

MANAGEMENT OF THE TEACHING INSTRUCTION IN THE NEW NORMAL AMONG THE SELECT PUBLIC SECONDARY SCHOOLS IN AREA 1, BATANGAS PROVINCE

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ABSTRACT

This study assessed how the teaching instruction is managed in the New Normal among the select Secondary High schools in Batangas province. The study employed a descriptive research approach with a researcher-made questionnaire serving as the primary data gathering tool. The statistical methods of weighted mean and composite mean were utilized to manage the data gathered. Findings revealed that the management of teaching instruction in the New Normal is always well-organized in terms of planning, organizing, staffing, directing, and controlling functions. Further, problems were sometimes encountered in the management; the most common problem is the lack of scholarship grants for teachers. Hence, intervention measures were proposed to address the problems met.

Keywords: management, teaching instruction, planning, organizing, staffing, directing, controlling, problems, intervention measures

INTRODUCTION

The pandemic of coronavirus disease 2019 (COVID-19) continues to have an impact on educational institutions across the world, including the Philippines. Teachers' duties are therefore crucial in ensuring that students learn well. When the COVID-19 happened, it put students, parents, teachers, and other stakeholders to the challenge. Many school districts turned to the internet to keep teaching going even while the classrooms were closed (Organization for Economic Co-operation and Development, 2020). Apart from online learning, most public schools, particularly those in rural areas, delivered modular instruction using printed self-learning modules. In addition, the majority of students and parents choose modular distance learning over other options. As a result, teachers' ability to provide students with high-quality training

and preparation declined. Despite any problems and adjustments in the learning program, where learning occurs at home, pandemic compelled teachers to play a critical role in encouraging and monitoring students' growth. Quality learning opportunities, on the other hand, are not restricted to the four walls of the classroom; they can occur at any time and from any location (Rvnogie, 2022).

Teachers encounter a variety of obstacles as a result of the new educational system's sudden adjustments. As an alternate mode of learning continuity, modular training presented a number of difficulties. Teachers must still be able to manage the delivery of teaching by keeping track of their students' progress and monitoring their progress. Indeed, the epidemic puts teachers' adaptability and flexibility to the test in times of crisis. As a consequence, they are motivated to come up with new approaches to give

instructional lessons. Teachers received training in order to better prepare them to teach in the face of the COVID-19 danger. Teachers, on the other hand, cannot simply disregard uncontrollable situations (Lagua, 2020). Educators continue to make learning feasible despite the hurdles, doing what they can to adjust to the new normal.

Public schools are created to develop educated learners who will grease the wheels of the national economy, as the Department of Education aspires to produce internationally competitive citizens. They have been tasked with the task of educating and developing individuals who will serve as future human resources for the country's growth and competitiveness. Learners are expected to have received professional training and to be well-prepared for higher education. Public secondary schools, in particular, are an important starting place for the formation of future professionals who are competent and have positive attitudes. These educational institutions are also the source of the degree of teaching that will be provided, ensuring that it is not only theoretical and book-based, but also useful and productive.

Schools serve as the foundation for establishing a desirable and comprehensive teaching instruction organization and management system. They also create a thorough and integrated teaching instruction to ensure that the program's aims and objectives are motivating, uplifting, and worthwhile. It also shapes students who are armed not just with concepts and abilities, but also with the ability to make sense of and apply abstraction to learning so that their learning is both lifelong and productive.

During these times, public school teachers guarantee that the classroom instruction allows students to gain the core knowledge and build productive abilities needed to function in this new normal. Furthermore, the teaching instruction management system delivers curriculum content and learning experiences that will help DEPED achieve its mission of providing persons and learners with knowledge skills to

improve the environment and quality of life. Students should be able to investigate, explain, and analyze natural events, as well as apply what they've learned in class to their everyday lives. It should also encourage students to create systematic work habits, develop attitudes, and learn to think critically. Moreover, teaching and instruction should be able to equip students with strong analytical abilities so that they can adapt to environmental obstacles and use such talents to lead productive lives. Because these students are being taught to become the country's manpower pool of future teachers, they should be considered in the management system structure. The type of school administration has a significant impact on teaching instruction, which is linked to the quality of teaching and learning processes.

