



CENTRAL ASIAN JOURNAL OF THEORETICAL AND APPLIED SCIENCES

Volume: 02 Issue: 11 | Nov 2021 ISSN: 2660-5317

Readiness and Problems Encountered by Teachers in Quezon Province Due to Covid-19: Basis for an Intervention Scheme

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Received 30th Oct 2021, Accepted 4th Nov 2021, Online 09th Nov 2021

Abstract: *The readiness of the teachers on the opening of classes and the way they address the problems they encounter are crucial especially in times of crisis like COVID-19. To dive into this issue, the researchers conducted a study with a focus on the readiness and problems encountered by teachers in Quezon Province on the opening of School Year 2020-2021. The aim of this research was also to propose an intervention scheme. The researchers used cluster sampling method in the study, employing the descriptive-quantitative method. The results revealed that the teachers possessed a positive outlook towards their profession and claimed that they are ready to perform their duties and responsibilities under the new normal engendered by the COVID-19 pandemic. This readiness was verbally expressed as "Ready" and is reflected in the overall mean score of 2.85. Meanwhile, the problems encountered by the teachers was verbally interpreted as "Not A Problem At All" as reflected by the overall mean score of 1.74. A concern was, however, shown on the reproduction of modules which affects and compromises the teacher's time management. Also, teachers seemed to be having a hard since their internet connection is not stable and not good enough to subscribe to online seminars and trainings which were both verbally interpreted as "Problem is Serious". To address the serious problems encountered, the teachers may find the intervention scheme proposed in this paper. The scheme is purposely designed to resolve and overcome the problems encountered by the teachers particularly during the opening of classes due to the CoVid-19 pandemic.*

Introduction and Rationale

The global CoVid-19 pandemic has caused an unprecedented change in all walks of life. It has clutched different sectors and overthrown people around the world to a new social and economic crisis. Unfortunately, education is one of the fields affected since around 1.52 billion students remain out of school and over 60.2 million teachers are stranded at home. (UN Secretary-General as cited by Sarif, 2020). In this regard, the 21st century education is being challenged with most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the CoVid-19 pandemic. (UNESCO, 2020)

To make sure that learning remains unhampered in the Philippines, Luz (2020), said that the Department of Education prepared a framework called Learning Continuity Plan. Furthermore, he mentioned that this Learning Continuity Plan focused on framework and structure of different offices. This framework has to be operationalized into school improvement plans (SIP) in addressing what challenges might be

experienced under the new normal. As far as Learning Continuity Plan is concerned, the Department of Education described it as its major response and its commitment in ensuring the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19 while finding ways for education to continue amidst the crisis. (Eagle News, 2021)

However, Laguna (2020), stated that there are problems that must be accepted upfront under the new normal which are being encountered by teachers. To support this statement, Bintliff (2020), conducted a study on how COVID-19 has influenced teachers' well-being and found out that work-life balance had impacted the teacher's well-being negatively. Furthermore, the shifting needs and demands from families left teachers "on-call" day and night. Likewise, teachers were also balancing the needs of their work-life with the needs of their families. The research study concluded that teachers should receive support and education regarding work-life balance so that teacher-burnout can be avoided. Finally, it was highly recommended that people must offer teachers grace, flexibility, patience, understanding, and support all while advocating for greater resources to support teacher well-being and greater action under the new normal in education.

On the same note, UNESCO (2020), stated that in such unprecedented and uncertain times, particularly in this time of CoVid-19 pandemic, it is normal for people to experience a higher level of stress and anxiety, including the teachers. They further said that teachers need supports to face the extra pressure as well as the challenges and problems being put on them to deliver learning in a time of crisis as well as support their students' needs. Hence, it is very important to assess the teachers' readiness in providing quality education to the learners.

With the current situation mentioned above, the researchers attempted to determine the readiness and the problems encountered by the teachers in Quezon Province on the opening of School Year 2020-2021 due to CoVid-19 and to provide an intervention scheme as to address the problems they encountered.

Literature Review

This chapter presents the related literature and studies coming from various authors that helped the researchers in conceptualizing ideas to the present study. The researchers used thematic organization of ideas which is considered as comprehensive, scholarly, systematic and easy to utilize (Aque, 2016).

Teachers' Readiness

Luz (2020), stated that to make the teachers ready and prepared under the new normal, the Department of Education prepared a framework called Learning Continuity Plan(LCP). He also said that this Learning Continuity Plan focused on the framework and structure of what the regional office provided to the schools division. Further, he mentioned that it was the role of the schools division to work with their schools to operationalize this framework into school improvement plans (SIP) in addressing what challenges might be experienced under the new normal.

As far as Learning Continuity Plan is concerned, the Department of Education described it as a major response and its commitment in ensuring the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19 while finding ways for education to continue amidst the crisis. Also, the Department of Education explained that this Learning Continuity Plan, the choice and contextualization of the learning delivery modality of schools will depend on the local COVID-19 situation as well as access to certain learning platforms. (Eagle News, 2021)

Meanwhile, Alea, et.al. (2020), studied on the readiness of the teachers on the opening of school year under the new normal and found out that despite of the threat brought by COVID-19, teachers expressed their readiness to switch to distance learning education; however, they felt hampered due to lack of facilities, equipment, and capacity building to distance learning education. Overall, the teaching

community is mentally prepared and ready to adapt to new and innovative ways of imparting knowledge, provided that their institutions will support them.

