NEW NORMAL EDUCATION ON THE TEACHERS' SKILLS IN MANAGEMENT

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Abstract

This study was conducted to find out the effect of New Normal Education which was described in terms of online and distance learning on teachers' skills in management as to soft and hard skills. Specifically, it aimed to determine the extent of new normal education as to online distance learning in terms of computer competency, virtual classroom behavior management and web resources utilization; and the extent of new normal education as to modular distance learning in terms of lack of communication, learning materials and time management. It also sought to find out the level of teachers' soft skills in management relative to adaptability/flexibility, communication, conflict resolution, creativity, critical thinking, emotional intelligence and problem solving; and the level of teachers' hard skills in management relative to multitasking, social media management and video production. Also, it sought to determine the significant effect of new normal education as to online distance learning and modular distance learning to teachers' soft and hard skills in management.

The results of the study implied that out that the extent of new normal education as to online learning in terms of computer competency and virtual classroom behavior management was to a very great extent while the extent of new normal education as to online distance learning was to a great extent. Moreover, the extent of new normal education as to modular distance learning in terms of lack of communication, learning materials and time management were remarked as to a very great extent.

The level of all the teachers' soft skills in management were remarked to a very great extent except creativity which was to a great extent. The level of teachers' hard skills in management in terms of multitasking as well as social media management was to a very great extent while video production was to a great extent.

The study revealed that new normal education as to online and modular distance learning in terms of computer competency had no significant effect of teachers' soft and hard skills. Moreover, virtual classroom behavior management showed no significant effect on teachers' soft and hard skills in management. In addition, there is a significant effect on teachers' soft skills and hard skills with regards to web resources utilization. It also revealed that only time management for new normal education as to modular distance learning had significant effect on teachers' soft and hard skills in management while lack of communication and learning materials had no significant effect.

The null hypotheses: new normal education as to online distance learning has no significant effect on teachers' soft and hard skills in management; and new normal education as to modular distance learning has no significant effect on teachers' soft and hard skills in management were partially accepted.

Based on the aforementioned conclusions of this study, it is recommended to establish clear procedures and routines at work that may prevent many problems with time management which enables teachers to be productive, effective and efficient.

Keywords: New Normal Education; Online Distance Learning; Modular Distance Learning; Teachers' Skills in Management; Soft Skills; Hard Skills

1. Main text

Introduction

In December 2019, scientists identified an infectious disease caused by a novel coronavirus (Sunarpi, 2020; Paramita & Putra, 2020; Toresano, 2020). Few months later, World Health Organization (WHO) declared COVID-19 a global pandemic as it rapidly spread around the world and caused huge disruptive effects on normal life, and even on the education system (Santoso & Santosa, 2020). UNESCO stated that more than 188 countries had implemented nationwide university and school closures to contrast the spread of the disease. As a result, educational institutions have transitioned from having face-to-face classes to distance learning modalities.

Distance learning is a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote with each other during the instruction. According to Santani (2020), teaching and learning activities in the past were conducted face-to-face, but presently, all learning activities are undertaken online and modular. Aside from Santani, Besides, Rosali (2020) also revealed the same thing. These are the so-called Online Distance Learning (ODL) and Modular Distance Learning (MDL). These are widely adopted and referring to as "new normal education" to ensure that the needs of the learners are not neglected and learning amidst pandemic continues. According to Teacher Readiness on Distance Learning conducted by the department of education on April, 2020, out of 639, 329 teachers surveyed, only 63, 416 or 9% of the teachers have undergone training on distance learning.

The adoption of these learning modalities has great impact on the teaching-learning process and has caused so much change to the education system. Computer competency, virtual classroom behavior management, web resources utilization, lack of communication, learning materials and time management are such challenges in the new normal education which may affect teacher's skills in management.

As teachers are the hearts of school and are ones of the factors in determining school effectiveness and learning outcomes. Hence, their performance is the most crucial input in the field of education and they are perhaps the most critical components of any system in education.

The teachers themselves need to develop their skills and personality to justify their job. Soft and hard skills are very essential for effective functioning of an organization, it finds a place in all kinds of organizations including educational institutions.

It was in these premises that the researcher was motivated to find out the effect of the new normal education on the teachers' skills in management. This would help in addressing the problem and would soon lead the teachers in maintaining their high professional performance even in times of pandemic.

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Background of the Study

Education is a capable tool in empowering students' success. The goal of Philippine education is not just to mold a whole human being but also to flourish the intellectual life of the nation. Assisting learners discover their full potential in a value-driven teaching-learning environment, enable them to create their own destiny in global community.

Teachers are the forefronts of development and education services in the community. Teachers' performance stand outs as a key to effectively carry out the tasks and meets the goals of education. According to Usman, teacher is one of the determinants of the success of every education. Thus, the quality of education depends on the performance of the teacher.

Teachers have a much greater impact on kids' lives than we realize. Teachers with the right skills can inspire and affect the lives of their students. They are instruments capable of igniting powerful ideas in students and assisting them in realizing their full potential.

Teachers' skills are pivotal when working as an educator. Noe, Hollenbeck and Gerhart, 2015 refer to skills as the level of performance of an individual or the capability to do a job well which can be divided into soft and hard skills. Soft skills measure the behavioral elements and hard skills measure the technical elements. These skills help teachers keep their classroom engaging and interesting in learning.

As COVID-19 pandemic has continued to devastate around the world, these skills might have been affected as many countries' educational system have transitioned from face-to-face classes to distance learning and teachers are not used to this setting. It is widely adopted and referring to as "new normal education" to ensure that the needs of the learners are not neglected and learning amidst pandemic continues.

The Philippines is also in the process of adapting to the new normal form of education at present. To continue attaining the vision and mission which is to provide basic quality education to every Filipino learner, the Department of Education has also implemented the Distance Learning.

Distance Learning refers to a learning delivery modality, where learning takes place between the teacher

and the learners who are geographically remote from each other during instruction. It includes Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. (Quinones, 2020).

Modular and Online learning are the most popular types of distance learning in the Philippines. Learners learn through printed modules, and though synchronous and asynchronous class on different online platforms. The teachers take responsibility of monitoring the progress of the learners via calls, e-mails, text messages or chats.

Computer competency, virtual classroom behavior management, web resources utilization, lack of communication, learning materials and time management are such challenges in the new normal education which may affect teacher's skills in management.

In the District of Nagcarlan, many teachers have been still groping in the situation. Since not all teachers are tech-savvy, some have encountered difficulties in online distance learning modality. And those teachers having classes through modular distance learning modality have found it hard to communicate with some of their students living in far-flung areas. Since COVID-19 has required them to observe social distancing, home visitation has been forbidden. The only way they could communicate with each other was through the use of technology. It was also noticeable that learning materials were insufficient since all the teachers in the district needed to print modules to suffice the deficiency.

