instruction in new normal has significant impact from different aspect.

The researcher concluded that most of the answers of the participants were a learned experienced from the sudden transition of educational setting. And the delivery of instruction in new normal create a huge challenge that transact their personal volition in teaching. However, this study must serve as an eye opener to everyone that teachers also a human who faces same challenges to all the people and they are really working hard to fulfill their duty as a teacher especially in this kind of challenge. Hopefully this research contributed to an understanding of the experiences of teachers towards to the delivery of instruction in new normal.

Based on the results of the study, the following were recommended: 1. The government must also focus to the teachers' necessities when it comes in teaching needs/materials. 2. Department of education must have a contingency plan for the readiness in any challenge that will come. 3. School administration shall deepen their weekly psychological test and may implement the project proposal entitled Workplace Wellness Program for the Teachers

1. Main text

Introduction

*"*One must know how to adjust to the changes and that despite the many uncertainties, teacher   and parents must turn them into opportunities that will help continue achieving the United Nation's Sustainable Development Goal 4, which is "quality education"--*even amidst the pandemic."*
-(Scoular, 2019)

Learners are used to learning at school, face-to-face with teachers in the delivery of lessons; therefore, the learners grasp the lesson of the day. However, changes arise because of the pandemic, in which learners remain at home to prepare their lessons with the aid of their learning facilitators. The changes that are taking place directly impact the delivery of the learning.

Teachers cannot teach the lesson the way they used to teach and most parents prefer written modules as an effective way of learning. Teachers' function is typically limited to planning modules, distributing and retrieving modules, answering parents' questions, and correcting learners' responses. Based on these, there is no contact with the learners. Without a teacher, the learners study their lessons all by themselves.

Teachers face difficulties under the new normal education system. These problems include teaching the learners when it is difficult for teachers to reach out to all the learners at home, even when teachers use different communication forms.

As schools have been closed to cope with the global pandemic, students, parents, and educators around the globe have felt the unexpected ripple effect of the pandemic. While governments, frontline workers, and health officials are doing their best to slow down the outbreak, education systems are trying to continue imparting quality education to all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and cannot engage productively. The best practices for online homeschooling are yet to be explored (Petrie, 2020).

The study analyzes the experiences of Araling Panlipunan teachers in delivering instruction amidst the sudden transition in the educational setting during this tumultuous time. This study was conducted in the Division of Laguna during the School Year 2021-2022.

Background of the Study

Gone are the days of traditional classrooms and face-to-face learning. As the pandemic changed our lives, the demand for more flexible learning opportunities also increased. To address this growing necessity, schools all over the Philippines shifted to distance learning. In this remote learning method, students do not need to attend lectures and can study at their own pace. Keep reading more about this setup and its difference from online learning. This study also discussed the pros and cons and list tools and resources that can be used during the pandemic.

Sir Isaac Pitman provided the first distance education course in the modern sense in the 1840s. He taught a system of shorthand by mailing texts transcribed into shorthand on postcards and receiving transcriptions from his students in return for correction. The element of student feedback was a crucial innovation of Pitman's system. This scheme was made possible by introducing
uniform postage rates across England.

Though there are numerous examples of the usage of machines and tools in education throughout history, e-learning in the modern sense of the term is a relatively new concept. Slide projectors and television-based classes have been in use since the 1950s. However, one of the first instances of online learning in the world

can be traced back to 1960, at the University of Illinois, USA. Though the internet was not invented back then, students began learning from computer terminals interlinked to form a network.

The negative portrayal of teachers in the media has significantly impacted teachers' well-being. It is considered a potential threat to teachers' ongoing recruitment and retention. Many teachers have felt unsupported by the government throughout this crisis, finding communication unclear and inconsistent. They would like concise, consistent, and timely guidance in the future, including a clear plan to follow. Teachers called for more collaboration between policymakers and practitioners, with teachers' views being valued and trusted, and would like to see a better public understanding of what teaching entails, leading to a more supportive and positive image of the profession.

Theoretical Framework

Experience, as treated by Vygotsky, is unlike the common use of the term referring to participation in events or activities and, in the process, having certain feelings. Instead, experience is a category of thinking, a minimal unit of analysis that includes people (their intellectual, affective, and practical characteristics), their material and social environment, their transactional relations (mutual effects on each other), and affect. Thus, experience is not concealed within individuals but extends in space and time across individuals and settings during temporally unfolding societal relations, which are perfused with affect (Vygotskij, 1935/2001).