Another study was conducted by Moreno and Gortazar (2020), focusing on schools' readiness for digital learning as a response to the educational crisis brought by CoVid-19 and found out that principals were reasonably positive towards the teachers' readiness in using the digital devices available, with quite a few countries reaching 90 percent and higher. Their findings also speak that most school principals are quite confident about the pedagogical skills possessed by their teachers and the availability of resources to help them use digital learning while students remain at home.

On the other hand, in the study of Brooks and Grajek (2020), they found out that teachers, although being skilled educators, have various reasons not to utilize online teaching. One of the reasons that faculty don't want to teach online is that they don't believe it helps students learn effectively. Despite overwhelming empirical evidence demonstrating the efficacy of online learning, only 21% of faculty agree that online learning can help students learn effectively. They recommended that institutions should utilize the opportunity to educate their faculty about the efficacy of online teaching and learning and to support their efforts to transition and teach their courses online. At the same time, institutions should be prepared to manage potential resistance and backlash. If successful, institutions could shift the viewpoints of faculty who disagree that online teaching environments do enable students' learning

Also, Malipot (2020), reported that a teachers' group expressed their support to the proposed revision of the school calendar in the Philippines, noting that this would provide flexibility to the authorities to determine the date of opening of classes during the times of emergency such as the COVID-19 pandemic. With this, Teachers' Dignity Coalition National Chairperson Benjo Basas quoted that *"The reality is, we are not prepared or perhaps we need a little more time to prepare"* However, despite the pandemic issues and concerns, he also said that teachers are always ready to do their duties. He added that as he has said in the past that as long as the safety of school personnel and learners is ensured, these dedicated teachers will gladly comply as they are patiently doing different tasks, virtual and physical even during the Community Quarantine period.

Problems Encountered

Rubio (2020), stated the problems of the teachers saying that the modules that should be handed to them by the Department of Education are so late. With this, senator Francis Tolentino urged the Department of Education to push back the opening of classes since teachers are having a hard time waiting for these modules. He also pointed out that if the department will force the schools to open right away, it will defeat the purpose of education since the department is not fully ready.

As far as modules under the new normal in education are concerned, Umil (2020), stated that teachers are afraid to distribute these modules after three public school teachers got infected with CoVid-19 from a parent in Cebu City. In connection to this, Alliance of Concerned Teachers (ACT) Secretary General Raymond Basilio raised his concerns saying that public school teachers are left to fend for themselves and rely on one another's support during this time of crisis since the Department of Education admitted that there is no budget allocated for the hospitalization of teachers who will be infected by the virus. He also added that teachers are frontliners too and need to be protected as well.

Meanwhile, Kurtz (2020), found that there are some problems encountered by the teachers during this pandemic. He said that, since online teaching was utilized already in some schools across the globe, students' and teachers' morale is down. Saying that whatever it is, the reality is that student and teacher morale is suffering (as reported by teachers and district leaders), declining considerably between March 25 and April 8. In March, the teachers and district leaders which were surveyed reported that morale was

lower than before the pandemic for 61 percent of students and 56 percent of teachers.

Another challenge is the usage of social media platforms to communicate when teachers interact with students, it's most likely to occur via email. A majority also communicate by posting written messages online, and through online communications or video conferencing platforms. The use of Zoom has raised some big student data privacy and security issues, prompting a growing number of districts to prohibit the use of Zoom for school-related business. So far, though, most educators have not experienced problems. Just 16 percent of teachers and district leaders say someone in their district has been "Zoombombed" on Zoom or a similar video conferencing platform. He also pointed out that more than a fifth of students are not participating in school, with larger truancy rates in high-poverty communities. Even as teachers do communications and instruction, they reported that, on average, 21 percent of their students are essentially "truant" during coronavirus closures (not logging in, not making contact, etc.) The percentages are highest among districts in which more than three-quarters of students are from low-income families. Nearly 1 in 3 students in those communities are not participating in remote learning, compared with 12 percent in districts in which a quarter or fewer students live in poverty.

1) Lastly, he cited that schools don't have a finished and concrete plan if the crisis continues. Since it is certainly possible that the coronavirus pandemic will continue or recur in the 2020-2021 school year. But just 7 percent of district leaders said they have a thorough and extensive plan for moving forward if that happens. However, close to half say they have at least started planning for that possibility.