These are some challenges that motivated the researcher to conduct the study which attempted to find out the effect of the New Normal Education as to online and modular distance learning modalities on teachers' skills in management. Keeping in view such situation, it was needed to do a study about the challenges in online and modular distance learning modalities which were affecting the soft and hard skills of the teachers through survey questionnaires administered to teacher respondents in Nagcarlan District. The researcher investigated the positive measures and addressed these challenges, so that teachers would be fully equipped with the skills needed in delivering basic quality education.

Theoretical Framework

The abrupt transition of the educational system during the adoption of distance learning has been particularly difficult not just for students but also for teachers. Pogue (2012) reveals that teachers are concerned that online instruction is more time-consuming than traditional face-to-face instruction. Hodges et al, 2020 states thatS online learning is often stigmatized as a weaker option that provides lower quality quality education than face-to-face learning. They also stated that during this crisis, many teachers have had to improvise quick online learning solutions. But since there are still teachers who are tech-savvy, online learning is really a challenge to them.

Management theory (Slintak, 2019) is closely related to the study on how new normal education affects teacher's skills in management. This theory addresses how supervisors implement strategies to accomplish organizational goals wherein the study, teachers are the ones that should be aware on how they will address the challenges they were facing in the new normal education. Teachers will be able to achieve their goals through proper management and developing and utilizing their skills.

Griffin's opinion (2021) cited management as a set of actions (including planning and decision-making, organizing, leadership, and control) aimed at organizational resources with the goal of achieving the organization's goals effectively and efficiently.

Teachers are considered the leaders and managers in their classrooms. Theorists of leadership sought to identify the skills and abilities that make leaders successful. Skills theories are leader-centric, similar to trait theory, and focus on what attributes in leaders make them effective. Katz's three-skill theory is one of the theories that emerge from a skills approach.

Effective leadership, according to the three-skill method, requires three skills: technical, human, and conceptual. Technical ability refers to mastery of a given task or activity. Working with individuals is referred to as human skill, whereas working with big concepts and ideas is referred to as conceptual competence. While all abilities are necessary for leaders, the three-skill model argued that their relevance varies depending on the organizational level of the leaders.

Human skills are important in all three levels of management. Although managers at lower levels may communicate with a far greater number of employees, human skills are equally important at middle and upper levels.

In the education system, the teachers are in the middle management in which all the three skills are equally important to be effective and efficient. Soft skills such as creativity, critical thinking, conflict resolution, emotional intelligence and problem solving are under conceptual skills while communication falls under the human skills. Hard skills such as multitasking, social media management and video production are the technical skills relevant to teachers in the new normal education.

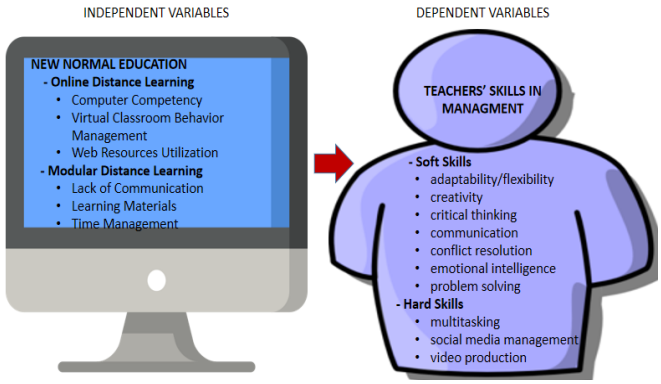
In Parson's trait and factor theory, it is possible to measure both individual skills, talents and the attributes

required in particular jobs. It also assumes that people may be matched to an occupation that fits them. As a result, if the individual's ability is suited to the job, they will perform best and be most productive.

In relation to the study, teachers can use the information from the theory to evaluate their position in the organization and determine how they can strengthen it. Skills should be used appropriately depending on the situation to enhance it. Hence, as teachers continue to improve, they will become more effective and efficient, resulting in the school's success.

This study is premised to determine the effect of new normal education as to online and modular distance learning on the teachers' soft and hard skills in management.

To give a better view of the research problem, it is presented in a paradigm form.



The Research Paradigm of the Study

The conceptual model that shows the independent variable which consists of the the challenges in the new normal education for online distance learning and modular distance learning such as computer competency, virtual classroom behavior management, web resources utilization, lack of communication, learning materials and time management. Also, the qualities of the teacher in delivering instruction such as digital appropriateness, quantity of activities, and suitability of materials. On the other hand, the dependent variable is concerned teacher's soft and hard skills such as adaptability/flexibility, creativity, critical thinking, communication, conflict resolution, emotional intelligence and problem solving, multitasking, social media management and video production.

Statement of the Problem

The primary aim of the study was to determine the effect of challenges in the new normal education and on the teachers' soft and hard skills in management. Specifically, it sought answers to the following questions:

1. What is the extent of new normal education as to online distance learning in terms of:
   1.1. Computer Competency;
   1.2. Virtual Classroom Behavior Management; and
   1.3. Web Resources Utilization?
2. What is the extent of new normal education as to modular distance learning in terms of:
   2.1. Lack of Communication;
   2.2. Learning Materials; and
   2.3. Time Management?
3. What is the level of teacher's soft skills in management relative to::
   3.1. Adaptability/Flexibility;
   3.2. Creativity;
   3.3. Critical Thinking;
   3.4. Communication;
   3. 5. Conflict Resolution;
   3.6. Emotional Intelligence; and
   3.7. Problem Solving?
4. What is the level of teacher's hard skills in management relative to:
   4.1. multitasking;

4.2. social media management; and
4.3. video production?

5. Does the new normal education for online distance learning have significant effect to teachers' soft and hard skills in management?

6. Does the new normal education for modular distance learning have significant effect to teachers' soft and hard skills in management?

Research Methodology

The descriptive method was used to determine the effect of new normal education on the teachers' skills in management.

Steven (2010) defines Descriptive Method in research as to develop, test and evaluate research instruments and methods. It explores phenomena in real life situations and uses a survey method. Common data gathering method used was questionnaire.

Forty nine (49) teachers from Crisanto Guysayko Memorial Elementary School and twenty six (26) teachers from Yukos Elementary School in the District of Nagcarlan, Laguna were used as respondents in this research.

In the questionnaire, a five-point rating scale indicated below was used to determine the extent of new normal education as to online and modular distance learning, and the level of the teachers' soft and hard skills in management.

Scale:

5	-	always observed/to a very great extent
4	-	often observed/to a great extent
3	-	sometimes observed/moderate extent
2	-	seldom observed/to a low extent
1	-	never observed/to a very low extent

In the construction of the questionnaire described above, an individual who was an expert in instructional supervision was furnished for the research instrument and for validation purposes.

After the research instrument had been validated, the researcher revised the same and incorporate the recommendations, suggestions and corrections gathered from the instructional supervision experts.

