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

Ramil A. Borreo and Gilbert C. Alva[1]
Department of Education, Republic of the Philippines

Abstract

In times of crisis like COVID-19, teachers' readiness for class opening and their response to problems they encounter are critical. This study focuses on Quezon Province teachers' readiness and problems with the upcoming school year 2020-2021 to better understand this issue and develop an intervention plan. A descriptive-quantitative method was applied in the study, and cluster sampling was applied to select the sample. "Ready" was used as a verbal expression, and the overall mean score of 2.85 reflects readiness. There was a positive outlook on the teachers' profession, and they said they were ready to perform their duties and responsibilities under the new normal imposed by the COVID-19 pandemic. Meanwhile, the teachers' difficulties were described as "Not a problem at all" by the overall mean score of 1.74. Teachers expressed concern about the impact and compromise on their time management caused by the reproduction of modules. Even more worrisome was the fact that teachers seemed to be struggling to access online seminars and training because their internet connection wasn't stable or good enough. Teachers may benefit from the intervention plan outlined in this paper in order to address the challenges they are currently facing.

Keywords: Teachers, Education, Readiness, COVID-19, the Philippines.

Introduction and Rationale

In the wake of the CoVid-19 pandemic, everything has changed. This calamitous event unleashes a new social and economic crisis around the world. Education is one of the areas affected, as 1.52 billion students and 60.2 million teachers are still unable to get to work because of the shutdown (Sarif (2020). Most governments around the world have temporarily closed educational institutions in an effort to contain the spread of the CoVid-19 pandemic, which presents a challenge for 21st century education (UNESCO, 2020)

The Philippines' Department of Education has developed a framework called the Learning Continuity Plan to ensure that learning is not disrupted (Luz, 2020). On top of everything else, this Learning Continuity Plan emphasizes the framework

---

[1] Contact: Ramil.borreo@deped.gov.ph

and organization of different departments within the company. School improvement plans (SIP) must incorporate this framework in order to meet the challenges of the new normal. For the Learning Continuity Plan, the Department of Education described its major response and commitment to protecting the health and well-being of students and teachers during COVID-19 while finding ways to keep education going despite the crisis (Eagle News, 2021).

However, Lagua (2020) stated that teachers face challenges in the new normal and must accept these issues upfront. Bintliff (2020) conducted a study on the impact of COVID-19 on teachers' well-being and discovered that a lack of work-life balance had a negative impact on teachers' well-being. Families' ever-shifting needs and demands necessitated teachers to be available around the clock. Teachers, too, had to strike a balance between the demands of their professional lives and the demands of their personal lives. According to the findings of the study, in order to prevent teacher burnout, educators should receive assistance and training on how to strike a work-life balance. Finally, it was strongly recommended that people show teachers grace, flexibility, patience, understanding, and support, all while advocating for greater resources to support teachers' well-being and greater action under the new normal in education.

It is not unusual for people to feel more stressed and anxious in these unprecedented and uncertain times, especially during this time of the COVID-19 pandemic (UNESCO, 2020). They went on to say that teachers require assistance in order to deal with the additional stress and difficulties that come with providing instruction during a time of crisis while also meeting the needs of their students. This research was done in response to COVID-19's educational crisis. Since teachers' ability to provide quality education is critical, it is imperative that they be evaluated. For this reason, researchers in Quezon Province were interested in finding out how well-prepared teachers were for the new school year, as well as what kinds of issues they faced. They also sought out an intervention plan that could help them.

Literature Review

This section presents the related literature that helped conceptualize ideas for the present study. We used a thematic organization of ideas which is considered comprehensive, scholarly, systematic and easy to utilize (Aque, 2016).

Teachers' Readiness: The Department of Education prepared a framework called the Learning Continuity Plan to help teachers adjust to the new normal (Luz, 2020). This Learning Continuity Plan (LCP) focuses on the framework and structure the regional office provides to the school divisions. It was also pointed out that the school division's role was to work with their schools to operationalize this framework into school improvement plans (SIPs), which would help them deal with any problems that might arise under the new normal. A major response

and a commitment by the Department of Education to safeguarding the health, safety, and well-being of students, teachers, and staff during COVID-19 while also figuring out ways to keep education going despite the crisis is the Learning Continuity Plan. This Learning Continuity Plan, according to the Department of Education, will be based on the local COVID-19 situation as well as the availability of certain learning platforms (Eagle News, 2021).