While, Laguna (2020) stated that there are problems that must be accepted upfront under the new normal on the part of the teachers. He further said that today's teachers will have to embrace and master the technology that would establish connection and interaction at a different level toward a rich learning environment. He claimed that mastering meeting applications, like Zoom and Google Meet, is not simple in which new adopters will have to face their learning curves. Further, he said that assuming that the teacher is able to adjust, there are non-controllable elements he or she cannot just ignore given the fact that the Philippines has slow and intermittent Wi-Fi internet connection. In relation to this, with the pandemic affecting the economy and causing a recession and unemployment to rise, some families might not even afford the gadgets and internet speed needed for smooth interconnection in helping them understand and further study their modules.

Also, Asquire Philippines (2020), stressed that internet in the Philippines is slow, unstable and expensive. They noted that the Philippines lands at 82, besting only a few countries such as Guatemala, Costa Rica, and Albania while Israel wins the round as the country with the most affordable Internet. Meanwhile, the Philippines chugs along at 77, placing it among the countries with the slowest and least stable Internet while Asian neighbour Singapore takes the top spot, and other Asian countries such as Nepal, Bangladesh, India, Pakistan, and Indonesia occupy the five bottom slots in this category.

Moreover, Malipot (2020), noted the Department of Education's Undersecretary and spokesperson Annalyn Sevilla, in a CNN Philippines interview, who stressed that the Internet connectivity problem is an issue that is beyond DepEd's control. The undersecretary also added that the Internet problem is not just a problem in the Philippines but it's also a problem globally. However, she stressed that the DepEd teaching and non-teaching personnel have to do something and to have an alternative in addressing this issue.

Synthesis.

The above-mentioned authorities emphasized the state of being ready among the teachers despite of the unexpected pandemic engendered by the CoVid-19. Luz (2020) and Eagle News (2021) stated the preparation and plans of the Department of Education with the utilization of Learning Continuity Plan to

make the teachers ready under the new normal. As far as the teacher's readiness is concerned, Moreno and Gortazar (2020) pointed out that school principals are confident and positive towards the teachers' readiness under the new normal. While Brooks and Grajek (2020) recommended that the teachers should educate themselves with the efficacy of online learning. Meanwhile, Malipot (2020) reiterated that teachers are still pleading recommending the proposed revision of the school opening since there are still things that need to be prepared.

On the other hand, Rubio (2020), Umil (2020) and Kurtz (2020) stated various problems being encountered by the teachers under the new normal such as the delayed distribution of modules to the teachers, having fears to be infected while conducting the distribution and retrieval of the modules as well as the challenges with the use of social media platforms. While, Laguna (2020), Asquire Philippines (2020) and Malipot (2020) showed how slow the Philippines' internet connection is and how it affects its users including the teachers in performing their duties and responsibilities under the new normal.

These reviews simply bring a conclusion that the readiness among teachers should be heard by the department in determining the opening of classes due to CoVid-19. Also, those problems encountered by the teachers must be addressed to realize and attain their full potentials as they play a big role in providing quality education despite of the CoVid-19 pandemic. Hence, the findings of this research could be a tool and a basis in determining the teachers' readiness and provide an intervention scheme as to address the problems encountered by the teachers.

Readiness and Problems Encountered by Teachers in Quezon Province due to COVID-19: Basis for an Intervention Scheme