The fundamental goals of public schools are to provide effective instruction that encourages children to develop an interest in learning and motivates them to acquire information, develop skills, and create attitudes and values that will assure scientific literacy among students. Furthermore, clear and defined learning goals and objectives offer a feeling of direction for what is intended to be taught and assessed at the conclusion of the learning process based on standard performance. Furthermore, the substance of the curriculum and the students' learning experiences should be organized such that there is an immediate emphasis on what needs to be completed. Measures and monitoring performance, as well as determining if the objectives have been met, should all be in place. Thus, planning requires visualizing how to accomplish things in a systematic manner, thinking before acting, and acting on facts rather than guesses. Once all of the planning has been completed, the next step is to create an organizational structure that will help administrators, teachers, and other personnel in the assigned position understand their roles and responsibilities in order for the plan to be successful.

The next step is staffing, or the selection of teachers to replace gaps with

qualified individuals, as teacher quality is critical in imparting instruction. This entails managing the organizational structure by selecting, evaluating, developing, and maintaining teaching people to fill the functions specified in the structure. Because teacher quality is the most significant school-related factor impacting student accomplishment, staffing pertains to the quality of teaching personnel. Successful teachers are the cornerstone of good schools, and one of the most essential expenditures of time and money that local and national leaders make in education is to improve their skills and expertise. Teachers, like manpower, require learning resources, time, and chances for training in order to make the essential adjustments in teaching as outlined in the system standard of instruction.

Furthermore, administrators and teachers direct and supervise how all planned activities in the instructional process and learning modalities, learning experiences, the faculty's own set of goals, and the research and evaluation element are implemented. This involves lectures and interactions in the classroom, laboratory activities, and the creation of educational materials and methodologies. It also involves a training program and other activities to promote positive attitudes and values, an entrepreneurial spirit, and improved educational instruction. It also entails encouraging teachers to engage in research activities in order to expand their knowledge and thinking, resulting in improved teaching methods and more competent professionals. With all of these efforts, public schools will be able to provide excellent education to their students in this new normal. Because the participants of such training are future professionals, it would have a significant influence. Despite significant attempts to improve classroom instruction and in light of the current global scenario, education has yet to fulfill the task of reaching complete literacy. Many educators are advocating for a reassessment of teaching methods. The engagement of school officials and teachers is

also required for this examination. Reviewing necessitates numerous basic modifications in the administration of instruction delivery. Several elements, including as planning, organizing, staffing, directing, and controlling, become important considerations in this respect. Such management functions would also likely contribute to the improvement of management of teaching instruction.

The researcher, a public-school teacher, believes it is important to study and evaluate how teaching instruction is managed at a select secondary school in Area 1, Batangas province, in light of the new normal. The researcher believes that the entire management process must help administrators and teachers in taking the necessary action, which will finally lead to success. To properly assess the quality of instructional management, school leaders must have the skills necessary to recognize and characterize good performance as well as to suggest ways to improve bad performance in the management system. Despite the difficult circumstances, this study offers a simple means of making school administrators and teachers more aware of the ongoing need to analyze management systems in teaching instruction for continual quality improvement.

OBJECTIVES OF THE STUDY

This study focused on how teaching instruction is managed along the new normal in the select secondary high schools in Batangas province. In particular, it aimed to:

1. Assess how the respondents manage the teaching instruction along new normal with respect to:
 - 1.1 planning;
 - 1.2 organizing;
 - 1.3 staffing;
 - 1.4 directing; and
 - 1.5 controlling.
2. Identify the problems met in the management of the teaching instruction along the new normal.