As for teachers' readiness for the new normal, Alea, et al. (2020) studied the teachers' willingness to switch to distance learning education despite the threat of COVID-19; however, they were hindered by the lack of facilities, equipment and capacity-building for distance learning education. A majority of educators believe that they can adapt their teaching methods if their institutions provide them with the necessary resources. The principals were generally supportive of teachers' readiness in utilizing the digital devices available, with many countries reaching 90 percent or higher (Moreno and Gortazar, 2020). Most school leaders are confident in their teachers' pedagogical abilities and in the resources, they have at their disposal for incorporating digital learning into the classroom, even when students are not in the building.

On the other hand, according to Brooks and Grajek (2020), despite their expertise as educators, teachers are reluctant to use online teaching for various reasons. Faculty members who are averse to teaching online do so because they believe it hinders their students' ability to learn effectively. Only 21% of professors agree that online learning can help students learn effectively, despite the overwhelming evidence showing the efficacy of online learning. Universities should take advantage of this opportunity to inform their faculty about the benefits of online teaching and learning, as well as to provide them with assistance as they make the transition to online instruction. It is important for institutions to be prepared for possible opposition and backlash. If they are successful, institutions may be able to persuade faculty members who are still skeptical that online classrooms actually help students learn.

The proposed revision of the Philippine school calendar (Malipot, 2020), has the support of a teachers' group, who notes that it would give authorities more leeway in determining when classes should resume in an emergency like the COVID-19 pandemic. "The reality is, we are not prepared, or perhaps we need a little more time to prepare," said Teachers' Dignity Coalition National Chairperson Benjo Basas. Despite the pandemic issues, he said that teachers are always ready to do their jobs. As he has previously stated, as long as the safety of school personnel and students is ensured, these dedicated teachers will gladly comply as they are patiently performing a variety of tasks, both virtual and physical, during the Community Quarantine period.

Things That Go Wrong: Rubio (2020) brought up the issue of the Department of Education's tardiness in delivering modules to teachers. Because teachers are

having a hard time waiting for these modules, senator Francis Tolentino pleaded with the Department of Education to push back the start of classes. Because the department is not ready, he said, forcing schools to open right away would be counterproductive to education.

Teachers are afraid to distribute the new normal education modules after three public school teachers in Cebu City were infected with COVID-19 by a parent (Umil, 2020). Teachers' union chief Raymond Basilio expressed his concern over the situation, pointing out that the Department of Education has admitted there is no budget for the hospitalization of teachers who become sick with the virus. Basilio said this leaves public school teachers on their own and forced to rely on one another for support during this crisis. In addition, he said that teachers are frontline workers and deserve the same level of protection.

A study by Kurtz (2020) found that teachers had some issues during the pandemic. He claimed that students' and teachers' morale is low because online instruction is already being used in some schools around the world. According to teachers and district leaders, student and teacher morale declined significantly between March 25 and April 8 (as reported by teachers and school administrators). According to the teachers and district leaders surveyed in March, the morale of 61 percent of students and 56 percent of teachers was lower than it was before the pandemic.

Teachers' use of social media platforms to communicate with students is also a challenge. Teachers and students are most likely to communicate via email. As well as text-based communication, many people also use video conferencing and other types of online communication platforms. A growing number of districts are prohibiting the use of Zoom for school-related business because of concerns about student data privacy and security. Most educators, on the other hand, haven't run into any issues so far. A paltry 16 percent of educators and district administrators claim that their school has been "Zoombombed" via Zoom or a similar video conferencing platform. A higher percentage of students in low-income areas are absent from class, as is the case for over a fifth of all students. At least 21 percent of teachers' students are essentially "truant" during coronavirus closures, according to their reports (not logging in, not making contact, etc.) Most of the students come from low-income families in districts where the percentages are the highest. Only 12 percent of students in districts with a quarter or less of their students living in poverty are not taking advantage of remote learning.