The revised version of the research instrument was submitted again to the validator to determine if improvements were correctly made, to finalize the research instrument and to get the approval if the instrument could already be used for data collection thru survey.

The researcher then proceed to the school supervisor and school heads from the selected elementary schools in Nagcarlan District, Laguna and furnished them copies of the approved letter to conduct survey as signed by the dean of the graduate school and as noted by the thesis adviser for perusal and approval of the school head. With the consent of the school heads, the researcher distributed the questionnaires to the respondents. The researcher intended to float the survey form to the teacher-respondents.

Later, the data gathered was given appropriate statistical treatment, analyzed, and interpreted.

The responses were tabulated as the basis for the statistical treatment of the data. It was done in order to determine the significant effect of new normal education as to online and modular distance learning on the teachers' soft and hard skills in management.

The researcher used Mean and Standard Deviation to answer research questions 1, 2, 3 and 4 in terms of new normal education as to online and modular distance learning, and the teachers' skills in management.

Then, the computed p-values were compared to the level of significance at 0.05 to determine the significant effect of the new normal education for online distance learning on teacher's soft and hard skills management.

Results and Discussion

Extent of New Normal Education as to Online Distance Learning

COVID 19 pandemic has ushered educational system's transition from face-to-face classes to distance learning. It is referred to as "new normal education" to ensure that the needs of the learners are not neglected and

learning amidst pandemic continues.

In this study, the researcher aimed to determine the effect of the new normal education as to online and modular distance learning on the teacher's soft skills and hard skills management and was determined by weighted mean and standard deviation.

Table 1. Extent of New Normal Education as to Online Distance Learning In terms of Computer Competency

STATEMENT	Mean	SD	Remarks
Creates a basic Word document.	4.64	0.56	Always Observed
Makes a basic Excel spreadsheet.	4.39	0.66	Always Observed
Does a simple presentation using powerpoint.	4.59	0.57	Always Observed
Sends and receives attachments through e-mail messages.	4.48	0.70	Always Observed
Uses a video conferencing tool on the Web.	4.25	0.87	Always Observed
Grand Mean	**4.47**		
Interpretation	**To a Very Great Extent**		

As seen in Table 1, the extent of online distance learning in terms of computer competency was to a very great extent supported by the grand (M=4.47). This meant that it was always observed that the teachers demonstrated the ability to utilize computer applications.

It was always observed that the teacher created a basic Word document, which gained the highest (M=4.64, SD=0.56). Similarly, teachers were always observed using a video conferencing tool on the web, obtaining the lowest (M=4.25, SD=0.87). This meant that the respondents manifested the teachers' ability in utilizing the computer and its applications to aid online distance learning.

Based on the study of Victor & Swamy (2012), the use of computers in instruction opens a modern region of information and offers an instrument that has the potential to alter a few of the existing instructive strategies. The teacher is the key to the efficient use of this resource in the educational system. It is considered that the development and competency of any teacher could be a persistent handle which is altogether associated with the quality of education.

Thus, it was very important that teachers were competent in using the computer as they were the paragon of knowledge and imparting it did not limit to chalkboards but also the presence of technology in education. Especially now that technology is taking over the world and learners are considered "Gen Z".

Table 2. Extent of New Normal Education as to Online Distance Learning In terms of Virtual Classroom Behavior Management

STATEMENT	Mean	SD	Remarks
Ensures that classroom lessons run smoothly without disruptive behavior from students.	4.21	0.66	Always Observed
Anticipates potential problems that may arise during class.	4.25	0.68	Always Observed
Orchestrates smooth transitions and continuity of classroom momentum.	4.19	0.65	Often Observed
Manages conflict when it arises.	4.27	0.68	Always Observed
Uses consistent and proactive discipline to students.	4.25	0.62	Always Observed
Grand Mean	**4.23**		
Interpretation	**To a Very Great Extent**		

Table 2 presents the extent of online distance learning in terms of virtual behavior management to a very great extent supported by the grand (M=4.23). This implied that teachers were able to manage class behaviors in a virtual classroom setup.

It was always observed that the teachers managed conflict when it arouses, which gained the highest (M=4.27, SD=0.68). Similarly, teachers were often observed orchestrating smooth transitions and continuity of classroom momentum, obtaining the lowest (M=4.19, SD=0.65).

According to Emmer & Sabornie, (2015), effective classroom management strategies are implemented to enhance

the pro-social behavior of students and increase academic engagement across all subject areas and grade levels. Therefore, it is essential for teachers to know how they could handle different behaviors in the classroom which helps them sustain an orderly environment and increase meaningful academic learning.

Table 3. Extent of New Normal Education as to Online Distance Learning In terms of Web Resources Utilization

STATEMENT	Mean	SD	Remarks
Uses web productively in interacting with others.	4.08	0.71	Often Observed
Utilizes web effectively in training and development.	4.11	0.71	Often Observed
Utilizes web efficiently to access newsgroup.	4.00	0.75	Often Observed
Uses web effectively to access reference materials.	4.05	0.77	Often Observed
Utilizes web productively in sharing and presenting information.	4.04	0.78	Often Observed
Grand Mean	**4.06**		
Interpretation	**To a Great Extent**		

It was observed that to a great extent, the teachers utilized web effectively in training and development (M=4.11, SD=0.71), used web productively in interacting with others (M=4.08, SD=0.71), effectively accessed reference materials through web (M=4.05, SD=0.77), utilized web productively in sharing and presenting information (M=4.04,SD=0.78), and utilized web efficiently to access newsgroup (M=4.00, SD=0.75).

All item indicators got a remark of Often Observed as evidenced by the overall mean of 4.06. This meant that teachers moderately utilized web resources for their development and for building a strong online presence in providing quality information.

Web resources utilization is important in online distance learning as it includes live interaction between teacher and students using specific online platforms (The Best School, 2018). Therefore, it is necessary to manage the utilization of resources in an effectual manner and ensures that the available resources are used to their maximum potential.

Extent of New Normal Education as to Modular Distance Learning

This refers to the extent of challenges encountered by the teachers in the new normal education as to modular distance learning in terms of lack of communication, learning materials and time management and its effect on the teachers' soft skills and hard skills management and was determined by weighted mean and standard deviation.

Table 4. Extent of New Normal Education as to Modular Distance Learning In terms of Lack of Communication

STATEMENT	Mean	SD	Remarks
Has contacts of all the learners.	4.35	0.71	Always Observed
Reaches learners through different platforms.	4.31	0.70	Always Observed
Responds to learners' queries.	4.53	0.62	Always Observed
Gets information from others easily.	4.25	0.68	Always Observed
Knows the performance of the learners.	4.28	0.67	Always Observed
Grand Mean	**4.34**		
Interpretation	**To a Very Great Extent**		

It was remarked as always observed that the teachers responded to learners' queries, which gained the highest (M=4.53, SD=0.62), and the item indicator with the lowest rating was on getting information from others easily (M=4.39, SD=0.715).