3. Propose intervention measures to address the problems met in the management of the teaching instruction along with new normal

METHODOLOGY

The study used the descriptive research approach to evaluate how teaching instruction is managed in the New Normal through the processes of description, analysis, interpretation, and data recording. The researcher selected ten school principals and ten head teachers from the select public secondary high schools in Area 1, Division of Batangas as respondents using a convenient sampling. More so, the questionnaire was created using materials from websites, publications, and research projects in the subject of education. Construction, validation, administration, and scoring of the questionnaire were all completed. The researcher went to the Provincial Sports Complex of Batangas Province and requested permission from the SDS to conduct a survey in the select public secondary high schools. She utilized Google Form for the survey questionnaire administration. To handle the acquired data, the statistical techniques of weighted mean and composite mean were used.

RESULTS AND DISCUSSION

This section contains data analysis and interpretation of how teaching instruction is managed under the new normal.

1. Management of Teaching Instruction in the New Normal

1.1. Management of Teaching Instruction in terms of Planning

Involve teachers in the development of both the curriculum and extracurricular activities got the highest weighted mean of 3.80 and was interpreted as always based on the results. This finding demonstrates the

trust and confidence in teachers who are qualified and educated enough to arrange curriculum content and extracurricular activities. Teaching allows them to see what must be addressed and used in the teaching and learning process to stay up with the demands of teaching in this new typical educational set-up. Prepare plans/strategies to achieve goals and achieve desired outcomes, on the other side, received the lowest weighted mean of 3.50, even though this was regarded as always. It suggests that school administrators create standards to make quantifiable and realistic objectives that determine what should be taught depending on the learning period's average performance. This is in line with the idea of Modebelu et al. (2012), according to which teachers' roles must be well-planned and arranged systematically to choose an effective instructional method that will support students' learning and create an effective classroom environment.

Furthermore, the composite mean of 3.71 suggests that the respondents always believed that planning plays an essential role in managing classroom instruction in the new normal.

1.2. Management of Teaching Instruction in terms of Organizing

A weighted mean of 3.80 indicates that school administrators always identify the materials and activities that teachers employ in their lessons. This indicates that, despite the pandemic, teachers are given the required learning material resources to help students improve their performance. This finding backs up the concept of Mathis et al. (2013) that organizing entails coordinating and combining human and material resources to attain goals.

Assist administrators with activity planning, on the other side garnered the lowest weighted mean of 3.50, but nevertheless interpreted as usual. Teachers are enthusiastic about the use of virtual platforms such as Google Meet and Zoom for

school activities and are prepared to assist administrators with implementation.

The composite mean of 3.71 indicates that respondents rated themselves as always organized, which is a strength area and so plays a significant role in the management of imparting instruction in the new normal.

1.3. Management of Teaching Instruction in terms of Staffing

According to the findings, encouraging teachers to keep improving their teaching skills and, in particular, to enroll in graduate courses to further their education had the highest weighted mean of 3.85, which was verbally interpreted as always. This implies that keeping track of the teachers' attributes, as well as their classification and ability to complete certain assignments, is important. Participants stressed the relevance of the faculty development program for teachers to demonstrate the attainment of desirable personal traits and a high degree of professionalism. This is consistent with the findings of Hakim (2015) that teacher number and quality are significant variables of teaching competency and performance.

Furthermore, school administrators always make certain that teachers are assigned to their areas of expertise. This indicator had the lowest weighted mean of 3.50, which might be attributable to the practice of assigning teachers to teach subject/s for which they have no particular training rather than their own area of expertise. Insufficient, competent teachers, according to Briones, remain one of the country's major problems in the educational system. As a result of this situation, teachers with insufficient experience were assigned to teach certain subjects.

In general, the composite mean of 3.71 indicates that the respondents always agreed that the staffing function is an aid to the management of teaching instruction in terms of maintaining teacher quality and quantity.

1.4. Management of Teaching Instruction in terms of Directing

Administrators always conducted follow-up classroom observation to see how far the teacher has gone since the previous observation. This item got the highest weighted mean of 3.80. This indicates that teachers viewed effective lesson presentation as a chance for a teacher to demonstrate or dispel any administrators' doubts about his competence to teach. This finding is consistent with Kamat's (2019) the idea that leadership entails fellowship; thus, motivation, leadership techniques, and communication skills encourage teachers to participate actively in all of the inspired activities in order to increase their ability to achieve goals. Despite the fact that administrators consistently perform training programs to develop good teaching attitudes and values in order to improve teaching instruction, this item had the lowest weighted mean of 3.55. This means that directing entails a training program that stimulates, inspires, communicates, and encourages teachers to achieve at high levels of teaching performance.