Schools don't yet have a clear strategy in place if the crisis worsens. For this year's school year, the coronavirus pandemic is likely to persist or recur. Few district leaders, however, have a clear strategy for what to do if this happens. Many people say they've at least begun to think about the possibility.

Teachers must accept that there will be problems with the new normal (Lagua 2020). According to him, teachers of the future should embrace and master new

technology that can help them create a more engaging learning environment for today's students. New users will have a steep learning curve when it comes to meeting apps like Zoom and Google Meet. While the teacher may be able to adapt, there are non-controllable elements that cannot be ignored due to slow and intermittent Wi-Fi internet in the Philippines. Because of the pandemic's effect on the economy, some families may not have the resources to purchase the technology and internet speed necessary for smooth interconnection in order to help them better understand and further their studies.

According to Asquire Philippines (2020), the Internet in the Philippines is notoriously slow, unreliable, and costly. They noted that the Philippines came in at 82, beating out Guatemala, Costa Rica, and Albania, while Israel was crowned the country with the cheapest Internet. As if that wasn't bad enough, the Philippines ranks 77th on the list of the world's slowest and most unstable Internet connections, while its Asian neighbours Singapore and other Asian countries such as Nepal, Bangladesh, India, Pakistan, and Indonesia are all in the bottom five spots.

As CNN Philippines' Annalyn Sevilla, the Department of Education's Undersecretary and spokesperson, noted, the Internet connectivity issue is an issue beyond DepEd's control (Malipot, 2020). Additionally, the Undersecretary stated that the Internet problem is not just a problem in the Philippines but a global issue. In spite of this, she insisted that the DepEd teaching and non-teaching staff have to do something and come up with a solution for this problem.

Synthesis

Despite the unexpected pandemic that COVID-19 sparked, the aforementioned authorities emphasized the importance of teachers being ready for anything (Luz, 2020; Eagle News, 2021) detailed the Department of Education's efforts to prepare teachers for the new normal through the use of the Learning Continuity Plan. Moreno and Gortazar (2020) found that school principals are confident and optimistic about the readiness of teachers in the new normal. It was recommended that teachers educate themselves on the efficacy of online learning (Brooks and Grajek, 2020). While this is going on, Malipot (2020) has reaffirmed that teachers are still advocating for a revised schedule for the start of the school year because there are still details to be worked out.

The new normal is causing a variety of issues for teachers (Rubio, 2020; Umil, 2020; Kurtz, 2020). These issues include the delayed distribution of modules to teachers, fears of infection during the distribution and retrieval of modules, and difficulties with social media platforms. Slow internet connections have been shown to negatively impact the ability of Filipinos, including teachers, to carry out their day-to-day tasks (Lagua, 2020; Asquire Philippines, 2020; Malipot, 2020).

Teachers, who, despite the COVID-19 pandemic, play an important role in providing high-quality instruction, must also have their issues addressed if they are to reach their full potential. It is, therefore, possible to use and build upon the findings of this study in order to identify teachers' readiness and devise a plan of action for dealing with their problems.
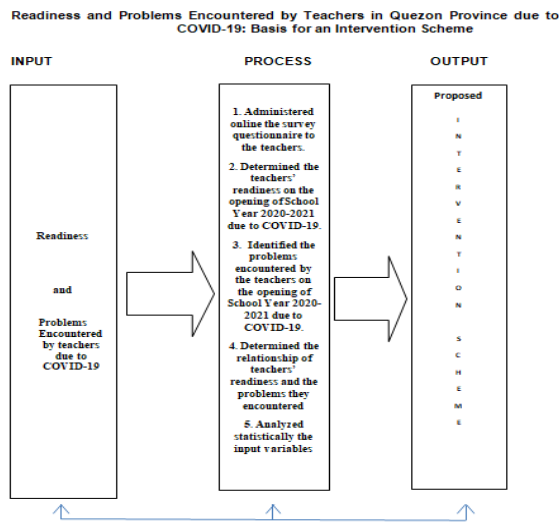

Figure 1. The Research Paradigm.

