

Original Article

School and Teachers' Preparedness and Instructional Time during Pandemic on Students' Learning Outcome

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Abstract: As the COVID-19 pandemic spread out and lockdown measures became compulsory in the Philippines, questions arose regarding the fate of the educational system. The government's commitment to education, both in terms of degree and effectiveness, emerged as a central concern. The study investigated the preparedness of schools and teachers given their instructional time, and student learning outcomes in three different school categories: small, medium, and large, within the School Division of Bulacan across four different school districts. Using a descriptive mixed-methods study design, the study involved 156 participants from various districts and school categories within Bulacan's School Division. The overall assessment of School and Teacher Readiness, including essential learning competency curriculum, learning environment, professional development, community linkages, webinars, technological competencies, and instructional materials, indicated a "Very High" level of agreement among respondents regarding its quality. Similarly, the quality of teacher performance, measured by student performance/tasks and instructional time, was also rated as "Very High." However, the quality of instructional time for students was rated as "High," which can be attributed to health restrictions imposed by the current learning delivery model, affecting student performance outcomes. Regarding the relationship between instructional time and School and Teacher Pandemic Preparedness, the study found that instructional time significantly depended on essential learning competency curriculum, learning environment, professional development, and community linkages. However, instructional time was found to be independent of webinars, technological competencies, and instructional materials.

Keywords: school, teachers' preparedness, instructional time, pandemic, students' learning outcome

1. INTRODUCTION

As the COVID-19 pandemic spread out and lockdown measures became compulsory in the Philippines, questions arose regarding the fate of the educational system. The government's commitment to education, both in terms of degree and effectiveness, emerged as a central concern [1]. Even before the pandemic, the educational landscape dealt with persistent issues that hindered the development of academic quality. These challenges encompass insufficient facilities, a scarcity of learning materials, an overburdened and under-compensated workforce, and a curriculum needing reform [2]. The sudden outbreak of COVID-19 placed immense tension on the educational system, catching it largely unprepared. However, the Philippines faced unique challenges in responding to the pandemic, particularly in the field of education.

Ensuring the continuity of quality education amid lockdowns and community quarantines necessitated a review of the traditional learning environment to adapt to the “new normal.” Financial resources and well-coordinated institutions facilitated responses to the crisis in other countries, especially in education [3]. An author [4] noted that the pandemic triggered nationwide school closures and disrupted conventional schooling, forcing students to rely on remote learning via the internet, television, or radio. Teachers, too, faced the challenge of adapting to new pedagogical approaches and modes of instruction for which they may not have been adequately trained. Learners from marginalized backgrounds, lacking access to digital learning resources and struggling to engage in independent learning, faced the risk of falling behind. While distance education appeared to be a viable solution for many nations, the Philippines grappled with institutional readiness issues, notably the unavailability of learning modules. Various school divisions, particularly those in rural areas like Bulacan, faced challenges in procuring and distributing modules to students. The dilemma persisted, with the government allocating a budget of only P22 billion for module reproduction in 2021, far from the estimated P50 billion needed by the Department of Education (DepEd) [5]. These issues underscore the urgent need for a sustainable solution to the challenges presented by the new normal in education. Such a solution would ensure that learners have access to essential learning materials, while teachers can focus their time and energy on lesson preparation, guidance, and professional development. Furthermore, the dissertation aims to contribute to resolving the educational challenges within the School Division of Bulacan. Collaborating with teachers, the study seeks to provide a comprehensive solution for enhancing the quality of education in the Bulacan region. As preparedness content has been integrated into the curriculum in recent years, the concept of preparedness remains multifaceted, particularly regarding different types of disasters, diseases, and emergencies [6]. Given the emergence of the new normal following the COVID-19 pandemic, there is a pressing need to contextualize and adapt preparedness goals within the context of a pandemic. The pandemic significantly disrupted education systems, compelling an adaptation that involved reducing instructional hours while still meeting curriculum expectations. To bridge that gap, one potential solution is to develop a set of preparedness competencies as a curriculum goal. These competencies would equip learners with essential skills and knowledge to navigate crises effectively. Additionally, a “new normal” curriculum could incorporate content integration to optimize instructional time. By assimilating curriculum content expectations from diverse subjects, educators can ensure efficient instruction while meeting all learning objectives [7]. To implement that curriculum, educators can explore various integration models proposed by Fogarty and Stoehr. These models include fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed, and networked approaches. Each model involves incorporating skills and concepts from different subjects into the curriculum, allowing for flexibility in content coverage within the constraints of the new normal [8]. With that, the dissertation aims to contribute to addressing the learning challenges within schools during the pandemic and beyond. By emphasizing preparedness competencies and strategic curriculum integration, educators can better prepare students for an ever-evolving educational landscape. The general problem of the study is to determine the relationship between school and teachers’ preparedness and instructional time during the pandemic. “Specifically, the study seemed to answer the following questions: How may the school pandemic preparedness be described in terms of: Curriculum Content, Learning Environment Professional Development, Community Linkages The COVID-19 pandemic has highlighted the connection between our world and its impact on diverse populations. While the virus knows no borders, its effects have disproportionately affected vulnerable communities. In the field of education, students from privileged backgrounds have had advantages during school closures due to their access to resources and support. It’s crucial to address these disparities and ensure equitable