As gleaned in Table 4, the extent of modular distance learning in terms of lack of communication was to a

very great extent supported by the grand (M=4.34). This meant that it was always observed that the teachers did not lack communication and could acquire and relay information with ease.

In a study, Azam and Kingdon (2014) found that teachers have a significant impact on students' achievement. When it comes to students' achievement, this is a big deal. Aside from the fundamentals, the effective communication is crucial in motivating students, learning about their goals, and understanding their needs. Therefore, if communication is lacking, it will be hard to deliver quality education.

Table 5. Extent of New Normal Education as to Modular Distance Learning In terms of Learning Materials

STATEMENT	Mean	SD	Remarks
Prints modules.	4.77	0.42	Always Observed
Accesses various learning materials online.	4.48	0.62	Always Observed
Provides sufficient learning materials.	4.56	0.53	Always Observed
Supplies additional information in the modules.	4.44	0.60	Always Observed
Gives clarification on concepts.	4.55	0.50	Always Observed
Grand Mean	**4.56**		
Interpretation	**To a Very Great Extent**		

Appeared in Table 5 is the extent of modular distance learning in terms of learning materials with an interpretation of to a very great extent supported by the grand (M=4.56). This meant that it was always observed that the teachers could access and supply different learning materials.

It was always observed that the teacher printed modules, which gained the highest (M=4.77, SD=0.42). Similarly, teachers were always observed to supply additional information in the modules, obtaining the lowest (M=4.44, SD=0.60).

Study of Adeogun suggests that schools whose teachers use more instructional resources perform better than schools, whose teachers do not use instructional materials. Therefore, learning materials have a great impact on the performance of the school as they are set of resources that can be used to support effective instruction and learning. It improve students' knowledge, abilities, skills, and monitor their information assimilation, and contribute to their overall development and upbringing.

Table 6. Extent of New Normal Education as to Modular Distance Learning In terms of Time Management

STATEMENT	Mean	SD	Remarks
Has enough time for lesson planning and instructional materials preparations.	4.21	0.60	Always Observed
Meets deadlines without rushing.	4.23	0.61	Always Observed
Finishes tasks according to schedule.	4.32	0.57	Always Observed
Is aware and can track time being spent.	4.33	0.55	Always Observed
Has satisfaction with the way time is being used.	4.31	0.57	Always Observed
Grand Mean	**4.28**		
Interpretation	**To a Very Great Extent**		

The overall mean of 4.28 revealed that the teachers had a very great extent in time management. By working through time management strategies, it was conceivable to keep up with the instructive needs of each student, oversee pressing circumstances promptly and maintain a strategic distance from falling behind when unforeseen occasions happen.

It was universally acknowledged that time management was more important for teachers than any other professionals because they were in charge of the future generation. According to Horng (2013) and Master (2010),

time management is essential for teachers' effectiveness and school success. Teachers having better time management skills are more productive and efficient. Good time management is also a time management skill.

Therefore, time management is an essential tool for teachers and is one of the steps to achievement. It is necessary to manage not only the classroom but time must also be monitored.

Level of Teachers' Soft Skills in Management

Skills of a teacher is very important for an effective performance. Soft skills can be described as character traits that enhances performance. To determine the level of teachers' soft skills, weighted mean and standard deviation were used.

Table 7. Level of Teachers' Soft Skills in Management Relative to Adaptability/Flexibility

STATEMENT	Mean	SD	Remarks
Makes any situation work.	4.31	0.54	Often Observed
Changes views and accepts new ideas.	4.37	0.61	Often Observed
Prepares self to be familiarized with the unknown.	4.39	0.52	Always Observed
Sets other plans when others didn't work.	4.31	0.59	Always Observed
Handles anything that comes along.	4.29	0.46	Always Observed
Grand Mean	**4.33**		
Interpretation	**To a Very Great Extent**		

The table presents the level of teacher's soft skills in management in terms of their adaptability/flexibility. The level was remarked as to a very great extent as supported by the grand (M=4.33).

It was always observed that the teachers prepared self to be familiarized with the unknown (M=4.39, SD=0.52), set other plans when others didn't work (M=4.31, SD=0.59), and handled anything that came along (M=4.29,SD=0.46). Also, they changed views and accepted new idea (M=4.37, SD=0.61), and made any situation work (M=4.31, SD=0.54), were often observed. This revealed teachers could adapt to any change and made any objective achievable.

According to Loughland and Alonzo (2019), adaptable teachers in the classroom typically employ teaching practices that adapt to the needs of the students. Therefore, this is one important skill that a teacher must have. Being adaptable entails having faith in oneself and the ability to pivot as needed. The more adaptable you are, the better you will be able to handle adversity.

Table 8. Level of Teacher's Soft Skills in Management Relative to Creativity

STATEMENT	Mean	SD	Remarks
Creates new, unique, surprising products.	4.11	0.61	Often Observed
Finds sources of information and inspiration.	4.25	0.52	Always Observed
Uses new approach for new problems.	4.20	0.52	Always Observed
Works with inventions and innovations.	4.12	0.61	Often Observed
Creates ideas geared to the learners.	4.27	0.53	Always Observed
Grand Mean	**4.19**		
Interpretation	**To a Great Extent**		

As shown in Table 8, the level of soft skills relative to creativity was remarked as to a great extent, with the grand (M4.19). Teachers created ideas geared to the learners, obtained the highest (M=4.27, SD=0.53), they found sources of information and inspiration (M= 4.25, SD=0.52), and they used new approach for new problems (M=4.20, SD= 0.52). Otherwise, teachers were often observed working with inventions and innovations (M4.12, SD=0.61), and the item indicator with the lowest rating was on creating new, unique, surprising products (M=4.11, SD=0.61).

As stated by Afida, Aini & Rosadah, (2013), a teacher is supposed to be creative while "combines the existing knowledge with a new way that is new or unique or introduces a new process to nourish cognition to obtain a useful outcome (learning)".

Thus, it is supposed that teachers' creativity influence in the amount of their teaching's effectiveness.

Table 9. Level of Teacher's Soft Skills in Management Relative to Critical Thinking

STATEMENT	Mean	SD	Remarks
Analyzes the situation before deciding what to do.	4.39	0.59	Always Observed
Synthesizes the present ideas to be more useful.	4.28	0.53	Always Observed
Evaluates the full potential of any activities for students learning.	4.28	0.51	Always Observed
Thinks creatively beyond the presented thoughts or situations.	4.28	0.53	Always Observed
Thinks clearly and rationally about what to do or what to believe.	4.35	0.53	Always Observed
Grand Mean	**4.31**		
Interpretation	**To a Very Great Extent**		

As seen in Table 9, the level of soft skills in management relative to critical thinking was to a very great extent supported by the grand (M=4.31). This meant that it was always observed that the teachers manifested the ability to think critically.