The research paradigm that guided this study is seen in Figure 1. The researcher uses 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 researchers in Quezon province collected data by administering a survey questionnaire to the province's teachers (online). They also observed and analyzed the collected data to arrive at their findings and recommendations, which are all detailed in the process box. Finally, the study's proposed intervention plan for teachers' problems was presented in the final output box.

Research Questions

This research aimed to determine teachers' readiness and problems encountered by Quezon Province on the opening of School Year 2020-2021 and propose an intervention scheme. Specifically, this research sought to answer the following specific questions:
1. What is the level of the teachers' readiness for 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 between 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 determining the teachers' readiness and the problems they encountered on the opening of School Year 2020-2021 due to COVID-19 and providing an intervention scheme.

Research Methodology
Sampling
This research study employed Cluster Sampling; this particular process was the most suited to the researchers since cluster sampling is the process wherein the researchers divide a population into smaller groups known as clusters (Thomas, 2020). 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 involves all public elementary teachers. There were 2,593 elementary teachers (according to Research and Planning Office) in the said congressional district. In connection with this, the researchers used Slovin's formula to get a sample from the total population. Therefore, there were 347 teachers who represented the population of the teachers.

Data Collection
Research Instrument. The researchers adopted the instrument constructed by Borreo (2020) that served as the main tool in the present study, which was answered through an 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 permission from the Schools Division Superintendent before determining the teachers' readiness and the problems they encountered at 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 an online survey to answer the questionnaire from the respondents. The data gathered were treated and analyzed using statistical tools.

Ethical Issues

The researchers sought approval first from the Schools Division Superintendent, stating the areas and data they needed with 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.

Plan for Data Analysis

This research study employed the 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:

Slovin's Formula. This was used to get the sample from the total population of teachers.
The formula is:

$n = N / (1 + Ne^2)$
Where:
n = Number of samples,
N = Total population and
e = Error tolerance (level)

Pearson Product Moment Correlation (Pearson r). This was 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:

$$rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X2 - (\sum X)2][N\sum Y2 - (\sum Y)2]}}$$

Where: rxy = 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
X2 = sum of squared X scores
Y2 = sum of squared Y scores

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

Results And Discussion

This section covers the results and discussion concerning the readiness and problems encountered among teachers in Quezon Province and the proposed Intervention Scheme. The discussion's order follows the Statement of the Problem arrangement. Specific Question No. 1. What is the teachers' readiness level for 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 for 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 a good relationship with the parents of the learners	3.03	Ready	1
4	The teacher is ready mentally, socially and physically for the	2.92	Ready	2

	distribution and retrieval of the modules			
5	The teacher is ready for various school preparations, reports, and requirements to be submitted under the new normal (e.g. 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 prepared from classroom teaching to a 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 for 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 a good relationship with 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 (e.g. 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 a 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 nine 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 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 claimed that despite of the pandemic issues and concerns, he said that teachers are always ready and able to adjust and adopt things just to do their duties and responsibilities. He added that, as he has said in the past, as long as the safety of school personnel and learners is ensured, these dedicated teachers will gladly comply as they are patiently doing different virtual and physical tasks 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 action 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 with 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 and training initiated by the Department of Education	2.55	Problem is Serious	2
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 masks from the Department of Education.	1.55	Not A Problem At All	6
6	Some parents did not enroll their children this School Year 2020-2021 because of the fear of the virus (COVID-19).	1.72	Not A Problem At All	4
7	The School Year 2020-2021 has already started, but some modules are still not printed.	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 the 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 in the table above, among ten categories, two of them had verbal interpretations 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 training 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 enroll their child this School Year 2020-2021 because of the fear of 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 masks 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 for 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/training initiated by the Department of Education.

The findings of the study are justifiable since, in an 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 in 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 the 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 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 the reproduction of modules affecting and compromising the teacher's time management and the teacher's internet connection is not stable and not good enough to subscribe to online seminars and training initiated by the Department of Education.

Specific Question No.3 Is there a significant relationship between 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
     $\pm$ 0.90 − 1.00 Very high correlation; very dependable relationship
     $\pm$ 0.70 − 0.89 High correlation; marked relationship
     $\pm$ 0.40 − 0.69 Moderate correlation; substantial relationship
     $\pm$ 0.20 − 0.39 Low correlation; definite but small relationship
     Less than $\pm$ 0.20 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 by 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 by 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 could 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 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 the time that should be allotted to other teaching ancillaries.