learning opportunities for all. Conversely, students from disadvantaged backgrounds have often found themselves excluded when their schools closed [9]. The pandemic has highlighted critical disparities in education, from inadequate access to technology for online learning to the absence of supportive environment. These challenges affect students' ability to learn effectively. Addressing these gaps is essential for creating a more equitable education system. The relative importance of attitude, subjective norm, and perceived behavioral control in predicting intention, as well as the relative significance of intention and perceived behavioral control in predicting behavior, can vary across different behaviors and populations [10]. The Most Essential Learning Competencies (MELCs) in the K–12 curriculum was rephrased and identified by the Department of Education (DepEd) as crucial for achieving content and performance standards. These competencies were developed during the COVID-19 pandemic as part of the Learning Continuity Plan to ensure resilient education during emergencies. They serve as the primary reference for schools, divisions, and regional offices, allowing the adaptation of learning approaches to local contexts while addressing pandemic challenges. Schools can enhance and contextualize the MELCs, including by preparing modules or self-learning kits. Efforts are being made to ensure accessibility through platforms like DepEd Commons, making sure teachers and learners have the resources they need for continued learning [11]. The sudden shift to remote teaching, mandated by the pandemic, significantly impacts how students cope with the new educational challenge and how teachers perceive their students' ability to adapt to remote learning. Teachers' perceptions of their students often influence their choice of teaching methods. When teachers hold negative views about their student's achievements, motivation, work habits, and class participation in a remote setting, it tends to lower their expectations for learning outcomes [12]. Equally important for effective teaching and student achievement is teachers' perception of their competencies [13]. Numerous studies have consistently shown that teacher self-efficacy—defined as educators' confidence in their ability to teach—has a significant influence on various aspects of their teaching practice and student outcomes. When teachers possess higher self-efficacy, they tend to develop a coherent teaching philosophy, employ effective instructional strategies, set ambitious expectations for student achievement, and maintain a positive and supportive classroom environment. Additionally, their confidence impacts how they navigate challenges and obstacles.

2. MATERIALS AND METHODS

In the study, the author employed the descriptive correlational Study method, which essentially means he gathered data to examine whether there were any connections between various factors. Specifically, the study was interested in understanding how the pandemic impacted instructional time, student learning, and the readiness of teachers. To do that, he collected numerical data and used correlation coefficients to measure the strength of these connections. The study also utilized a descriptive study design following recommendations, focusing on describing the effects of the pandemic. Data collection was carried out using Google Forms, which were distributed to school districts and shared with teachers via email. Unfortunately, not all teachers were able to participate due to technological problems. Additionally, the study used standardized questionnaires that were adapted to suit his study goals. These questionnaires covered nine different sections, including curriculum changes, the learning environment, teacher professional development, community linkages, webinar training, technological competence, instructional materials, written assignments, and performance tasks. Furthermore, to gain deeper insights, the study conducted focus group discussions via online platforms like Google Meet and Zoom, where participants engaged in guided conversations based on specific questions provided by the study. A focus group discussion (FGD) was conducted as part of a qualitative study approach. The study assembles a small group

