

K- 12 TEACHERS' NEEDS AND CHALLENGES IN TIMES OF PANDEMIC: A BASIS FOR INSTRUCTIONAL MATERIALS DEVELOPMENT

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ABSTRACT

Teachers in the Philippines have closed shifted to online learning, have more needs in teaching, and face several obstacles as a result of the COVID-19 epidemic. The goal of this descriptive correlational research is to identify teachers' needs and challenges during this pandemic. According to the findings, a teacher's priority needs during a pandemic were books as teaching and learning resources to integrate content into my instruction; video gadgets for learners to practice; and audio-learning instructional materials. In times of pandemic, the most difficult challenges for K-12 teachers were improving learning outcomes, adhering to COVID-19 safety protocols, and inspiring learners to be more self-directed. Finally, there was a strong link between teachers' needs and challenges during pandemics. This demonstrates that when the needs were high, so were the challenges. It is suggested that DepEd officials and school principals prepare for future emergencies by developing clear emergency plans and fitting online mechanisms and training into current face-to-face classes and teacher professional growth.

Keywords: K-12 teachers', needs, challenges, and pandemic

INTRODUCTION

The COVID-19 pandemic has had a profound impact on almost every aspect of society, including education. To prevent the virus from spreading further, the Philippines, like the majority of other countries around the world, implemented lockdown procedures, which resulted in school closures. While educators were transitioning from traditional face-to-face learning to digital platforms for remote teaching, a slew of needs and challenges arose that necessitated immediate solutions as well as policy and procedure changes to provide equitable and appropriate remote learning to all learners. The traditional classroom setting differs significantly from the online learning

environment in terms of learners' motivation, satisfaction, and interaction, according to the findings of a study in which 385 college students from various fields in Nepal were asked about their opinions regarding online classes that were being implemented during the COVID-19 lockdown (Aditya and Jha, 2020). Even though advances in educational technology over the last few decades have proven to be quite beneficial during this pandemic (Dhawan, 2020), teachers, students, parents, and other important educators were confronted with many challenges that they were unprepared to handle (Chakraborty, Mittal, Gupta, Yadav, and Arora, 2020). Parents had to balance the demands of their jobs with the responsibility of providing their children with access to instruction

from home, and students struggled to stay engaged and connected with their teachers and peers online. School administrators and teachers were rushing to completely redesign their educational delivery models. To investigate the extent to which COVID-19 has had an impact on teaching and learning on a national scale, a large number of academics have conducted extensive research on educational practices. Throughout the first four months of remote learning, several organizations conducted and reported on surveys in stages.

This review included research studies that focused on the K-12 context in the Philippines, specifically on national high schools in the 3rd Congressional District, Province of Iloilo. These studies included sample populations of secondary teachers, junior and senior high school teachers, and school principals.

OBJECTIVES OF THE STUDY

The aims of the study were:

1. To determine the needs of teachers in a time of pandemic in K-12 education;
2. To determine the challenges of teachers in a time of pandemic in K-12 education; and
3. To produce outputs based on the findings of the study that can be used to highlight the gaps that require additional research.

METHODOLOGY

During the widespread closure of schools in the Philippines due to the COVID-19 pandemic, specifically in national high schools in the 3rd Congressional District, Province of Iloilo, across the municipalities of Lambunao, Janiuay, and Calinog (N=450), a survey was distributed via email to all the teaching staff. The results of the survey were compiled and presented in a report. Because the researchers involved in the study had professional connections to educators in these three locations, they decided to focus their investigation there. Email addresses for teachers were obtained methodically from the various school websites that were accessible in the three

towns. The researchers chose not to include the classroom instructors whose email addresses could not be located on the respective school websites. In March 2020, after the epidemic had forced schools to close and moved their instruction online, a link to an online poll was distributed through email to anyone who had previously provided their contact information. In addition, subsequent emails were sent out to encourage participation in the survey. The university where the researchers were trained had an institutional review board that gave its blessing to all of the research materials and procedures. In the case of questionnaires developed by the researchers themselves, the descriptive correlational research method was employed to analyze the replies provided by the respondents. Quantitative and descriptive statistical approaches were utilized to analyze responses to survey questions regarding the requirements of educators and the obstacles they face during pandemics. In addition, these questions were factored using the elements in the questionnaires that required a yes or no response. In addition, the frequency, percentage, and rank were utilized for descriptive statistics, and the Spearman's rho correlation test was carried out to determine whether or not there were any significant relationships between the needs of teachers and the difficulties they faced during times of pandemic in the municipalities of Lambunao, Janiuay, and Calinog.