It was always observed that they analyzed the situation before deciding what to do, which gained the highest (M=4.39, SD=0.59). Similarly, teachers were always observed evaluating the full potential of any activities for students learning, obtaining the lowest (M=4.28, SD=0.51).

Glaser, (2012), defines critical thinking as follows "The ability to think critically". It is the knowledge of the methods of logical inquiry and reasoning. Thus, it is essential for educators to be critical thinkers and use analysis and evaluation techniques to assess what they have, decide what they need, and decide when and how to assess student progress, taking into account both daily activities and long-term educational and learning goals.

Table 10. Level of Teacher's Soft Skills in Management Relative to Communication

STATEMENT	Mean	SD	Remarks
Utilizes appropriate media to enhance understanding.	4.39	0.59	Always Observed
Uses restatement and clarification in a conversation effectively.	4.32	0.57	Always Observed
Presents all information clearly, concisely, and logically.	4.29	0.51	Always Observed
Judges someone when s/he is ready to hear information.	4.03	0.73	Often Observed
Speaks clearly and professionally.	4.40	0.55	Always Observed
Grand Mean	**4.29**		
Interpretation	**To a Very Great Extent**		

The overall mean of 4.29 as shown in Table 10 revealed that the teachers had a very great extent in communication. By working through time management strategies, it was conceivable to keep up with the needs of each student, oversee pressing circumstances promptly and maintain a strategic distance from falling behind when unforeseen occasions happen.

Teacher with good communication always make the things easier and understandable. Effective communication skills are really important for them in transmitting education, classroom management and interaction with students. And to teach in accordance with the ability and capability of the students which motivates the students toward their learning process (Sng Bee,2012). Therefore, the ability to communicate effectively with students and colleagues is essential, good communication improves teams, inspires high performance and enhances the school and classroom culture.

Table 11. Level of Teacher's Soft Skills in Management Relative to Conflict Resolution

STATEMENT	Mean	SD	Remarks
Knows how to resolve conflict or disagreements between groups.	4.20	0.57	Always Observed
Involves in facilitating peaceful ending of conflict and retribution.	4.23	0.58	Always Observed
Turns the negative scenarios into positive one.	4.27	0.55	Always Observed
Attempts to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of group.	4.20	0.52	Always Observed
Practices active listening and training people to resolve conflict using a variety of strategies.	4.27	0.60	Always Observed
Grand Mean	**4.23**		
Interpretation	**To a Very Great Extent**		

Table 11 presents the level of teachers' soft skills in management relative to conflict resolution. Teachers turned the negative scenarios into positive one (M=4.27, SD=0.55); practiced active listening and training people to resolve conflict using a variety of strategies (M=4.27, SD=0.60); involved in facilitating peaceful ending of conflict and retribution (M=4.23, SD=0.58). Similarly, they attempted to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of group (M=4.20, SD=0.52) and knew how to resolve conflict or disagreements between groups (M=4.20, SD=0.57) were the item indicators that got the least rating. This meant that the level of teachers' soft skills in management relative to conflict resolution was to a very great extent, supported by the grand (M4.23).

According to Kiebel, M. (2018), handling classroom conflicts is a part of most teachers' lives. Even seemingly small disputes can negatively impact the classroom environment and interfere with long-term relationships.

Brower & Darrington (2012) state that there are many skills that help people resolve disputes in a healthy way. One of the greatest skills in conflict resolution is effective communication. Conflicts have seemingly endless reasons, but they generally surround the underlying needs of all human beings, including physical, intellectual, emotional, social, and spiritual. Most importantly, the outcome often depends on how you address and communicate with these issues. Thus, teachers may also possess good communication skills to be able to manage conflicts in classroom when it arise. When teachers know how to handle disputes, students will also learn how to work with each other with peace which helps reduce disagreement inside the classroom.

Table 12. Level of Teacher's Soft Skills in Management Relative to Emotional Intelligence

STATEMENT	Mean	SD	Remarks
Understands self and holds insights into the reasons for own behavior.	4.39	0.59	Always Observed
Aware, understands, and appreciates the feelings of others.	4.28	0.53	Always Observed
Handles stressful situations without being anxious.	4.25	0.52	Always Observed
Views problems as challenges and not obstacles.	4.31	0.59	Always Observed
Has the ability to set high standards but attainable goals.	4.32	0.57	Always Observed
Grand Mean	**4.31**		
Interpretation	**To a Very Great Extent**		

It was remarked as always observed that teachers understood self and held insights into the reasons for own behavior, which gained the highest (M=4.39, SD=0.59), and the item indicator with the lowest rating was on handling stressful situations without being anxious (M=4.25, SD=0.52).

Emotional intelligence assists you in developing stronger relationships, succeeding in school and at work, and achieving your professional and personal goals.

According to Mortiboys (2015), emotional intelligence should be developed and used in teacher education to supplement both theoretical content and teaching pedagogy. Therefore, the teacher's emotional intelligence is regarded as a valuable tool for assessing a teacher's performance, achievement, and qualities as it is impossible to achieve without emotional stability. It also becomes nearly impossible to conduct effective teaching and learning.

Table 13. Level of Teacher's Soft Skills in Management Relative to Problem Solving

STATEMENT	Mean	SD	Remarks
Brings knowledge and new ideas in solving problems.	4.24	0.57	Always Observed
Tries new methods if your approach failed.	4.27	0.55	Always Observed
Faces the obstacles while learning.	4.29	0.54	Always Observed
Manages problems no matter how difficult it is.	4.27	0.55	Always Observed
Resolves the problem quickly and without wasting a lot of time.	4.20	0.55	Always Observed
Grand Mean	**4.25**		
Interpretation	**To a Very Great Extent**		

As shown in table 8, the level of soft skills relative to problem solving was remarked as to a very great extent, with the grand (M=4.25). The following item indicators were remarked as always observed. Teachers faced the obstacles while learning (M=4.29, SD=0.54; tried new methods if your approach failed and managed problems no matter how difficult, both got (M= 4.27, SD=0.55). The indicators, brought knowledge and new ideas in solving problems (M= 4.24, SD=0.57); and resolved the problem quickly and without wasting a lot of time got the lowest, obtaining (M=4.20, SD= 0.55). It implied that teachers could overcome obstacles and can move forward in achieving goals.

Every day, humans are confronted with situations that are contradictory to them, containing impediments that must be overcome in order to achieve the goal. To deal with these situations, it is preferable to employ thought processes that allow for the generation of knowledge required for successful obstacle resolution. Problem solving which was defined as a behavioral process which (a) makes available a variety of response alternatives for dealing with a problematic situation, and (b) increases the probability of selecting the most effective response from among these alternatives. 5 stages of problem solving were identified: (a) general orientation or "set," (b) problem definition and formulation, (c) generation of alternatives, (d) decision making, and (e) verification.