of participants, ranging from 6 to 12 individuals, to engage in a structured conversation centered around a specific topic or his study question. The primary aim of his FGD was to delve deeply into the subject matter, eliciting detailed insights, opinions, and perceptions from participants. Conducted by his guide questions, discussions encourage participants to openly share their thoughts and interact with one another. FGDs follow a semi-structured format where the study poses targeted questions or topics, and participants respond based on their unique experiences and viewpoints. The resulting data was qualitative, focusing on non-numerical information that revealed their attitudes, beliefs, motivations, and underlying reasons behind participants' responses. Typically, participants were purposefully selected to ensure diversity in demographics or experiences, enhancing the depth of insights. After the FGD, the recorded discussion was transcribed and analyzed to identify recurring themes and patterns, contributing to a nuanced understanding of the study. In selecting the study's participants, four districts within the School Division of Bulacan were chosen based on their respective categories. Information regarding the number of teachers in these divisions was obtained. Subsequently, the study requested access to the list of teachers within the School Division of Bulacan. Following that, permission was sought from the School Principals of selected schools within these districts. Once approval was granted, the study coordinated with the school administrators to schedule the administration of questionnaires. It was crucial to ensure that the data collection did not disrupt ongoing classes. However, due to the announcement of Community Quarantine (ECQ) imposed by different Local Government Units in Luzon in response to the COVID-19 pandemic, which restricted population movement except for essential purposes, including work and health-related activities, the planned face-to-face distribution of survey questionnaires had to be postponed. Consequently, all data collection was shifted to an online platform using Google Forms. The study sought permission from the selected schools to distribute the survey questionnaires to 532 teachers by sharing Google Form links with them. The quantitative phase of the study, aimed at gathering numerical data, was executed through Google Forms. The phase consisted of three parts. Part 1 focused on evaluating the school's response to the pandemic, encompassing areas such as curriculum adjustments by the Department of Education, changes in the learning environment, teacher professional development, and community engagement. Part 2 assessed the readiness of teachers, including their participation in webinar training, technological competency, and access to instructional materials. Part 3 examined teachers' perceptions of student learning outcomes, specifically related to written assignments and performance tasks. The qualitative aspect of the study, the second phase, involved conducting interviews with select school teaching personnel using the online platform Google Meet. The results obtained from both the quantitative (survey) and qualitative (interviews) phases were then integrated and analyzed to provide a comprehensive understanding of the study topic. Despite travel restrictions imposed during the COVID-19 pandemic, the study adapted by conducting interviews through online communication and messaging to ensure the study's progression. Under the implementing rules and regulations of the Data Privacy Act of 2012, specifically Section 21, the lawful processing of personal information is allowed unless prohibited by law. For the processing of personal information to be considered lawful, the data subject must be given their consent either before the information is collected or as soon as it is reasonable and practicable to do so. In the study, a non-probability convenience sampling method was chosen due to the restrictions imposed during the COVID-19 pandemic, which prevented face-to-face data collection. To conduct the survey, Google Forms was employed, and the survey link was sent to designated focal persons in each school. These focal persons then shared the link within their respective group chats, making it accessible to all teachers. The survey link remained active from September 1 to September 30, ensuring a broader response rate, as some school personnel relied on mobile data for internet access. Those school personnel who completed

the questionnaires during the data-gathering period became the respondents to the study. In the second part of the study, which involved interviews with school personnel, a convenience sampling approach was also utilized. In-depth interviews were conducted with teacher participants to understand their perceptions regarding the impact of the pandemic on instructional time, the challenges they faced, and the coping mechanisms they employed to navigate these challenging situations. Similarly, interviews were conducted with other school personnel to assess the practices implemented to address the prepared responses of their respective schools.

Table 01: Secondary Level School Size Category level and Distribution of Respondents

EDDIS	School	Category	Respondents
I	SMNHS-Meysulao	Small	10
	RASMHS	Medium	8
	BCHS	Large	12
II	BHS,	Small	9
	J J VHS	Medium	9
	BNAHS	Large	15
III	EPLHS (Maligaya HS)	Small	7
	AHS	Medium	10
	CFGHS	Large	20
IV	SGNHS	Small	5
	FFHNAS Annex	Medium	31
	FFHNAS	Large	20
Total			156

Table 01 illustrates that 156 teachers out of a total population of 532 from selected schools in four different districts in Bulacan participated in the study. The categorical quantitative data were analyzed using descriptive methods such as frequency distribution, mean, median, standard, and deviation. Hypothesis tests and inferential statistics for categorical factors used the Pearson Chi-Square test of independence and Spearman rho for correlation analysis.

Table 02: Variables Descriptive Scales

School Pandemic Preparedness, Personnel Pandemic Preparedness Instructional Time and Learning Outcome		
Weight	Scale	Description
5	4.22 - 5.00	Very High
4	3.42 - 4.21	High
3	2.62 - 3.41	Moderate
2	1.81 - 2.61	Low
1	1.00 - 1.80	Very Low

Table 02 provides descriptions of the level of instructional time, students learning and school and personnel preparedness for the pandemic and beyond. The measurement of quantitative data was made possible using the verbal descriptive scale with a 1 to 5 weighted mean score (1 very low and 5= very high) for the interpretation of statistically relevant variable output.

3. RESULTS AND DISCUSSION

Table 03: Curriculum Content Mean

Indicator	Mean	Description
Curriculum content enhanced students' learning experiences	4.40	Strongly Agree
Curriculum content improved instructional management strategies.	4.43	Strongly Agree
Curriculum content strengthened teaching standards.	4.42	Strongly Agree
Curriculum contents were planned for a variety of instructional strategies.	4.45	Strongly Agree
Curriculum contents were distributed regarding content standards.	4.45	Strongly Agree
Curriculum contents were properly distributed regarding performance standards.	4.42	Strongly Agree
Curriculum contents were properly distributed regarding topic sequence.	4.41	Strongly Agree
Curriculum contents were properly distributed regarding the topic and its time allotment.	4.40	Strongly Agree
Curriculum contents were properly distributed regarding the topic content.	4.40	Strongly Agree
Curriculum contents were properly distributed regarding the topic level of difficulty.	4.38	Strongly Agree
Mean	4.41	Strongly Agree
Legend:		
Weight Scale Description		
5	4.22 - 5.00	Very High
4	3.42 - 4.21	High
3	2.62 - 3.41	Moderate
2	1.81 - 2.61	Low
1	1.00 - 1.80	Very Low

During distance learning times, achieving all goals might not be possible because the 'classroom' has shifted, and for many, that means home. Families now supervise education but often struggle as older members juggle household duties. Students are stepping in to own their education ("Education and COVID-19; PESA Agora"). Concerns about students' mental health arose when schools reopened during the pandemic [14]. Building online communities that mirror supportive physical classrooms is vital for students in these challenging times.