The composite mean of 3.69 indicates that the respondents are active in directing, and that the longer they are involved in directing, the more competent the administrators will be at their job.

1.5. Management of Teaching Instruction in terms of Controlling

Based on the results, administrators always monitor teachers' performance to ensure that the expected outcomes are achieved. The weighted mean of 3.80 attested to the result. This finding implies that controlling entails, keeping track of teacher performance in order to ensure that they understand what is expected of them during the teaching-learning process. This backs up Daft's (2010) the idea that adequate control helps monitor for errors and take remedial action so that deviations from the standard

are kept to a minimum and stated goals are met.

Moreover, despite the fact that administrators usually guarantee that teachers and other school workers execute effectively on their assigned duties, this item had the lowest weighted average of 3.55. This shows that teachers are aware that the teaching profession comes with duties, and that they should work to the best of their abilities, no matter where they are or what task they are working on.

The respondents agreed that effective controlling is necessary to keep an institution moving forward and maintain its operations operating well, as indicated by the composite mean of 3.67.

2. Problems Met in the Management of Teaching Instruction

As seen by the findings, the respondents sometimes met the lack of scholarship funding for some deserving but financially unable teachers to pursue their graduate degrees. This item obtained the highest rating, with a weighted mean of 2.45. This indicates that the Department of Education should extend its scholarship possibilities, such as tuition subsidies, paid study leave, and other incentives, to help instructors pursue post-graduate degrees. Teachers have a professional aim of providing their students with the best education possible. Enrolling in graduate school is one option to accomplish this goal. This finding supports the idea of SEI-DOST & UP NISMED,(2011) that for teachers to retain effective instruction and high performance, they must continue to improve professionally, which may be accomplished through postgraduate studies.

Other problems sometimes met by the respondents include the lack of interest of some students in the new learning set-up since they are seen to be challenging and uninteresting and insufficient learning resources for students' additional readings

which got weighted means ranging from 2.10 to 2.40.

The composite mean of 1.99 suggests that respondents sometimes encountered problems in teaching instruction, necessitating the development of alternative solutions. As a result, management, administrators, alumni, concerned citizens, and teachers must work together to develop methods and inventive alternative ways to address these challenges in improving teaching instruction in the new normal. This confirms Likoko et al. (2013) findings that concerns and problems in teaching instruction require alternative ways to meet the demands of global society during the pandemic.

3. Intervention Measures to Address the Problems Met in the Management of Teaching Instruction

Through research and interviews, proposed intervention measures to address the difficulties encountered were proposed. These include intensification of scholarship grants funded by non-government organizations for teachers who want to pursue post-graduate studies. These also consist of different activities, such game-based activities, and e-games as supplemental learning materials to enhance students' motivation and enthusiasm toward distant learning.

CONCLUSIONS

The following conclusions are formed in light of the findings:

1. In terms of planning, organizing, staffing, directing, and controlling functions, management of teaching instruction in the New Normal is always well-organized.
2. The lack of scholarship funding for some deserving but financially incapable teachers to continue their graduate degrees is one of the most common challenges encountered in the

management of teaching instruction along the new normal.

3. The proposed intervention measures may help address the problems met by the school administrators and direct them to manage teaching instruction along new normal more effectively.

RECOMMENDATIONS

Based on the results and conclusions drawn from the collected data, the researcher recommends the following:

1. Teachers should continually respond to the challenges and possibilities brought about by the worldwide demands of the new normal set-up of education, and problems encountered should be given attention to stay up with current innovations in teaching instruction.
2. To validate the findings of the study, parallel studies comparing the management of teaching instruction before and during the pandemic might be done.
3. The proposed intervention measures may be presented to the Department of Education – Batangas Province for review and enrichment prior to adoption and implementation.

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