Meanwhile, Malipot (2020) noted the Department of Education's Undersecretary and spokesperson Annalyn Sevilla, in a CNN Philippines interview, 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 have an alternative to addressing this issue. This is very evident since Asquire Philippines (2020), stressed that the 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.

In this regard, based on the findings, the reproduction of modules affects and compromises the teacher's time management. The teacher's internet connection is not stable and not good enough to subscribe to online seminars and training initiated by the Department of Education were the most pressing problems of the teachers in Quezon Province. The findings also imply the necessity for innovative program seminars, in-service trainings and fora that will aid the teachers in uplifting their time management practices and participation in 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	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 hard copies 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.
	Local Government Units	The DepEd Quezon may conduct a virtual training/workshop to capacitate the teachers in managing their time well under the new normal in education.	DepEd Quezon personnel, teachers		50,000.00 HRDD Fund	Knowledgeable teachers who are able to manage their well, most especially teachers in the reproduction of their modules and other teaching and non-teaching tasks.
	To improve the time management practices among teachers in the 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 training initiated by the Department of Education	To devise ways and alternatives to attending virtual seminars and trainings initiated by the Department of Education.	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/training/webinars to be conducted by placing courseware in the system, which will allow the teachers for offline use.	DepEd Quezon Personnel	November 2021	300,000.00 HRDD Fund/SEF	A more convenient and hassle-free experience by DepEd Quezon teachers in attending virtual seminars and training
		The EdTech Unit of DepEd Quezon may send a copy of the video recorded to each school's email to be used for the teachers' seminars and workshops ahead of time to be downloaded by the school's ICT ahead of the said workshops/training.	DepEd Quezon's EdTech Unit, School's ICT Coordinator	November 2021	100, 000 HRDD Fund/SEF	A more convenient and hassle-free experience by DepEd Quezon teachers in attending virtual seminars and training

Monitoring and Evaluation

The Schools Division Office of DepEd Quezon, together with the EdTech Unit, will structure a team to implement 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.

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.

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

The following conclusions have been derived based on the foregoing findings: 1. Teachers in Quezon Province have a positive outlook and work values on their teaching profession as they claimed that they were ready to perform their duties and responsibilities under the new normal due to COVID-19.
2. Most of the teachers' problems were considered not a problem at all. 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 training 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 though the teachers feel they are ready to perform their duties and responsibilities, there are still problems that they feel need to be addressed due to the COVID-19 pandemic.

Recommendations
In the light of the aforementioned findings and conclusions, the following are hereby recommended:
The DepEd Quezon needs to Plan and implements more programs and activities that would intensify the teacher's time management practices, 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.
Establish a regular monitoring system of the school to gather first-hand information on the needs and priorities to be done in terms of intensifying the time

management practices to heighten their teaching proficiency. Draw programs and initiate a dialogue with the LGUs of Quezon Province to the Internet Providers (Smart, Globe, PLDT) to upgrade their services, especially since most workers and students are now in need of quality service in using the Internet under the new normal.

2. The teachers should:

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

Conduct an in-depth investigation on the adjustment, problems encountered and coping mechanisms among parents, students, and teachers and how collective leadership might support and address the challenges faced by the institution under the new normal in education.

References

Alea, et.al. (2020). Teachers' Covid-19 Awareness, Distance learning education experiences and perceptions towards institutional readiness and challenges. Retrieved November 24, 2020 from: https://www.ijlter.org/index.php/ijlter/article/view/2231/pdf

Aque, L. Y. (2016). Attitudes and Mathematics Performance among Students of Ungos National High School at Real, Quezon towards an Effective Mathematics Instruction.