Table 04: Learning Environment Mean

Indicator				Mean	Description
1. Learning environment provides students more opportunities for them to engage in new learning activities. (Willingness towards learning)				4.31	Strongly Agree
2. Students have wanted learning materials that are accessible through online mode in mobile phones and computers. (Improvement of student's self-study skill)				4.13	Strongly Agree
3. Methods of the evaluation process in the new education system is not sufficient for students' expectation level. (Satisfaction level of the students on the new normal)				4.15	Strongly Agree
4. Distance learning is still suitable during the pandemic. (Usefulness of the distance-learning at quarantine time)				4.27	Strongly Agree
5. Traditional classroom training is most of the students' choice. (Comparison between distance learning and traditional learning)				4.28	Strongly Agree
6. Face- to - face teaching is important for practical Learning				4.37	Strongly Agree
7. Learning environment does not always succeed due to poor connectivity. (Technical issues)				4.33	Strongly Agree
Mean				4.27	Strongly Agree
n=156					
Legend:	Weight	Scale	Description		
	5	4.22 - 5.00	Very High		
	4	3.42 - 4.21	High		
	3	2.62 - 3.41	Moderate		
	2	1.81 - 2.61	Low		
	1	1.00 - 1.80	Very Low		

Table 05: Professional Development Mean

Indicator				Mean	Description
1. The professional development courses I attended helped me assist better my students in the new normal setting.				4.46	Strongly Agree
2. The professional development courses helped me prepare for advancement.				4.47	Strongly Agree
3. The professional development courses have improved me personally (time management, stress reduction, work, and family balancing				4.42	Strongly Agree

4. The professional development courses have improved me socially (rapport with the parents and my students and providing them feedback regarding the online platforms)				4.44	Strongly Agree
5. The professional development courses have strengthened the social ties with my students and their parents concerning primarily the online platform and assessments.				4.4	Strongly Agree
6. I attended and participated webinars during virtual conferences.				4.56	Strongly Agree
7. I created a social media channel for instructional videos.				4.06	Strongly Agree
8. I earnestly asked my students for some feedback during the online sessions for checking and improvements.				4.35	Strongly Agree
9. I participated in professional online organizations.				4.22	Strongly Agree
10. The professional development course content is relevant to my current job functions.				4.42	Strongly Agree
11. The professional development courses I attended, helped me accomplished my job better.				4.44	Strongly Agree
Mean				4.38	Strongly Agree
	Weight	Scale	Description		
	5	4.22 - 5.00	Very High		
	4	3.42 - 4.21	High		
	3	2.62 - 3.41	Moderate		
	2	1.81 - 2.61	Low		
	1	1.00 - 1.80	Very Low		

Table 06: Community Linkages Mean

Indicator	Mean	Description
1. Community linkages support schools, enough to create an optimal online learning environment for modern teaching and learning	4.35	Strongly Agree
2. Community linkages programs strengthen blended online learning.	4.33	Strongly Agree
3. Community linkages have been distributing distance learning equipment for teachers.	4.24	Strongly Agree
4. Community linkages contribute to the improvement of basic education outcomes even in online learning through more efficient and effective use of the Special Education Fund (SEF)	4.28	Strongly Agree
5. Community linkages are responsible for delivering a broad range of services that increase student academic achievement in blended online learning.	4.28	Strongly Agree
6. Community linkages engage parents to improve children's educational outcomes during the pandemic.	4.35	Strongly Agree
7. Community linkages and involvement practices such as monitoring children's homework, reading, and volunteering in schools are linked to students' positive academics and behavior.	4.31	Strongly Agree

8. Community linkages through municipal government implemented and supervised subsequent social isolation procedures.	4.28	Strongly Agree
9. Community linkages carried out activities in the field of crisis management (eating isolations, disinfecting public spaces, distributing protective measures)	4.33	Strongly Agree
10. Community linkages understood social assistance and medical care (e.g., providing food and medicine to people in quarantine, organizing campaigns to collect swabs for coronavirus tests.)	4.32	Strongly Agree
Mean	4.30	Strongly Agree
n=156 Legend: Weight Scale Description 5 4.22 - 5.00 Very High 4 3.42 - 4.21 High 3 2.62 - 3.41 Moderate 2 1.81 - 2.61 Low 1 1.00 - 1.80 Very Low		

The result may suggest that the schools have prepared well as for Community Linkages that would be necessary during the pandemic. The findings agree with the peer reviewed report that the school does not only stand on its own; rather, it is accompanied by the community, linkages, and other organizations with the goal of improving education and making education accessible to all [15]. An examination of webinar effectiveness involves comparing participant outcomes with those who do not attend. For instance, [16] investigated how nursing students' intercultural skills changed after participating in a webinar, comparing them to a group that did not engage in the same activity. Similarly, [17] observed knowledge level differences before and after webinars among therapy trainees.