Eshboeva (2019) states that problem solving fosters the development of human abilities such as democratic manners and attitudes, critical thinking, decision making, questioning, and reflexive thinking. People who consider themselves to be effective problem solvers have "self-control," confidence in their decision-making, and the ability to respond appropriately to interpersonal and environmental requirements. In this article, methods for developing problem-solving skills in future EL teachers are discussed, as well as a new model of development is presented. Nowadays, as teachers face numerous challenges related to the teaching process and paper work, the theme is critical to consider. Therefore, problem solving is fundamental to education because educators are interested in improving students' problem-solving abilities. Teachers must be good examples of problem solvers, thinking of new ideas, better ways of doing things, and making it easier for people to understand things because problems are a part of our lives and believing that every problem has a solution.

Level of Teachers' Hard Skills in Management

Hard skills measure technical elements. To determine the level of teachers' hard skills, weighted mean and standard deviation were also used.

Table 14. Level of Teacher's Hard Skills in Management Relative to Multitasking

STATEMENT	Mean	SD	Remarks
Does several activities at the same time.	4.31	0.57	Always Observed
Increases productivity in both workplace and home.	4.31	0.55	Always Observed
Switches focus with efficiency.	4.17	0.54	Often Observed
Completes multiple tasks in a short span of time.	4.17	0.55	Often Observed
Does comfortably two or more activities at the same time.	4.19	0.55	Often Observed
Grand Mean	**4.23**		
Interpretation	**To a Very Great Extent**		

The table presents the level of teacher's hard skills in management relative to multitasking. The level was remarked as to a very great extent as supported by the grand (M=4.23).

It was always observed that the teachers did several activities at the same time (M=4.31, SD=0.57), increased productivity in both workplace and home (M=4.31, SD=0.55). On the other hand, the following indicators were remarked as often observed: did comfortably two or more activities at the same time (M=4.19,SD=0.55); switched focus with efficiency (M=4.17,SD=0.54); and completed multiple tasks in a short span of time (M=4.17,SD=0.54). This revealed that despite the load of works given, teachers were able to accomplish it through multitasking.

Based on Brasel and Gipps, (2011), multitasking is the efficient use of time; a relatively manageable endeavor when necessary; or an effective tool in performing teachers' duties and responsibilities when well monitored or well-regulated. Therefore, teachers who are able to accomplish work through multitasking are more productive.

Table 15. Level of Teacher's Hard Skills in Management Relative to Social Media Management

STATEMENT	Mean	SD	Remarks
Uses different social media platforms to distribute information.	4.37	0.56	Always Observed
Manages time using social media in interacting with the learners.	4.32	0.60	Always Observed
Utilizes social media to be productive.	4.36	0.58	Always Observed
Builds relationships with others.	4.41	0.57	Always Observed
Shares expertise and opportunities to talk about what you know.	4.28	0.56	Always Observed
Grand Mean	**4.35**		
Interpretation	**To a Very Great Extent**		

Table 15 shows that the level of hard skills in management relative to social media management was remarked as to a very great extent, supported by the grand (M=4.35). This explained that teachers were able to manage and utilize the social media in teaching in distance learning modality. With the growing importance of social media, educators increasingly rely on social media management tools to analyze social media activities and to professionalize their social media engagement or communication.

According to Wollan, Smith and Zhou (2011). social media has provided a highly public and private forum for customers to express their opinions about businesses and institutions.

Thus, it also provides a vehicle for educators to speak their minds and communicate with their learners.

Table 16. Level of Teacher's Hard Skills in Management Relative to Video Production

STATEMENT	Mean	SD	Remarks
Creates video presentations intended for learners.	4.03	0.73	Often Observed
Knows different techniques and methods in creating or editing an instructional video.	3.89	0.69	Often Observed
Uses different tools and applications in creating an instructional video.	3.95	0.71	Often Observed
Makes instructional videos engaging.	3.96	0.69	Often Observed
Creates videos that are informative.	4.01	0.76	Often Observed
Grand Mean	**3.97**		
Interpretation	**To a Great Extent**		

Table 16 reveals that the level of teachers' hard skills relative to video production was to a great extent, obtaining a grand (M=3.97). This implied that teachers could create a simple video that can be used in the new normal education.

The following item indicators were remarked as often observed. Created video presentations intended for learners with the highest rating (M=4.03, SD=0.73); knew different techniques and methods in creating or editing an instructional video has the rating (M=3.89, SD=0.69).

According to Winslett (2014), video materials and technologies have been used for teaching and learning for a long time. This has taken many forms, including live instruction, documentaries, and dramatizations of real-life processes and interactions. Similarly, video materials have been used for a variety of purposes, including providing best practice examples, sparking discussion, and enriching blended learning environments. Therefore, it is essential for teachers to create instructional videos necessary to enhance teaching-learning process and increase student engagement.

Significant Effect of the New Normal Education for Online Distance Learning on Teacher's Soft and Hard Skills Management

The computed p-values were compared to the level of significance at 0.05 to determine the significant effect of the new normal education for online distance learning on teacher's soft and hard skills management.

Table 17. Significant Effect of the New Normal Education for Online Distance Learning in terms of Computer Competency on Teacher's Soft Skills Management

Variables		t-value	p-value	Analysis
Computer Competency	Adaptability/Flexibility	1.63	0.107	Not Significant
	Creativity	1.58	0.119	Not Significant
	Critical Thinking	0.04	0.971	Not Significant
	Communication	0.89	0.378	Not Significant
	Conflict Resolution	-0.02	0.985	Not Significant
	Emotional Intelligence	0.67	0.506	Not Significant
	Problem Solving	-0.87	0.385	Not Significant

**significant at .05 level of significance*

Table 17 presents the effect of the new normal education for online distance learning in terms of computer competency on teacher's soft skills management.

It could be seen that the online distance learning in terms of computer competency showed no significant effect on teacher's soft skills in management such as adaptability/flexibility which gained p-value (0.107), creativity obtained p-value (0.119), critical thinking gained p-value (0.971), communication attained p-value (0.378), conflict resolution with p-value (0.985), emotional intelligence with p-value (0.763) and problem solving with p-value (0.385), which were all higher than 0.05 level of significance which supported the result of the analysis. This meant

that the teachers' computer competency did not affect their soft skills in management.

As stated by Victor & Swamy (2012), "The use of computers in education opens a new area of knowledge and offers a tool that has the potential to change some of the existing educational methods. The teacher is the key to the effective exploitation of this resource in the educational system." Lack of knowledge and skills of the teachers with insufficient computers, real-time access to World Wide Web were the important hurdles to integrate ICT in education. Thus, it implied that teachers were able to utilize computers in their teachings enabling them to explore and know more about computers. As we are now handling learners that were exposed to digital technologies, it is really important for teachers to be computer literate.