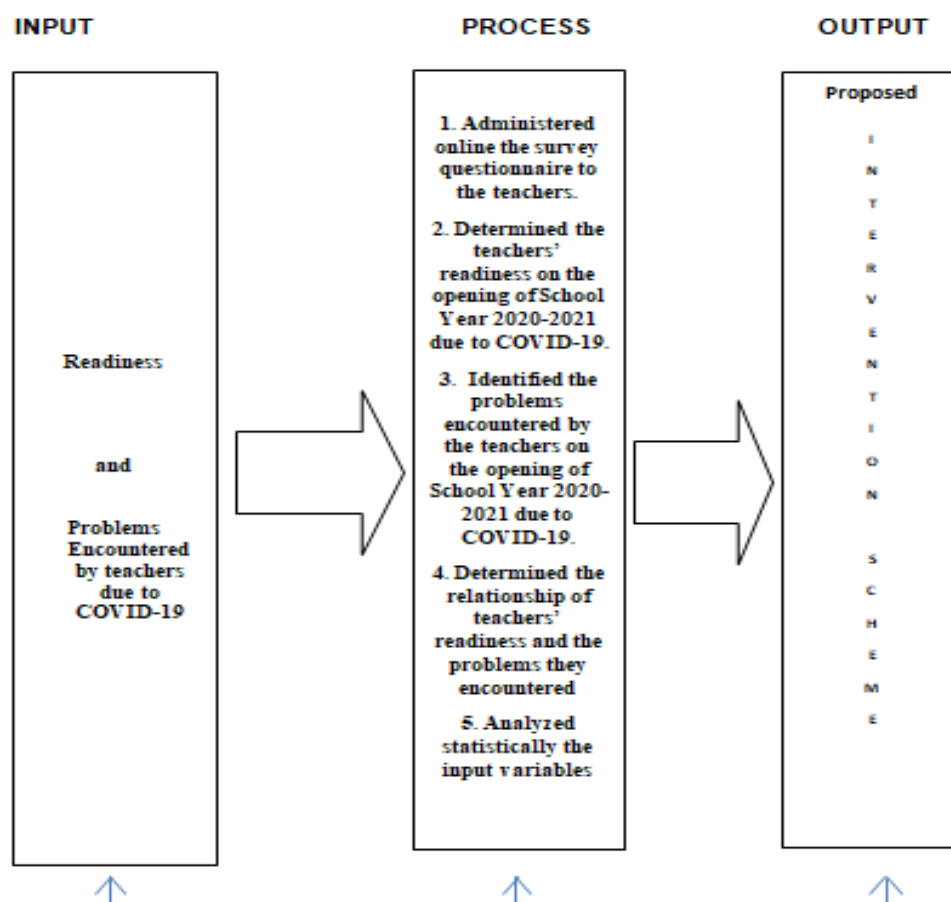


Figure 1. The Research Paradigm.

The research paradigm that guided this study is seen in Figure 1. The researcher used the input, process and output approach.

The *input box* speaks about the readiness of the teachers and the problems they encountered due to COVID-19.

The *process box* involves the administration of the survey questionnaire to the teachers (online) in Quezon province that helped the researchers to gather data, observation and analysis of data gathered to come up with the conclusions and recommendations

And for the *output box*, the proposed intervention scheme to overcome the problems encountered by teachers was the output of this study.

Research Questions

This research aimed to determine the readiness and the problems encountered by teachers in Quezon Province on the opening of School Year 2020-2021 and to propose an intervention scheme. Specifically, this research sought to answer the following specific questions:

1. What is the level of the teachers' readiness on the opening of School Year 2020-2021 due to CoVid-19?
2. What are the problems encountered by the teachers on the opening of School Year 2020-2021 due to CoVid-19 ?
3. Is there a significant relationship to the teachers' readiness and the problems they encountered on the opening of School Year 2020-2021 due to CoVid-19?
4. Based on the findings of this research, what Intervention Scheme may be designed for the teachers in Quezon Province?

Scope and Limitation

This research was limited to all public elementary teachers in the First Congressional District in the Division of Quezon. Its main concern was to determine the teachers' readiness and the problems they encountered on the opening of School Year 2020-2021 due to COVID-19 and to provide an intervention scheme. Meanwhile, quantitative research that employed a descriptive research design was used in this research.

Research Methodology

A. Sampling

This research study employed Cluster Sampling, this particular process was the most suited to the researchers since according to Thomas (2020), cluster sampling is the process wherein the researchers divide a population into smaller groups known as *clusters*. Also, cluster sampling is a method of probability sampling that is often used to study large populations, particularly those that are widely geographically dispersed. Hence, the First Congressional District in the Division of Quezon was chosen as the sample from the population since the researchers are currently working in the said congressional district, which involved all public elementary teachers. There were 2,593 elementary teachers (according to Research and Planning Office) on the said congressional district. In connection to this, the researchers used the Slovin's formula as to get a sample from the total population. Therefore, there were 347 teachers who represented the population of the teachers.

B. Data Collection

Research Instrument. The researchers had adopted the research instrument constructed by Borreo (2020) that served as the main tool in the present study which was answered through online survey. It was a 20-

item survey questionnaire that covered items to determine the teachers' readiness (10) and the problems they encountered (10) on the opening of School Year 2020-2021 due to COVID-19.

Procedures for data collection. The researchers sought first a permission to the Schools Division Superintendent before determining the teachers' readiness and the problems they encountered on the opening of School Year 2020-2021 due to COVID-19. After securing all the necessary communication with respective authorities, the researchers used the advantage of online survey as to answer the questionnaire from the respondents. The data gathered were be treated and analyzed using statistical tools.

C. Ethical Issues

The researchers sought an approval first from the Schools Division Superintendent stating the areas and data they needed with a permission from the participants before answering the questionnaire. Meanwhile, the researchers guaranteed that all the answers and responses of the teacher-respondents have remained confidential since the researchers did not name or involved their names, nor the institution they were in to secure their confidentiality and anonymity.

D. Plan for Data Analysis

This research study employed Quantitative-Qualitative Method of Research or Mixed Method. Creswell (2006), stated that mixed methods research involves both collecting and analyzing quantitative and qualitative data. Meanwhile, in order to interpret and analyze the data collected from the teacher-respondents, the following statistical tools were used:

1. Slovin's Formula. This was used to get the sample from the total population of the teachers.

The formula is:

$$n = N / (1 + Ne^2)$$

Where:

n = Number of samples,

N = Total population and

e = Error tolerance (level)

2. Pearson Product Moment Correlation (Pearson r). This was be used in determining the relationship between the teachers' readiness and the problems they encountered on the opening of School Year 2020-2021 due to COVID-19. This Pearson r finds the degree of association of two sets of variables.

The formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where: r_{xy} = correlation between X and Y

X = sum of test X

Y = sum of test Y

XY = sum of the product of X and Y

N = number of cases

X^2 = sum of squared X scores

Y^2 = sum of squared Y scores

3. Weighted Mean. This was used in analyzing the level of the teachers' readiness as well as the problems they encountered on the opening of School Year 2020-2021 due to COVID-19. This is an average calculated by taking into account not only the frequencies of the values of a variable but also another factor such as the variance, the formula is:

$$WM = \frac{\sum x}{N}$$

Where:

WM = Weighted Mean

$\sum x$ = summation of weighted frequencies

N = number of cases

To interpret the results of the teachers' readiness on the opening of School Year 2020-2021 due to COVID-19, the scale below was used:

3.26-4.00	Highly Ready
2.51-3.25	Ready
1.76-2.50	Slightly Ready
1.00-1.75	Not Ready

Meanwhile, to interpret the problems encountered by the teachers on the opening of School Year 2020-2021 due to COVID-19, the scale below was used:

3.26-4.00	Problem is Very Serious
2.51-3.25	Problem is Serious
1.76-2.50	Problem is Slightly Serious
1.00-1.75	Not a Problem at All

Plans for Dissemination and Utilization

DISSEMINATION ACTIVITIES	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1.Presentation of Final Research Results and Output to RRC						
2. Presentation of Final Research Results and Output to SDRC						
3. Presentation of Final Research Results and Output to Division Plenum						
4.Presentation to Research Conferences						
5.Publication of Research Manuscript						
6. Presentation to District and School LAC Session						

Chapter 4

RESULTS AND DISCUSSION

This chapter covers the results and discussion concerning the readiness and problems encountered among teachers in Quezon Province, and the proposed Intervention Scheme. The order of the discussion follows the arrangement of the Statement of the Problem in Chapter 1.

Specific Question No. 1. What is the level of the teachers' readiness on the opening of School Year 2020-2021 due to CoVid-19?

	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	The teacher is well-informed and ready to the unpacking of Most Essential Learning Competencies (MELCs)	2.77	Ready	10
2	The teacher is ready towards the various tasks, duties and responsibilities under the new normal in education	2.85	Ready	4.5
3	The teacher is ready to engage and establish good relationship to the parents of the learners	3.03	Ready	1
4	The teacher is ready mentally, socially and physically to the distribution and retrieval of the modules	2.92	Ready	2
5	The teacher is ready to various school preparations, reports and requirements to be submitted under the new normal (eg. Weekly Home Learning Plan, worksheets and other supplementary learning materials)	2.87	Ready	3
6	The teacher is ready with the different guidelines and policies to be given by the Department of education under the new normal	2.85	Ready	4.5
7	The teacher is ready to assess and evaluate the pupil's performance under the new normal in education	2.82	Ready	7
8	The teacher is ready from classroom teaching to modular way of learning	2.82	Ready	7
9	The teacher is ready on how to budget his/her time well whether it is professional or personal activities	2.78	Ready	9
10	The teacher is ready to the tasks that need to be prioritized and submitted that are new due to this global pandemic	2.82	Ready	7
	Average Weighted Mean	2.85	Ready	

Table 1 presents the weighted means, verbal interpretations and ranks on the readiness of teachers in Quezon Province on the opening of School Year 2020-2021. As shown above, all these ten categories had verbal interpretations as "Ready". "The teacher is ready to engage and establish good relationship to the

parents of the learners” ranked 1 with a weighted mean of 3.03. “The teacher is ready mentally, socially and physically to the distribution and retrieval of the modules” ranked 2 with a weighted mean of 2.92. “The teacher is ready to various school preparations, reports and requirements to be submitted under the new normal (eg. Weekly Home Learning Plan, worksheets and other supplementary learning materials)” ranked 3 with a weighted mean of 2.87.

Meanwhile, two categories had a weighted mean of 2.85, these were “The teacher is ready towards the various tasks, duties and responsibilities under the new normal in education” and “The teacher is ready with the different guidelines and policies to be given by the Department of education under the new normal” which both ranked 4.5.

Ranked 7 were “The teacher is ready to assess and evaluate the pupil’s performance under the new normal in education”, “The teacher is ready from classroom teaching to modular way of learning” and “The teacher is ready to the tasks that need to be prioritized and submitted that are new due to this global pandemic” with a weighted mean of 2.82. Ranked 9 is “The teacher is ready on how to budget his/her time well whether it is professional or personal activities” which had a weighted mean of 2.78. While, “The teacher is well-informed and ready to the unpacking of Most Essential Learning Competencies (MELCs).” ranked 10 with a weighted mean of 2.77. In general, the teachers’ readiness in Quezon Province had an average weighted mean score of 2.85 which is interpreted as “Ready”

As disclosed, all the indicators were interpreted as “ready”. This may mean that despite of this pandemic, teachers are always ready in doing their duties and responsibilities. This finding is supported by Malipot (2020), as he cited the Teachers’ Dignity Coalition National Chairperson, Mr. Benjo Basas as he claimed that despite of the pandemic issues and concerns, he said that teachers are always ready and able adjust and adopt things just to do their duties and responsibilities. He added that as what he has said in the past that as long as the safety of school personnel and learners is ensured, these dedicated teachers will gladly comply as they are patiently doing different tasks, virtual and physical even during the Community Quarantine period.