Coming to grips with what it means to have an experience implies providing an account of how societal events, including school science lessons, are produced in ongoing society-specific interactional forms and how these events give rise to social interaction. To this end, there is a need to theorize experience, not as a synchronic category, an entity that can be named before its course has reached an end. It must be considered an unfolding unit that encompasses change itself, rather than changes being an external factor causing or affecting experience.

This study is also anchored on Somonson's (2015) distance education theory. Simonson theorized that if distance learning is to be successful, then the learning must be equivalent to learning in a traditional setting. Learning will always vary among individuals, whether physically sitting next to each other or communicating solely through the internet. Everyone integrates new knowledge into their existing schema differently. Simonson's basic premise is that if the learning experiences are not identical, because that is not possible for unique humans, but instead learning course midway into a traditional course with little if any lacking knowledge. However, this does not mean that the two courses should be identical. Instead, the distance course needs to be specially designed so that the learning experience is, in fact, equivalent to the traditional course.

Constructivist learning theory refers to continually building knowledge and skills from experiences. Learning, for an educator, results from daily experiences and interactions in the school setting. Teachers continually construct their knowledge of teaching and learning and abilities as educators through their experiences as one.

This process may be very intentional or more intuitive. Nevertheless, as Dewey (1938) points out, "No experience is educative that does not tend both to the knowledge of more facts and entertaining of more ideas and to a better, a more orderly, arrangement of them" (p. 82). Bruner (1985) emphasizes that learning and building knowledge requires some organizing of experiences. He purports that learning dynamics involve a preconceived yet often unconscious set of rules about how the world operates. Hence, constructing learning involves an "unstable equilibrium between assimilating experience to the rules and accommodating the rules to experience," which then demands to be arranged and made available (p. 7). As applied to this study, constructivist theory supports the notion that teachers attempted to draw on the rules that had guided their practice prior to the disruption of the pandemic. However, as the rules had changed so quickly and drastically, they were forced to accommodate and adapt to some new rules surrounding the novel experience of distance teaching and learning.

Conceptual Framework

The illustration represents the research paradigm that was used in the study. The figures showed how the researcher visualized the process upon exploring the experiences of Araling Panlipunan teachers regarding the delivery of instruction in the new normal, this includes the Data gathering procedure using the Colaizzi's method to know the experiences of Araling Panlipunan teachers
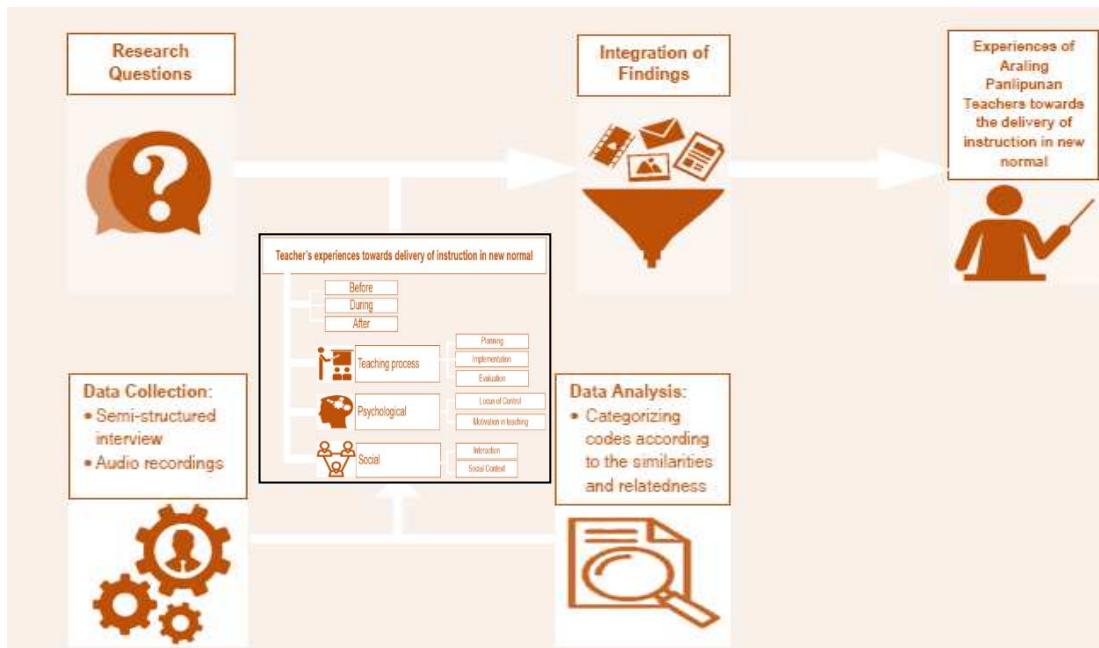

Fig. 1. Research Paradigm

Research Design

This study used a phenomenological study used to determine the analysis of the experiences of Araling Panlipunan teachers towards the delivery of instruction in new normal. The researcher employed the semi-structured interview to the teachers.