Table 07: Webinar Mean

Indicator	Mean	Description
1. Webinar for developing learning materials	4.695	Agree
2. Webinar for Audio-Video tool for teaching distance learning.	4.571	Strongly Agree
3. Webinar for online instruction tools for remote teaching and learning (Digital Learning Objects)	4.532	Strongly Agree
4. Webinar for Multimedia-based Distance Learning. (Include watching a PowerPoint presentation/Canva	4.545	Strongly Agree
5. Webinar for educational online platforms of Distance Learning.	4.669	Strongly Agree
6. Webinar-based training for Microsoft Office	4.734	Strongly Agree
7. Webinars that obtained certifications for educational technology tools	4.682	Strongly Agree
8. Webinar for physical and mental health readiness	4.604	Strongly Agree
9. Webinars that enhance their virtual teaching strategies in the absence of face-to-face seminars	4.519	Strongly Agree
10. Webinars that enhance their virtual learning strategies in the absence of face-to-face seminars	4.584	Strongly Agree
Mean	4.614	Strongly Agree

n=156				
Legend:				
Weight Scale	Description			
5	4.22 - 5.00	Very High		
4	3.42 - 4.21	High		
3	2.62 - 3.41	Moderate		
2	1.81 - 2.61	Low		
1	1.00 - 1.80	Very Low		

Table 08: Technological Competency Mean

	Mean	Description	
1. I know how to use Microsoft Office or presentation software such as Word, Excel, and PPT.	4.57	Strongly Agree	
2. I know how to encode data and monitor quizzes online.	4.37	Strongly Agree	
3. I know how to use various platform online including Google meet for online learning.	4.56	Strongly Agree	
4. I can use different online tools to process the results of student's progress.	4.28	Strongly Agree	
5. I can use Google Form for examinations.	4.10	Strongly Agree	
6. I know how to organize, structure, and secure digital information and data (teaching materials, teaching results, and project data).	4.23	Strongly Agree	
7. I know how to conduct and target information study on the internet and digital databases (documents, information, literature).	4.10	Strongly Agree	
8. I know how to use rules for appropriate digital communication and cooperation as well as strategies for dealing with media-related behavioral problems	4.26	Strongly Agree	
Mean	4.28	Strongly Agree	
	Weight	Scale	Description
	5	4.22 - 5.00	Very High
	4	3.42 - 4.21	High
	3	2.62 - 3.41	Moderate
	2	1.81	Low

		- 2.61	
	1	1.00 - 1.80	Very Low

Table 09: Instructional Materials Mean

Indicator	Mean	Description
1. Online Channel such as DepEd TV programs	3.84	Agree
2. Excel Spreadsheets, PowerPoint Presentations	4.46	Strongly Agree
3. Computer-based information resources (e.g., LRMDs, DepEd Commons, Google Forms)	4.14	Strongly Agree
4. Self-learning kit Modules/ADM Modules	4.63	Strongly Agree
5. Multimedia production tools (e.g., media capture and editing, web production)	3.84	Agree
6. Online learning platforms such as google	4.58	Strongly Agree
7. Facebook Application including Facebook Messenger and FB Group	4.81	Strongly Agree
8. Video lessons and online channels like YOUTUBE Channels	4.32	Strongly Agree
9. Weekly Home Learning Plan	4.85	Strongly Agree
10. Learning Activity Sheets	4.54	Strongly Agree
Mean	4.40	Strongly Agree
n=156 Legend: Weight Scale Description		
5	4.22 - 5.00	Very High
4	3.42 - 4.21	High
3	2.62 - 3.41	Moderate
2	1.81 - 2.61	Low
1	1.00 - 1.80	Very Low

The result may suggest that the schools have prepared well as for the Instructional Material Means that would be necessary during the pandemic. The findings appear to indicate that technologies are important instructional integration in a face-to-face classroom, there is also no doubt that in developing countries, like the Philippines, different challenges like accessibility and affordability [18]. ("The phenomenon of learning at a distance through emergency remote ... - ed")

Table 10: Teacher Instructional Time Mean

Indicator	Mean	Description
1. Teachers give us ample time to finish all the activities and assessments within our modules.	4.51	Strongly Agree
2. Teachers' preparedness in using the synchronous platform is effective enough to understand new lessons.	4.40	Strongly Agree
3. Asynchronous platform is accessible and user-friendly like Facebook and YouTube.	4.28	Strongly Agree
4. Activities within the modules are time consuming.	3.89	Agree
5. Limited time allotment is provided for the completion of performance tasks.	4.20	Strongly Agree