RESULTS AND DISCUSSIONS

1. Teachers' Needs in Times of Pandemic

The top three things teachers need during a pandemic were books as teaching and learning resources to integrate content into their lessons (f=435; Rank=1), video gadgets for learners to practice (f=422; Rank=2), and audio-learning instructional materials (f=395; Rank 3), while the bottom three things were a teachers' manual (f=245; Rank=8), a strong support system from school heads and stakeholders (f=238; Rank=9),

It shows that the purpose and importance of teaching and learning materials are to make lessons interesting, make learning easy, and make it easy for teachers to explain concepts. By helping



students learn, learning materials can make a big difference in how well they do in school. The materials to be covered and how each lesson is set up are described in great detail. Textbooks provide organized units of work.

Table 1
Teachers' Needs in Times of Pandemic

Category	f	Rank
books as teaching and learning resources to integrate content into my instruction	435	1
video gadgets for learners intended to practice	422	2
audio-learning instructional materials.	395	3
internet connectivity	370	4
Radio- instruction	368	5
adequate funds for training, and other teaching and learning resources	355	6
to plan my instruction	297	7
teachers manual	245	8
strong support system of the school heads and stakeholders	238	9
radio operator with portable transmitter	225	10

A textbook gives you all the plans and lessons you need to cover a topic in some detail. Digital videos also make it possible to learn from afar, so teachers can reach students from all over the world. There are a lot of videos now that contain analytic features that help teachers to track student engagement and attendance while viewing. Moreover, this is the workings of technology as it helps learners to work efficiently. For instance, learners can complete any type of academic task within a short time. Also, with the help of these gadgets, you can contact your friends and relatives quickly. Lastly, we can use it in our teaching, especially those lessons that can be well understood by the learners with the use of audio. We can make our lessons more interesting by using things like audio. This helps the teacher teach the lesson well, and it helps the students learn and remember the ideas better and for longer. The use of audio-visual aids improves students' critical and analytical thinking. It helps to eliminate abstract concepts through visual presentation.

The present findings were supported by Czerniewicz (2020), Fox (2004), and Mackey, Gilmore, and Dabner (2012), whose results stated

that learners also need to be able to understand the greater burden of responsibility that they receive when learning remotely; and administrators and faculty should expect some learners to have lower access to the Internet and computers for online learning than others.

2. K-12 Teachers Challenges in Times of Pandemic

Table 2
K-12 Teachers Challenges in Times of Pandemic

Category	f	Rank
improving learning outcomes	449	1
following covid-19 safety protocols	438	2
inspiring learners to be more self-directed	421	3
finding the time to keep up with classroom tasks	391	4
getting learners to do their work outside the classroom	387	5
differentiating and personalizing teaching	345	6
re-establishing classroom routines	323	7
addressing interrupted learning	320	8
prioritizing social and emotional learning	298	9
maintaining some degree of remote learning	258	10

The most challenging encountered by the K-12 teachers in times of pandemic was improving learning outcomes (f=449; Rank=1); followed by following Covid-19 safety protocols (f=438, Rank=2), and inspiring learners to be more self-directed (f=421; Rank=3). On the other hand, the least three K-12 teachers' challenges in times of pandemic were addressing interrupted learning (f=320; Rank=8), preceded by prioritizing social and emotional learning (f=298; Rank=10), and the least challenges encountered by K-12 teachers in times of pandemic were maintaining some degree of remote learning (f=258; Rank=10).

It means that having course learning outcomes has a number of downsides for teachers, such as setting clear expectations for both students and teachers, helping students learn more effectively, and giving teachers clear direction when making decisions about how to teach and test.