Table 18. Significant Effect of the New Normal Education for Online Distance Learning in terms of Virtual Classroom Behavior Management on Teacher's Soft Skills Management

Variables		t-value	p-value	Analysis
Virtual Classroom Behavior Management	Adaptability/Flexibility	2.76	0.007	Significant
	Creativity	1.07	0.290	Not Significant
	Critical Thinking	3.10	0.003	Significant
	Communication	1.00	0.319	Not Significant
	Conflict Resolution	1.48	0.143	Not Significant
	Emotional Intelligence	0.85	0.400	Not Significant
	Problem Solving	1.05	0.295	Not Significant

**significant at .05 level of significance*

As revealed in the table, online distance learning in terms of virtual classroom behavior management showed significant effect on teacher's soft skills in management such as adaptability/flexibility which gained p-value (0.007), and critical thinking with p-value (0.003). Moreover, online distance learning in terms of virtual classroom behavior exposed not significant in teacher's soft skills in management such as creativity supported by p-value (0.290), communication with p-value (0.319), conflict resolution with p-value (0.143) emotional intelligence with p-value (0.400) and problem solving with p-value (0.295). This further inferred that virtual classroom behavior did not affect their soft skills in management.

Kelly (2019) defines classroom management as "the techniques teachers use to maintain control in the classroom". Educators use a variety of strategies and techniques to keep students organized, on task, well-behaved, and productive. Thus, it is important for teachers to be adaptive and flexible and generate ideas to maintain positive classroom environment.

Table 19. Significant Effect of the New Normal Education for Online Distance Learning in terms of Web Resources Utilization on Teacher's Soft Skills Management

Variables		t-value	p-value	Analysis
Web Resources Utilization	Adaptability/Flexibility	1.95	0.056	Not Significant
	Creativity	2.64	0.010	Significant
	Critical Thinking	0.76	0.448	Not Significant
	Communication	2.84	0.006	Significant
	Conflict Resolution	2.82	0.006	Significant
	Emotional Intelligence	2.73	0.008	Significant
	Problem Solving	1.24	0.220	Not Significant

**significant at .05 level of significance*

As shown in Table 19, new normal education for online distance learning appeared to have no significant effect on teachers' skills in management such as, adaptability/flexibility with p-value (0.056), critical thinking with p-value (0.448) and problem solving with p-value (0.220). Furthermore, it revealed that it had significant effect on creativity with p-value (0.010), communication and conflict resolution, both with p-value (0.006), and emotional intelligence with p-value (0.008). This indicated that web resources utilization had significant correlation with the teachers' soft skills in management.

According to The Best School (2018), web resources utilization is important in online distance learning as it includes live interaction between teacher and students using specific online platforms. It includes video conferencing, livestreaming lectures and chatting using Google classroom, Google meet, Zoom, MS Teams, and other platforms. This allows similar face to face classes through a virtual room.

Therefore, web helped teachers a lot. It facilitates communication and serves as a guide and source of information. It is important for teachers to know how they can maximize the utilization of the web. Without the knowledge of it, they wouldn't be able to communicate with their learners in times like this were they were geographically remote with each other. Also, their creativity emerges as they can use and explore different tools from the web that they could use in preparing and teaching their lessons.

Table 20. Significant Effect of the New Normal Education for Online Distance Learning on Teacher's Hard Skills Management

Variables		t-value	p-value	Analysis
Computer Competency	Multitasking	1.50	0.138	Not Significant
	Social Media Management	1.31	0.195	Not Significant
	Video Production	0.28	0.780	Not Significant
Virtual Classroom Behavior Management	Multitasking	1.38	0.173	Not Significant
	Social Media Management	0.23	0.820	Not Significant
	Video Production	1.12	0.266	Not Significant
Web Resources Utilization	Multitasking	1.75	0.085	Not Significant
	Social Media Management	2.27	0.026	Significant
	Video Production	4.96	0.000	Significant

**significant at .05 level of significance*

Table 20 presents the effect of the new normal education for online distance learning in terms of computer competency, virtual classroom behavior management and web resources utilization on teacher's hard skills in management.

It could be seen that the online distance learning in terms of computer competency showed no significant effect on teachers' hard skills in management such as multitasking which gained p-value (0.138), social media management with p-value (0.195), and video production with p-value (0.780). communication with p-value (0.378), conflict resolution with p-value (0.985), emotional intelligence with p-value (0.763) and problem solving with p-value (0.385), which were all higher than 0.05 level of significance which supported the result of the analysis. This meant that the teachers' computer competency did not affect their soft skills in management.

According to Afsar, Masood and Umrani (2019), hard skills are type of knowledge that is easily documented and formed and usually developed through formal and informal education, and are influenced by an individual's cognitive abilities and intelligent quotient. These skills are truly valued, well utilized and are used for the development of the teachers' performance.

Therefore, if these skills are affected, effectiveness and efficacy of the teachers may also e affected which won't help in achieving the institutions goals.

The computed p-values were compared to the level of significance at 0.05 to determine the significant effect of the new normal education for online distance learning on teacher's soft and hard skills management.

Table 21. Significant Effect of the New Normal Education for Modular Distance Learning in terms of Lack of Communication on Teacher's Soft Skills Management

Variables		t-value	p-value	Analysis
Lack of Communication	Adaptability/Flexibility	2.36	0.021	Significant
	Creativity	-0.34	0.738	Not Significant
	Critical Thinking	1.76	0.082	Not Significant
	Communication	1.64	0.105	Not Significant
	Conflict Resolution	1.67	0.099	Significant
	Emotional Intelligence	1.22	0.229	Not Significant
	Problem Solving	1.55	0.126	Not Significant

**significant at .05 level of significance*

As gleaned in Table 21, modular distance learning in terms of lack of communication showed no significant effect on teacher's soft skills in management such as creativity with p-value (0.738), critical thinking with p-value (0.082), communication with p-value (0.105), emotional intelligence with p-value (0.229), and problem solving with p-value (0.126). Also, it revealed significant effect on adaptability/flexibility which gained p-value (0.021) and conflict resolution with p-value (0.099).

Brower & Darrington (2012) state that there are many skills that help people resolve disputes in a healthy way. One of the greatest skills in conflict resolution is effective communication. Conflicts have seemingly endless reasons, but they generally surround the underlying needs of all human beings, including physical, intellectual, emotional, social, and spiritual. Most importantly, the outcome often depends on how you address and communicate with these issues.

As a result, with lack of communication, teachers may find it hard to resolve disputes in classroom when it arises.