As a whole, the readiness of teachers in Quezon Province on the opening of School Year 2020-2021 is verbally interpreted as “Ready” as reflected by the overall mean of 2.85. This means that these teachers are always ready to perform their duties and responsibilities despite of the CoVid-19 pandemic.

Specific Question No.2 What are the problems encountered by the teachers on the opening of School Year 2020-2021 due to CoVid-19?

	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There is no solid/well-founded plan of actions initiated by the school head in ensuring the health and safety of teachers in the distribution of modules and to perform their duties in the new normal set-up.	1.21	Not A Problem At All	9
2	The school has no proper coordination and communication to the parents and other stakeholders regarding the new normal set-up.	1.18	Not A Problem At All	10
3	Lack of proper training and orientation regarding the utilization and execution of MELC.	1.45	Not A Problem At All	8
4	The teacher’s internet connection is not stable and not good enough to subscribe to online seminars	2.55	Problem is Serious	2

	and trainings initiated by the Department of Education			
5	The teachers are at risk to be infected in the distribution of modules to the learners since there are no supplies of PPEs, alcohol and face mask from the Department of Education.	1.55	Not A Problem At All	6
6	Some parents did not enroll their child this School Year 2020-2021 because of the fear to the virus (COVID-19).	1.72	Not A Problem At All	4
7	The School Year 2020-2021 had started already but some modules are still not printed yet.	1.74	Not A Problem At All	3
8	Reproduction of modules affects and compromises the teacher's time management	2.78	Problem is Serious	1
9	The teacher is still confused on how to evaluate properly and effectively the learnings and outputs of the learners under Modular Distance Learning	1.68	Not A Problem At All	5
10	There are limited ways and time to conduct physical monitoring of the learner's outputs due to COVID-19 pandemic.	1.52	Not A Problem At All	7
	Average Weighted Mean	1.74	Not A Problem At All	

Table 2 presents the weighted means, verbal interpretations and ranks of the problems encountered by the teachers on the opening of School Year 2020-2021. As indicated on the table above, among ten categories, two of them had verbal interpretation as "Problem is Serious". Rank 1 is "Reproduction of modules affects and compromises the teacher's time management." with a weighted mean of 2.78. "The teacher's internet connection is not stable and not good enough to subscribe to online seminars and trainings initiated by the Department of Education" ranked 2 with a weighted mean of 2.55

On the other hand, Eight categories had verbal interpretations as "Not A Problem At All", these were "The School Year 2020-2021 had started already but some modules are still not complete." ranked 3 with a weighted mean of 1.74. "Some parents did not enrol their child this School Year 2020-2021 because of the fear to the virus (COVID-19)." ranked 4 with a weighted mean of 1.72. "The teacher is still confused on how to evaluate properly and effectively the learnings and outputs of the learners under Modular Distance Learning" ranked 5 with a weighted mean of 1.68. "The teachers are at risk to be infected in the distribution of modules to the learners since there are no supplies of PPEs, alcohol and face mask from the Department of Education" ranked 6 with a weighted mean of 1.55. "There are limited ways and time to conduct physical monitoring of the learner's outputs due to COVID-19 pandemic" ranked 7 with a weighted mean of 1.52.

Ranked 8 is "Lack of proper training and orientation regarding the utilization and execution of MELC" had a weighted mean of 1.45. "There is no solid/well-founded plan of actions initiated by the school head in ensuring the health and safety of teachers in the distribution of modules and to perform their duties in the new normal set-up.." ranked 9 with a weighted mean of 1.21. Ranked 10 is "The school has no proper coordination and communication to the parents and other stakeholders regarding the new normal set-up." with a weighted mean of 1.18 In general, the problems encountered by teachers on the opening of School Year 2020-2021 had a weighted mean of 1.74 and verbally interpreted as "Not A Problem At All".

Based on the data gathered, two indicators out of ten were found to be serious problems to the teachers on the opening of classes this School Year 2020-2021. Reproduction of modules affects and compromises the teacher's time management and the teacher's internet connection is not stable and not good enough to subscribe to online seminars/trainings initiated by the Department of Education.

The findings of the study is justifiable since on the interview last May 2020 in CNN Philippines, the Undersecretary of the Department of Education, Mr. Diosdado San Antonio, stressed that the preparation and printing of the printed modules are still on the process despite the school year is about to come since schools today brace for major changes due to CoVid-19 pandemic. While, Asquire Philippines (2020), stressed that internet in the Philippines is slow, unstable and expensive. They noted that the Philippines lands at 82, besting only a few countries such as Guatemala, Costa Rica, and Albania while Israel wins the round as the country with the most affordable Internet. Meanwhile, the Philippines chugs along at 77, placing it among the countries with the slowest and least stable Internet while Asian neighbour Singapore takes the top spot, and other Asian countries such as Nepal, Bangladesh, India, Pakistan, and Indonesia occupy the five bottom slots in this category.