6. Teachers are responsible in the preparation of Summative Tests for distribution.	4.51	Strongly Agree
7. Teachers patiently remind their students to finish their performance tasks.	4.69	Strongly Agree
8. Teachers give students' feedback constructively and some tips on how to improve themselves in the new normal.	4.30	Strongly Agree
9. Teachers spend time communicating with their students about their progress in written works.	4.41	Strongly Agree
10. Teachers are considerate with their students especially for those who cannot submit their written works on time.	4.36	Strongly Agree
11. Teachers spend time wisely discussing with their students about their progress and weaknesses.	4.22	Strongly Agree
Mean	4.34	Strongly Agree
n=99		
Legend:		
Weight	Scale	Description
5	4.22 - 5.00	Very High
4	3.42 - 4.21	High
3	2.62 - 3.41	Moderate
2	1.81 - 2.61	Low
1	1.00 - 1.80	Very Low

The result may suggest that the teachers have prepared well for Teacher Instructional Time which would be necessary during the pandemic. The finding agrees with other studies suggesting that "efficient and effective use of allocated and engaged time can significantly increase the amount of time that students experience successful academic learning" [19].

Table 11: Students Activity Time Mean

Indicator	Mean	Description
1. Learning outcomes are "smart" i.e. Specific, measurable, achievable, realistic and time frame.	4.04	Strongly Agree
2. Assessment tasks are tailored to the lesson objectives	3.96	Agree
3. Provision of flexibility on exam date, assignment, output, and deadlines	4.00	Agree
4. Lessons and assessment tasks encourage reflective, analytical, and critical thinking skills	3.51	Agree
5. Provision of relevant and useful supplementary/ enrichment lessons	4.41	Strongly Agree
6. Easy access to the learning materials	3.88	Agree
7. Monitoring of performance/feedback mechanism is in place	3.99	Agree
8. Instructional services provided beyond class schedule	4.27	Strongly Agree
9. Engagement or communication using SMS, e-mail, e-chat, and Google classroom	4.19	Strongly Agree
10. Stay focused on schoolwork	3.89	Agree
11. Provide individualized instructions from teachers regularly	4.03	Strongly Agree
12. Project collaborations among friends is allowed	3.85	Agree
Mean	4.00	Agree
Legend:		
Weight	Scale	Description

5	4.22 - 5.00	Very High		
4	3.42 - 4.21	High		
3	2.62 - 3.41	Moderate		
2	1.81 - 2.61	Low		
1	1.00 - 1.80	Very Low		

Table 12: Written Work Mean

Indicator				Mean	Description
1. I designed written works asynchronously for the students to have a free access to various sources.				4.58	Strongly Agree
2. I know how to determine my students' problem when it comes to their written works.				4.38	Strongly Agree
3. I am considerate to students who cannot submit their written works on time.				4.59	Strongly Agree
4. I check my student's written works regularly.				4.28	Strongly Agree
5. I spend time communicating with my students about their progress in written works.				4.10	Strongly Agree
6. I ensure that my students maintain their achievements and develop new skills through their written works.				4.23	Strongly Agree
7. I make sure that students can learn and progress across the intended curriculum through self-learning methods with few interactions from their subject teachers.				4.10	Strongly Agree
8. I provide individualized and/or collective feedback regarding learning content and student error patterns.				4.26	Strongly Agree
9. I considered blog posts, reaction or reflection papers, essays, graphs, charts or maps, problem sets, laboratory reports and work designs that may be submitted via e- mail and can be counted as written works.				4.28	Strongly Agree
10. I used variety of student's written outputs which include book or article reviews, essays, journals, reaction or reflection papers, reports, data recording and analysis, laboratory reports, and development of work designs and charts.				4.57	Strongly Agree
Mean				4.33	Strongly Agree
Legend:	Weight	Scale	Description		
	5	4.22 - 5.00	Very High		
	4	3.42 - 4.21	High		
	3	2.62 - 3.41	Moderate		
	2	1.81 - 2.61	Low		
	1	1.00 - 1.80	Very Low		

Table 13: Performance Task Mean

Indicator				Mean	Description
1. I give my students at least a minimum of four performance tasks within the quarter.				4.68	Strongly Agree
2. I give my students feedback on their strengths in my subject.				4.53	Strongly Agree
3. I advise my students on how to reach their learning goals.				4.60	Strongly Agree
4. I tell my students on how they can improve their performance.				4.60	Strongly Agree
5. I tell my students on how they are performing in my subject.				4.60	Strongly Agree