Table 22. Significant Effect of the New Normal Education for Modular Distance Learning in terms of Learning Materials on Teacher's Soft Skills Management

Variables		t-value	p-value	Analysis
Learning Materials	Adaptability/Flexibility	1.53	0.131	Not Significant
	Creativity	2.57	0.012	Significant
	Critical Thinking	0.72	0.472	Not Significant
	Communication	2.37	0.021	Significant
	Conflict Resolution	0.59	0.557	Not Significant
	Emotional Intelligence	1.19	0.238	Not Significant
	Problem Solving	0.94	0.350	Not Significant

**significant at .05 level of significance*

As shown in the table, modular distance learning in terms of learning materials showed no significant effect on teacher's soft skills in management such as adaptability/flexibility which gained p-value (0.131), critical thinking with p-value (0.472), conflict resolution with p-value (0.557), emotional intelligence with p-value (0.238),

and problem solving with p-value (0.350). Moreover, it exposed significant effect on teachers' soft skills in management such as creativity supported by p-value (0.012), and communication with p-value (0.021).

Based on the Handbook of Teachers and Research (2017), instructional materials are "human and non-human materials and facilities that can be used to facilitate, encourage, improve, and promote teaching and learning activities." Thus, Instructional materials are considered important in teaching and learning in all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non-exciting. So teachers have to use their creativity to produce these materials.

Table 23. Significant Effect of the New Normal Education for Modular Distance Learning in terms of Time Management on Teacher's Soft Skills Management

Variables		t-value	p-value	Analysis
Time management	Adaptability/Flexibility	5.39	0.000	Significant
	Creativity	3.55	0.001	Significant
	Critical Thinking	4.80	0.000	Significant
	Communication	2.78	0.007	Significant
	Conflict Resolution	4.77	0.000	Significant
	Emotional Intelligence	6.35	0.000	Significant
	Problem Solving	3.96	0.000	Significant

**significant at .05 level of significance*

As revealed in the table, modular distance learning in terms of time management showed significant effect on teacher's soft skills in management such as adaptability/flexibility which gained p-value (0.000), creativity with p-value (0.001), critical thinking with p-value (0.000), communication supported by p-value (0.007), conflict resolution, emotional intelligence and problem solving which all obtained p-value (0.000). This signified that time management affected their soft skills in management.

It is universally acknowledged that time management is more important for teachers than any other professionals because they are in charge of the future generation. According to Horng (2013) and Master (2010), time management is essential for teachers' effectiveness and school success. Thus, teachers having better time management skills are more productive and efficient. Good time management is also a time management skill.

Table 24. Significant Effect of the New Normal Education for Modular Distance Learning on Teachers' Hard Skills Management

Variables		t-value	p-value	Analysis
Lack of Communication	Multitasking	-0.61	0.541	Not Significant
	Social Media Management	1.28	0.204	Not Significant
	Video Production	-0.51	0.612	Not Significant
Learning Materials	Multitasking	1.71	0.091	Not Significant
	Social Media Management	0.56	0.577	Not Significant
	Video Production	1.75	0.084	Not Significant
Time Management	Multitasking	4.84	0.000	Significant
	Social Media Management	3.74	0.000	Significant
	Video Production	2.44	0.017	Significant

**significant at .05 level of significance*

Table 24 presents the effect of the new normal education for modular distance learning on the teacher's hard skills in management.

It could be seen that the modular distance learning in terms of lack of communication showed no significant effect on teacher's hard skills in management such as multitasking which gained p-value (0.541), social media management with p-value (0.204), and video production with p-value (0.612). Likewise, it revealed that learning materials had no significant effect on teachers' hard skills in management such as multitasking with p-value (0.091), social media management with p-value (0.577), and video production with p-value (0.084). On the other hand, time management showed significant effect on teachers' hard skills in management such as multitasking and social media management both with p-value (0.000), and video production with p-value (0.017).

According to Chugh and Ruhi (2018), the rapid adoption of social media technologies has caused a fundamental shift in the way people communicate and also provides may educational tools to be used. This proves that though face-to-face learning shifted to modular distance, the teachers hard skill in management may not be affected. On the other hand, there is a significant effect on time management and should still give emphasis as it is essential for teachers' effectiveness and school success.

Summary of Findings

The study aimed to determine the effect of New Normal Education which was described in terms of online and distance learning on teachers' skills in management as to soft and hard skills. Specifically, it aimed to determine the extent of new normal education as to online distance learning in terms of computer competency, virtual classroom behavior management and web resources utilization; and the extent of new normal education as to modular distance learning in terms of lack of communication, learning materials and time management. It also sought to find out the level of teachers' soft skills in management relative adaptability/flexibility, communication, conflict resolution, creativity, critical thinking, emotional intelligence and problem solving; and the level of teachers' hard skills in management relative to multitasking, social media management and video production. Also, it sought to determine the significant effect of new normal education as to online distance learning and modular distance learning to teachers' soft and hard skills in management.

Sorted out as indicated by the particular inquiries utilized as a part of the statement of the problem, the following were the discoveries and the findings of the study. The extent of new normal education as to online learning in terms of computer competency and virtual classroom behavior management was to a very great extent while the extent of new normal education as to online distance learning was to a great extent. Moreover, the extent of new normal education as to modular distance learning in terms of lack of communication, learning materials and time management were remarked as to a very great extent.

The level of all the teachers' soft skills in management were remarked to a very great extent except creativity which was to a great extent. The level of teachers' hard skills in management in terms of multitasking as well as social media management was to a very great extent while video production was to a great extent.

The study revealed that new normal education as to online and modular distance learning in terms of computer competency had no significant effect of teachers' soft and hard skills. Moreover, virtual classroom behavior management showed no significant effect on teachers' soft and hard skills in management. In addition, there is a significant effect on teachers' soft skills and hard skills with regards to web resources utilization. It also revealed that only time management for new normal education as to modular distance learning had significant effect on teachers' soft and hard skills in management while lack of communication and learning materials had no significant effect.

Conclusion

Drawn from the findings, it revealed that the researcher's null hypotheses that new normal education as to online distance learning has no significant effect on teachers' soft and hard skills in management and new normal education as to modular distance learning has no significant effect on teachers' soft and hard skills in management were partially accepted.

Recommendations

Based on the aforementioned conclusions of this study, the following recommendations were formulated:

1. School Heads may encourage teachers who has limited knowledge on web resources utilization to undergo trainings, to help them discover a lot of activities on the web that will be essential in the teaching-learning process.
2. In order to produce an educational video and implement ICT in teaching, comprehensive and substantial computer education programs may be conducted as often as possible to meet the needs of the teachers.

3. Good communication must be built among students and colleagues to help prevent conflict and can easily handle any situation.
4. Teachers' skills in management may be more enhanced through trainings, seminars, workshops and technical assistance as it plays a critical role in improving students' academic achievement as when teachers have a firm foundation and mastery, students are very likely to achieve at high levels.
5. Finally, establish clear procedures and routines at work that may prevent many problems with time management which enables teachers to be productive, effective and efficient.

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