As a whole, the problems encountered by teachers on the opening of School Year 2020-2021 is verbally interpreted as "Not A Problem At All" as reflected by the overall mean of 1.74. This means that despite the problems encountered by the teachers were generally interpreted as Not A Problem at all, still two problems were found to be serious problems such as reproduction of modules affects and compromises the teacher's time management and the teacher's internet connection is not stable and not good enough to subscribe to online seminars and trainings initiated by the Department of Education

Specific Question No.3 Is there a significant relationship to the teachers' readiness and the problems they encountered on the opening of School Year 2020-2021 due to CoVid-19?

Table 3: Correlations between Readiness and Problems Encountered by the Teachers

Scores Paired	Coefficient of Correlation r	Level of Significance	Interpretation	Decision
Teachers' Readiness Vs Problems Encountered	0.49	0.05	With Significant Relationship	Reject Ho

Scale: Range of Values

Very high correlation; very dependable relationship

High correlation; marked relationship

Moderate correlation; substantial relationship

Low correlation; definite but small relationship

Negligible correlation

The computed coefficient correlation or r-value was 0.49 which signified a considerable moderate correlation. Therefore, the teachers' readiness registered a relationship with the problems they encountered.

Hence, the findings rejected the null hypothesis. This only means that there is a significant relationship between the teachers' adjustment with the problems they encountered on the opening of School Year 2020-2021.

Specific Question No. 4. Based on the findings of this research, what Intervention Scheme may be designed for the teachers in Quezon Province?**The Proposed Intervention Scheme****Introduction**

This Intervention Scheme was inspired from the DepEd Order No. 9 s.2015 also known as “Instituting Measures to increase Engage Time-On-Task and Ensuring Compliance Therewith” which aims to elevate the quality of education through increasing the number of hours in each task in giving instructions and reducing the non-teaching duties of teachers so they can utilize their time well in teaching. However, Cox (2017), said that time in this fast-paced world can be a very difficult task. He also mentioned that a teacher’s work is a never-ending task where a teacher needs to balance his daily tasks, goals and not to mention an overwhelming paperwork. This was supported by the Teacher’s Dignity Coalition (2020), who lamented the difficulty that teachers have to face in printing modules under the new normal in education which affects their time that should be allotted in other teaching ancillaries.

Meanwhile, Malipot (2020), noted the Department of Education’s Undersecretary and spokesperson Annalyn Sevilla, in a CNN Philippines interview, who stressed that the Internet connectivity problem is an issue that is beyond DepEd’s control. The undersecretary also added that the Internet problem is not just a problem in the Philippines but it’s also a problem globally. However, she stressed that the DepEd teaching and non-teaching personnel have to do something and to have an alternative in addressing this issue. This is very evident since Asquire Philippines (2020), stressed that internet in the Philippines is slow, unstable and expensive. They noted that the Philippines lands at 82, besting only a few countries such as Guatemala, Costa Rica, and Albania while Israel wins the round as the country with the most affordable Internet. Meanwhile, the Philippines chugs along at 77, placing it among the countries with the slowest and least stable Internet while Asian neighbor Singapore takes the top spot, and other Asian countries such as Nepal, Bangladesh, India, Pakistan, and Indonesia occupy the five bottom slots in this category.

In this regard, based on the findings, reproduction of modules affects and compromises the teacher’s time management and the teacher’s internet connection is not stable and not good enough to subscribe to online seminars and trainings initiated by the Department of Education were the most pressing problems of the teachers in Quezon Province. The findings also imply the necessity for an innovative program seminars, in-service trainings and fora that will be used as aid for the teachers to uplift their time management practices and participation to virtual trainings and workshops.

After the assessment and identification of their problems/constraints, the intervention scheme has been designed.

Finally, the successful implementation of this proposed intervention scheme needs the strong cooperation and support of the Officials from the DepEd Quezon to facilitate and realize this Intervention Scheme for teachers in Quezon Province.

General Objective

This Intervention Scheme is designed to upgrade the quality of time management practices and virtual participation in trainings and seminars among teachers in Quezon Province.

Specific Problem	Specific Objective	Activities and Strategies	Persons Involved	Time Frame	Budget and Source	Expected Output
1. Reproduction of modules affects and compromises the teacher's time	To purchase tablets for the learners under modular distance learning	The DepEd Quezon Office may consider in purchasing tablets for the e-modules for the learners where soft copies of these modules may be installed on these tablets quarterly.	SDO personnel	Year-Round	2 Million Dugtong Dunong Fund Drive c/o SGOD	Teachers who have more time in preparing and doing their primary functions.
		Orient and train the teachers and parents on the proper use of this learning gadget (tablet) as a tool in using the learner's e-modules.	SDO personnel, teachers, parents	Year-Round	50,000 c/o SGOD	
	To centralize the printing of the modules in partnership with the Local Government Units	The DepEd Quezon may draw programs to lessen the burden of the teachers by making proposals through a MOA to every LGUs in the Division of Quezon to centralize the printing/reproduction of modules. Hence, teachers will claim the hardcopies of these modules to their Barangay Hall/Office.	DepEd Quezon Personnel, LGUs	Year-Round	3 Million Special Education Fund (Provincial Govt of Quezon)	Teachers with sufficient time in innovating their teaching pedagogy apart from the reproduction/printing of their learner's modules.
		The DepEd Quezon may conduct a virtual training/workshop to capacitate the teachers in managing their time well under the new normal in education				Knowledgeable teachers who are able to manage their well most especially teachers in the