Bintliff, A. (2020). How Covid-19 has influenced teachers' well-being. Retrieved January 21, 2021 from: https://www.psychologytoday.com/intl/blog/multidimensional-aspects-adolescent-well-being/202009/how-covid-19-has-influenced-teachers-well

Brooks, D. & Grajek, S. (2020). Faculty readiness to begin fully remote teaching. Retrieved May 21, 2020 from: https://er.educause.edu/blogs/2020/3/faculty-readiness-to-begin-fully-remote-teaching

Burgees, S & Sievertsen, H. (2020). Schools, skills and learning: The impact of CoVid-19 on education. Retrieved May 2, 2020 from: https://voxeu.org/article/impact-covid-19-education

Cherry, K. (2019). History and key concepts of behavioral psychology . Retrieved May 7, 2020 from: https://www.verywellmind.com/behavioral-psychology-4157183

Creswell, J. (2006). Understanding mixed methods research. Retrieved August 5, 2020 from:https://www.sagepub.com/sites/default/files/upm-binaries/10981_Chapter_1.pdf

Eagle News (2021). DepEd sets up learning continuity plan as new normal this school opening; no more traditional classroom set-up. Retrieved

November 23, 2020 from: https://www.eaglenews.ph/deped-sets-up-learning-continuity-plan-as-new-normal-this-school-opening-no-more-traditional-classroom-set-up/#:~:text=The%20Learning%20Continuity%20Plan%20%28LCP%29%2C%20DepEd%20said%2C%20takes,by%20August%20this%20year%2C%E2%80%9D%20DepEd%20said%20in%20

Kurtz, H. (2020). National survey tracks impact of Coronavirus on schools: 10 key findings. Retrieved May 23, 2020 from:https://www.edweek.org/ew/articles/2020/04/10/national-survey-tracks-impact-of-coronavirus-on.html

Lagua, B. (2020). Teaching in the new normal. Retrieved November 21, 2020 from: https://www.manilatimes.net/2020/10/30/business/columnists-business/teaching-in-the-new-normal/788762/

Luz, J. (2020). How ready are our basic education schools for the 2020 school opening?. Retrieved November 27, 2020 from: https://www.rappler.com/voices/thought-leaders/analysis-how-ready-basic-education-schools-for-2020-opening

Malipot, M. (2020). Teachers' group hopeful for the revision of school calendar amid the pandemic. Retrieved May 31, 2020 from: https://news.mb.com.ph/2020/05/30/teachers-group-hopeful-for-the-revision-of-school-calendar-amid-the-pandemic/

Moreno,J. & Gortazar, L. (2020). Schools' readiness for digital learning in the eyes of principals. An analysis from PISA 2018 and its implications for the COVID19 (Coronavirus) crisis response. Retrieved May 7, 2020 from: https://blogs.worldbank.org/education/schools-readiness-digital-learning-eyes-principals-analysis-pisa-2018-and-its

Rubio, B. (2020). DepEd urged to postpone reopening of classes consider regional resumptions. Retrieved August 25, 2020 from: https://www.philstar.com/headlines/2020/08/12/2034773/deped-urged-postpone-reopening-classes-consider-regional-resumptions

Saavedra, J.(2020). Educational challenges and opportunities of the Coronavirus (COVID-19) pandemic. Retrieved May 3, 2020 from: https://blogs.worldbank.org/education/educational-challenges-and-opportunities-covid-19-pandemic

Sarif, N. (2020). Teaching crisis and teachers' role in times of CoVid-19 pandemic. Retrieved January 22, 2021 from:https://countercurrents.org/2020/08/teaching-crisis-and-teachers-role-in-times-of-covid-19-pandemic/

Umil, A. (2020). Not enough protection and care for teachers amid the pandemic. Retrieved September 17, 2020 from: https://www.bulatlat.com/2020/09/15/not-enough-protection-and-care-for-teachers-amid-the-pandemic/

UNESCO. (2020). CoVid-19 webinar: A new world for teachers, education's frontline. Retrieved May 16, 2020 from:

https://en.unesco.org/news/covid-19-webinar-new-world-teachers-educations-frontline-workers-covid-19-education-webinar-2

Thomas, L. (2020). An introduction to cluster sampling. Retrieved February 21, 2021 from: https://www.scribbr.com/methodology/cluster-sampling/

World Health Organization. (2020). Coronavirus disease (COVID-19) outbreak. Retrieved May 2, 2020 from: https://www.who.int/health-topics/coronavirus#tab=tab_1