6. I tell my students in which areas they can still improve.	4.58	Strongly Agree
7. I ensure that my students will finish their performance task.	4.63	Strongly Agree
8. I check my students' performance tasks regularly.	4.75	Strongly Agree
9. I let my students reach their learning goals.	4.69	Strongly Agree
10. I give my students feedback on their weakness in my subject.	4.59	Strongly Agree
11. I let my students improve their performances.	4.72	Strongly Agree
Mean	4.63	Strongly Agree

Table 14: Correlation between School's Pandemic Preparedness on Learning Outcome

School's Pandemic Preparedness	Learning Outcome	Pearson r	p-value	Interpretation
Curriculum Content	Written Works	.277	.000	Significant
	Performance Task	.725	.000	Significant
Learning Environment	Written Works	.651	.000	Significant
	Performance Task	.190	.018	Significant
Professional Development	Written Works	.277	.000	Significant
	Performance Task	.760	.000	Significant
Community Linkages	Written Works	.194	.015	Significant
	Performance Task	.704	.000	Significant

Table 15: Correlation between Teacher's Pandemic Preparedness and Written Works and Performance Task

Teacher's Pandemic Preparedness	Learning Outcome	Pearson r	p-value	Interpretation
Webinar Trainings	Written Works	.252	.002	Significant
	Performance Task	.728	.000	Significant
Technological Competency	Written Works	.432	.000	Significant
	Performance Task	.989	.000	Significant
Instructional Materials	Written Works	.503	.000	Significant
	Performance Task	.645	.000	Significant

Table 16: Correlation between School and Teacher's Pandemic Preparedness and Instructional Time

	Learning Outcome	Pearson r	p-value	Interpretation
Teacher's Instructional Time	Written Works	.031	.768	Not significant
	Performance Task	.070	.502	Not significant
Student Activity Time	Written Works	.037	.721	Not significant
	Instructional Time	.146	.162	Not significant

The results reveal that the pandemic preparedness of the school and its personnel and instructional time are not related to their perceived capability to prepare before the pandemic and to overcome adverse events effectively during a pandemic. Administrative policies can increase instructional time by adding days to the school year, extending minutes within the day, or reallocating time. However, the key to improving student achievement lies in how students utilize the time. While direct manipulation of

students' engaged time (the time spent on tasks) is challenging, effective classroom management techniques can enhance it. The COVID-19 pandemic prompted widespread school closures as countries attempted to contain the virus. China, for instance, closed schools in February 2020, extending nationwide shortly after. Other countries followed suit, adjusting their approaches based on evolving information. By March, school closures were implemented to varying degrees across 46 countries, with some closing nationwide and others at subnational levels. However, not all countries affected by the pandemic closed all schools." The implementation of online and self-paced learning poses different risks, problems, and challenges to both the school, teachers, students, and parents that required some coping mechanisms to be successful in the delivery of learning to students, and thus, achieving the desired outcome. Below are the summary responses of the participants to the qualitative questions of the study. Which consisted of challenges, stressors, and coping mechanisms.

Modular Learning Preference: The modular learning approach emerged as the preferred model for most students due to its flexibility. It accommodated financial, social, and technical constraints that arose during the "new normal." The alignment with flexible learning principles—addressing learners' unique needs in terms of pace, place, process, and products—echoed findings from studies such as [20].

Social Isolation Impact: Limited socialization emerged as a significant factor disliked by students during the pandemic. The absence of face-to-face interactions at home led to boredom and anxiety, ultimately dampening their motivation to study.

Staying at Home: A majority of students opted to stay at home rather than venture outside. Some cited challenges in adhering to minimum health protocols (like mask-wearing and physical distancing) within their limited home space.

Elementary Students and Parental Guidance: Elementary students heavily relied on consistent reminders from parents to establish study routines and engage with module activities regularly. The parental involvement played a crucial role in maintaining the frequency and quality of their learning experiences.

Online Modality and Internet Reliance: Online learners remained focused on their studies, even in the face of poor internet connectivity. The online modality heavily depended on internet availability and quality.

Modular Approach Challenges: Students using the modular approach encountered difficulties catching up with the volume of lessons and activities. These observations align with findings [21,22] study, which highlighted various challenges faced by students in remote online learning.

Distance Learning Satisfaction: Most teachers expressed satisfaction with conducting distance learning modalities for over two years. However, a significant area of concern revolves around assessing students' learning outcomes authentically. Finding methods that provide evidence of authentic content, skills, processes, and products remains challenging.

DepEd Training and Essential Learning Competency: The Department of Education (DepEd) provided teachers with Learning Delivery Modality training at both divisional and school-wide levels during the pandemic. The ongoing effort aims to advance and promote the teaching of the Most Essential Learning Competencies to students.

Modular Learning Challenges: Participants in the study noted that students in the modular learning delivery mode faced difficulties establishing teaching and learning relationships. Limited time and a lack of in-person interactions hindered these connections.

Online Learning Adaptation: In contrast, students in online learning models more easily acquainted themselves with teachers, classmates, and the routines of online classes, despite intermittent network connections.