	To improve the time management practices among teachers in the reproduction of their modules and other teaching and non-teaching tasks.		DepEd Quezon personnel , teachers		50,000.00 HRDD Fund	reproduction of their modules and other teaching and non-teaching tasks.
2. The teacher's internet connection is not stable and not good enough to subscribe to online seminars and trainings initiated by the Department of Education	To devise ways and alternatives in attending virtual seminars and trainings initiated by the Department of Education.	<p>The DepEd Quezon may adopt the program to be launched by the DepEd Central Office, EdTech Unit in using DepEd Commons later this year to supplement and back up the resources/trainings/webinars to be conducted by placing courseware in the system which will allow the teachers for offline use.</p> <p>The EdTech Unit of DepEd Quezon may send a copy of video recorded to each school's email to be used for the teachers'</p>	DepEd Quezon Personnel	November 2021	300,000.00 HRDD Fund/SEF	<p>A more convenient and hassle free experience by DepEd Quezon teachers in attending virtual seminars and trainings</p> <p>A more convenient and hassle free experience by DepEd Quezon teachers in attending virtual</p>

		seminars and workshops ahead of time to be downloaded by the school's ICT ahead of the said workshops/trainings.	DepEd Quezon's EdTech Unit, School's ICT Coordinator	November 2021	100, 000 HRDD Fund/SE F	seminars and trainings
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Monitoring and Evaluation

The Schools Division Office of DepEd Quezon together with the EdTech Unit will structure a team for the implementation of the proposed Intervention Scheme. In connection to this, the monitoring team will be using monitoring tools which will be developed by the said team and will serve as the engine to supervise and evaluate the sequence and process of the implementation of the proposed intervention scheme.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions, and recommendations. The Summary of Findings follows the order of the Statement of the Problem in Chapter 1.

Summary of Findings

Teachers' Assessment of their Readiness

The teachers evaluated their readiness as "Ready" as reflected by the overall mean of 2.85.

Problems Encountered by the Teachers

The problems encountered by the teachers in Quezon Province were interpreted as "Not a Problem at All" with an overall mean of 1.74. On the other hand, two problems were identified as "Problem is Serious", which were "Reproduction of modules affects and compromises the teacher's time management" and "The teacher's internet connection is not stable and not good enough to subscribe to online seminars/trainings initiated by the Department of Education"

Relationship of Teachers' Readiness with the Problems They Encountered

The computed coefficient correlation or r-value was 0.49 which signified a considerable moderate correlation. Therefore, the teachers' readiness registered a relationship with the problems they encountered.

Conclusions

Based on the foregoing findings, the following conclusions had been derived:

1. Teachers in Quezon Province possess positive outlook and work values on their teaching profession as they claimed that they were ready in performing their duties and responsibilities under the new normal due to CoVid-19.
2. Most of the problems encountered by the teachers were considered as not a problem at all. Except on the reproduction of modules affects and compromises the teacher's time management and the teacher's internet connection is not stable and not good enough to subscribe to online seminars and trainings initiated by the Department of Education which were considered by the teachers as serious problems
3. The teachers' readiness registered a relationship with the problems they encountered as reflected in the computed coefficient correlation or r-value of 0.49 which signified a considerable moderate correlation. Hence, the findings rejected the null hypothesis. Therefore, one can determine that even the teachers feel that they were ready in performing their duties and responsibilities, still there were problems that they feel need to be addressed due to CoVid-19 pandemic.

Recommendations

In the light of the aforementioned findings and conclusions the following are hereby recommended:

1. The DepEd Quezon needs to:
 - a. Plan and implement more programs and activities that would intensify the teacher's time management practices most especially in printing out the modules and other teaching devices since the teacher-respondents rated it as their highest-ranked item among the problems they encountered under the new normal.
 - b. Establish a regular monitoring system of the school in order to gather first-hand information on the needs and priorities to be done in terms of intensifying the time management practices as a way of heightening their teaching proficiency.
 - c. Draw programs and initiate a dialogue together with the LGUs of Quezon Province to the Internet Providers (Smart, Globe, PLDT) as to upgrade their services most especially that most workers and students are now in need of a quality service in using the internet under the new normal.
2. The teachers should:
 - a. Create a daily routine plan to help them monitor and budget their time in accomplishing their varied curricular and extra-curricular tasks. Equally important tasks should be planned and prioritized in terms of need.
3. For the Future Researchers
 - a. Conduct an in-depth investigation on the adjustment, problems encountered and coping mechanisms among parents, students, teachers and how collective leadership might support and address the challenges faced by the institution under the new normal in education.

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