So, learning outcomes can be measured by what the learner should be able to do after the learning is done. This helps the learner understand how important the information is and what they will get out of doing the learning activity. However, social and physical distancing measures aim to slow the spread of the disease by stopping COVID-19 chains of transmission and preventing new ones from starting. These measures put at least one meter of space between people and reduce contact with contaminated surfaces. They also encourage and support virtual social connections within families and communities, the use or creation of appropriate facilities where a person or people are physically separated from others. Possible settings for quarantine facilities catering to groups, or the contact's home. In this setting, an evaluation must be done to make sure that the right conditions are in place for safe and effective quarantine. Facilities for people in quarantine should be accessible to people with disabilities and meet their unique needs. Lastly, teachers were asked to find ways to get students to learn longer, put in a better effort, learn more deeply, do better in class, and become more self-directed. This helps students develop self-confidence, initiative, persistence, and a sense of life satisfaction. In addition, teachers cannot control the lives of their students because of all the outside things that affect us all, like our genes and the environment. In the end, each of us is in charge of our own life. In their articles, Alvarez (2021), Anzaldo (2021), and Castroverde and Acala (2021) say that the COVID-19 pandemic, which caused fast changes in the education system, has made it hard for teachers to do their jobs.

3. Significant Relationship between Teachers Needs and Challenges in Times of Pandemic

Table 3
The Relationship between Teachers Needs and Challenges in Times of Pandemic

Correlated Variables		Challenges
Needs	Pearson Correlation	.679**
	Sig. (2-tailed)	.000

Table 3 shows that there was a significant relationship between the teachers needs and

challenges in times of pandemic. The Spearman's rho was 0.679 with a p-value of 0.000. The p-value was less than 0.05 level of significance meant that there was a significant relationship between the teachers' needs and challenges in times of pandemic. This implies that when the needs were high, the challenges were also high. The results denote a substantial or marked relationship. The present finding backs up the findings of Cardullo, Wang, Burton, and Dong, (2021), and Trust and Whalen, (2021), which say that teachers in grades K–12 talked about how they thought distance education could be improved. They concluded that teachers most often talk about access problems, such as those reported by children who have to share a connection or device with a sibling who is also a student, which leads to a lack of mobility.

4. Outputs based on the findings of the study

Based on what this study found, the most important thing K–12 teachers needed during a pandemic was books to use as teaching and learning resources and to help them integrate content into their lessons. The books were provided in every specialized subject, such as:

Table 4
List of Books in Specialized Subjects

Description/Title/Name	ISBN No.
Agriculture	978-621-463-030-1
Agriculture Horticulture	978-621-463-029-5
Business Marketing	978-621-463-044-8
Campus Journalism	978-621-463-119-3
Cookery	978-621-463-031-8
Creative Writing	978-621-463-103-2
Economics	978-621-463-032-5
Entrepreneurship	978-621-463-033-2
Event Management	978-621-463-042-4
Financial Management	978-621-463-046-2
ICT Computer Hardware Services	978-621-463-032-6
ICT Illustration Freehand & Technical Writing	978-621-463-034-9
Nail Care	978-621-463-036-3
Personal Entrepreneurial Competencies and Market Personality Development	978-621-463-037-0
Practical Research Revised Edition 2022	978-621-463-043-1
Useful for Life Dress Making	978-621-463-045-5
Useful for Life Electrical Installation & Maintenance	978-621-463-038-7
	978-621-463-032-4

The researchers produced the output that meets the needs of junior and senior high school teachers specifically teaching specialized subjects like in Science, Technology, Engineering, and Mathematics (STEM) strand; Accountancy, Business, and Management (ABM) strand; Humanities and Social Sciences (HUMSS) strand; Home Economics (HE) strand; and Information and Communications Technology (ICT) strand.

CONCLUSION

As a result of the pandemic, a new effect has emerged. Because of the changes in the environment, there has been a strong demand for pedagogy and educational activities to be significantly revised. Even though the framework for educational efforts was laid many years before the epidemic, there is currently inadequate time to address the most pressing needs and challenges that K-12 educators are facing during this pandemic. Because of the pandemic's effects on teachers working in junior and senior high schools, pedagogy was influenced by both students and teachers.

RECOMMENDATION

It is advised that Department of Education officials and school principals prepare for future catastrophes. This preparation should involve developing explicit emergency plans, incorporating online components and training into existing face-to-face sessions, and providing professional development for teachers.

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