This phenomenological study sought to understand the experiences of teachers as they made decisions regarding content, activities, and assessment when forced to transition to distance learning amidst the COVID-19 / Coronavirus pandemic. As defined by Van Manen and Adams (2010), "The phenomenological attitude comprises a fascination with the uniqueness, the particularity of an experience or phenomenon" (p. 449). Not only was I intrigued by the uniqueness of the total educational disruption caused by the pandemic, but also of great interest were the unique and experiences of educators living and operating within that disruption. A qualitative research approach that helps in describing the lived experiences of an individual is known as phenomenological research. The phenomenological method focuses on studying the phenomena that have impacted an individual. This approach highlights the specifics and identifies a phenomenon as perceived by an individual in a situation. It can also be used to study the commonality in the behaviors of a group of people.

Phenomenological research has its roots in psychology, education and philosophy. Its aim is to extract the purest data that hasn't been attained before. Sometimes researchers record personal notes about what they learn from the subjects.

Results and Discussion

This research was an explanatory and contextualized qualitative study. The researcher used the Collaizi's method to achieve the objectives of the study. Five (5) teachers teaching Araling Panlipunan in four (4) different grade level in Magdalena Integrated National High School were selected as the participants in semi-structured, open, qualitative interviews. This research presented the experiences of Araling Panlipunan towards the delivery of instruction in new normal setting. Through an in-depth analysis, researcher found out that the sudden transition in tumultuous times create a culture shock to all the people specially in field of teaching.

The experiences of Araling Panlipunan teachers towards the delivery of instruction before, during and after the implementation of new normal education setting results to defiance. They faced culture shock because of sudden transition of new normal education setting because this set up is new for them and it was not a blink-eyed adaptation. Araling Panlipunan teachers also experienced a risk in their physical health because of required home visitation for learners and due to the threat of pandemic, they are still worried that they may carry the virus anytime if they are exposed to the field. And lastly, they are worried for their learners who are financially unstable because due to conformity in new modality where needed a gadgets and internet connection.

In the teaching process of Araling Panlipunan, teachers have various experiences in lesson planning, implementation of lessons, and evaluation of the learners. They can only plan the lessons (weekly home of learners learning plan) and implement the lessons via the preferred modality of school, and the evaluation which may also post a question as to which one to be graded, is it the quality of work/output or the effort of the learners. At the time of delivery of instruction in the new normal, they experienced limitations in the teaching process.

Psychologically, the Araling panlipunan teachers experienced the effect of the pandemic on mental health. Most experienced distrait and lackadaisical in their locus of control. However, the motivation in teaching Araling panlipunan teachers rose their volition. This only explains the resiliency of Araling panlipunan teachers towards the sudden transition of the educational setting, specifically in the delivery of instruction.

The social aspect of teachers in interacting and socializing with the learners only occur online. This explains that the interaction is limited because they can only talk online, and not all of the learners can afford to have an internet connection. Furthermore, online context is their only way to communicate. It prevents learners and teachers from effective socializing as a result of no personal attachment between them because they can only socialize online regarding the delivery of instruction in the new normal.

Conclusion

The pandemic crisis has impacted not only the economic, psychological, and social aspects of the world but also the educational sector to a great extent. Pandemic led to school closures, and eventually, the traditional delivery of instruction in education has been transformed. In turn, learning spaces were reorganized. The researcher concluded that most participants' answers were learned and experienced from the sudden transition to the educational setting. Moreover, delivering instruction in the new normal creates a considerable challenge that transacts their volition in teaching. However, this study must serve as an eye-opener to everyone that teachers are also humans who face some challenges like all the others. They are working hard to fulfill their duty as a teacher, especially in this kind of challenge. Hopefully, this research contributed to an understanding of teachers' experiences regarding the delivery of instruction in the new normal.

Recommendations

Based on the findings and conclusion drawn, the researchers made the following recommendations.
1. The government shall also focus on the teachers' necessities regarding teaching needs/materials.
2. The psychological group from the Department of Education can view the findings and results of this study as a basis to understand more and prescribe proper solutions for the proper mental health of the teachers.

3. School administration shall deepen their weekly psychological test and may implement the project proposal entitled Workplace Wellness Program for the Teachers.
4. Araling Panlipunan teachers shall be aware and conscious of their mental health.
5. A follow-up study about the experiences of teachers' overall experience in this challenge from before, during, and after the pandemic may be conducted.

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