Staying Updated: Teachers actively participated in online seminars to stay informed about current trends in distant teaching and learning. They utilized all available media, including technical and manual delivery methods, to enhance student learning experiences.

Module Development and Writing Skills: Some teachers contributed to the development of learning modules, further enhancing their writing skills and professional growth.

Health Protocol Updates: Specific health protocols and guidelines were routinely updated and relayed from central agencies to each department at the school level. However, conflicts occasionally arose between local government guidelines and school policies, necessitating further verification to align with health protocols set by the Inter-Agency Task Force (IATF). Coping mechanisms play a crucial role in navigating

challenging situations. Here are some effective strategies. Students who prioritize maintaining social connections tend to experience better well-being. Whether through virtual interactions or safe in-person gatherings, staying connected with friends, family, and peers provides emotional support and combats feelings of isolation. Finding Positives and Learning from Experience: Adopting a positive mindset and seeking lessons from difficult experiences contribute to overall well-being. Even amidst challenges, identifying silver linings and personal growth opportunities can enhance resilience. Emotional Support from Loved Ones: Students often feel powerless due to the unpredictability of the pandemic. Creating a self-care plan that includes emotional support from family and friends empowers them and helps regain a sense of control. Seeking Guidance from Teachers or Counselors: Teachers and guidance counselors play a vital role in supporting students. Seeking advice, discussing concerns, and accessing resources within the school community can alleviate stress and promote well-being. Encouraging students to create self-care plans helps them avoid feeling overwhelmed during traumatic stress. Having a plan in place allows them to know where to turn when they need support. Additionally, developing these plans provides valuable insights into effective coping strategies, tools, and support structures during emotional crises. Praying and Meditating: Spiritual care, including practices like prayer and meditation, contributes significantly to holistic health management. These practices help individuals cope with illness, suffering, and the acceptance of mortality. The relationship with the transcendent or sacred influences beliefs, attitudes, emotions, and behavior. Acceptance and Adaptation: Navigating the pandemic, accepting the situation, and recalibrating our risk perceptions become essential. Embracing an approach akin to the secular version of the serenity prayer—seeking the wisdom to accept what we cannot change, courage to change what we can, and discernment to know the difference—helps us adapt and find peace. Dominant Coping Strategies among Students: Based on interview results, students predominantly employ coping strategies such as acceptance, planning, and seeking emotional support. Active coping positively correlates with other strategies like positive reframing, religious coping, seeking emotional and instrumental support, self-distraction, venting emotions, and self-blame. Further analyses showed that those students who indicated a need for emotional and social support reported using the coping strategies of positive reframing and acceptance of the pandemic situation less frequently. The need for emotional, organizational, and psychological support was related to typical stressors (studying, pressure to achieve high grades, pass exams, and qualify for scholarships), which remained at similar levels during online teaching. However, it was also related to additional limitations stemming from the digitalization of the teaching process. Moreover, the need for support was also increased by isolation, limitations in social relationships with peers, and limited possibilities for establishing new relationships and realizing affiliative needs. Importantly, these needs concern direct relationships rather than telephone or online contact, as these do not fully mitigate loneliness and do not provide the same amount of support. (“University students’ strategies of coping with stress during the...”)

Seeking real, direct support, the students expressed a perspective of building psychological resilience and improving their emotional state, which corresponds with the results of [23]. Students mainly expressed a need for emotional, organizational, and psychological support from their families and friends to maintain a high level of functioning, which might be explained through the perspective of the resilience theory. It is because resilience is strongly related to, among others, perceived emotional support and close, safe relationships with one’s family and friends, which create networks of emotional and social support. (“University students’ strategies of coping with stress during the ...”) The ability to use support serves as a buffer for stress and its negative consequences. It can also prevent the deepening of the problems by providing resources for coping when stress occurs. Studies confirm that people with access to support show less reactivity to stress factors and enjoy higher mental health.

4. CONCLUSION

Based on the findings of the study, the following conclusions were drawn: The public schools and teachers are ready to perform their duties and responsibilities during the pandemic. However, some difficulties were experienced by the teachers, such as the complexity of assessment, digital devices and instructional delivery. In addition, teachers challenge and performance are highly dependent on their preparedness. The issues and concerns of the teachers during the pandemic were identified as encountering significant challenges in adapting to remote and flexible learning environments. Studies highlighted the need for adjustments in teaching and learning designs, as well as the role of technology in ensuring continuity. Students faced difficulties due to limited internet connectivity, emphasizing the importance of equitable access. Upskilling programs were implemented to prepare teachers for emergency transitions. Despite these challenges, teachers demonstrated unwavering commitment to their students' education. Moving forward, institutions should continue to prioritize safety, infrastructure upgrades, and strategic planning to support both educators and learners during and beyond the pandemic. On the challenges brought by the new normal of education, the teachers were facing it by employing different pedagogical styles to improve the learners' low performance.

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