

Teachers in the New Normal: A Grounded Theory

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ABSTRACT

Covid-19 pandemic has brought drastic changes to the normal lives of people including the delivery of education. This paper determined the lived experiences of teachers towards new normal education amidst the pandemic. Also, this will investigate the challenges encountered in delivering quality education and ways of coping with the challenges. Moreover, this will look at a possible theory that can be generated out from the findings. This qualitative study will use Grounded Theory design to guide and generate substantive theory. The researcher will collect data through interviews with teachers from a specific public school. The study will find out that teachers are having difficulties and lots of challenges in delivering quality education in the new normal and that they opt for the traditional way. According to teachers, they are loaded with lots of paper works in addition to the existing forms that they need to accomplish. Another challenge is that there is no assurance that students don't cheat in answering the tasks in the modules given. To cope with the challenges in by the new normal, teachers find ways to cope by time management, teamwork, and cooperation among one another to accomplish a certain task on time.

Keywords

Grounded Theory, New normal education, challenges

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Introduction

Rationale

The Covid-19 pandemic is piloting educational systems to a "new normal". The crisis is becoming a turning point that directs educational institutions to new modalities of instructional implementation. This challenge calls for extensive preparation for changes in the educational landscape to ensure that the learning of children continues in this new period in human history.

In the realm of technology, blended learning is dubbed as the "new normal: (Norberg et. al., 2011) or the "new traditional model" (Ross & Gage, 2006) in educational technology. Though ambiguities surround its definition, blended learning can be simply understood as an instructional approach that integrates traditional presence of both methods and online digital methods (Graham, 2013). It requires physical presence of both teacher and student, with some elements of student control over time, setting, track, or pace (Huang et. al., 2009). Given these characteristics of blended learning, it offers opportunities for use in education amid the COVID-19 constraints. Blended learning requires an amount of traditional classroom modality. With the constraints in amidst the COvid-19 pandemic, these modalities might just be modified or

reduced, if not eliminated, from the options of instructional methods of teaching.

Different countries worldwide have introduced various answers during the pandemic to continue the education process- the introduction of distance learning. As school as public place where crowd is avoidable and children are vulnerable, there is a need to strengthen policy in terms of the delivery of instruction- to provide opportunities for online learning platforms. Numerous innovative programs have been proposed by the different learning sectors in the Philippines. The Department of Education emphasized that it would not necessarily mean that teachers and learners will go to school and learn inside the classroom and devised various modalities. With this transition to blended learning, it is but necessary to investigate the perspectives of teachers in embracing the new system.

Many studies have identified the interplay between readiness and various factors. For example, Bingimlas (2009) identified three factors that hinder the readiness of the teachers on technology integration: "lack of confidence, competence, and accessibility to resources" (p.9). On the other hand, Buabeng-Andoh (2012), Goktas et al. (2013), Singh and Chan (2014), and Maimun et al., (2017) underscored more particular factors such as teacher skills, school

infrastructure, budget allocation, teacher confidence, quality technical support, workload, access to technology, teacher practices, the structure of education systems, nature of the curriculum, and peer support system. Exacerbated by the current crisis, Cahapay (2020a) stressed that different educational contexts should be considered at this time, so that reasonable changes will be better understood.

News have shown that there are teachers who are really having difficulties in adjusting and adapting the new normal. Schools may have opted for printed modular learning but at the same time there is ICT integration. Thus, this study aims to investigate on teachers' lived experiences on DepEd's Learning Continuity Plan (LCP) in the new normal.

Literature Review

THE NEW NORMAL: POST-COVID EDUCATIONAL PLANS

Within the new normal, the situation presents a unique challenge to every educational leader's decision-making process. Hence, to sustain the delivery of quality of instruction to every school, this article presents opportunities for responding issues, problems and trends that are arising and will arise in the future due to COVID-19 pandemic. The

author has a keen interest in the current and future trends in the new normal education.

According to Karalis (2020), what is worth studying after returning to normality, are the implications that have arisen for the day after, that is, what adjustments need to be made, the extent of the situation and to define the basic dimensions of education and learning in formal education systems and organizations amid educational disruptions.

Wearing of Face Masks and Physical Distancing

Along with the current spread of COVID-19 pandemic, physical distancing and face masks wearing to public and private schools are compulsory once classes are resumed or started. Governments around the world have issued policies and guidelines to implement physical distancing in order to flatten the pandemic curve (Greenstone & Nigam, 2020; Thunstrom et al., 2020). In addition, wearing of face masks or even personal protective equipment (PPE) as a public health intervention would probably

intercept the transmission link and prevent communicable diseases (Huang, 2020). Thus, students, faculty members and non-teaching staff should be required to wear face masks and maintain physical distancing with each other when going to schools. In addition, they will be required to strictly follow hygienic practices, health protocols and other precautionary measures such as contact tracing, foot baths, sanitation and frequent handwashing. One of the challenges of schools is to reduce student-teacher ratio which will lead to problems like lack of classrooms and other physical plants and facilities, lack of teachers and lack of learning materials. Nonetheless, public health is a concern. Thereby, this recommends every learning institution to plan such measures and policies on physical distancing and wearing of face masks.

Strengthening Online Learning Platforms

Nowadays, we all are staying in our homes due to the lockdown policy implemented by the government. However, learning should not halt. Different countries worldwide have introduced various answers during the pandemic to continue the education process - the introduction of distance learning. These are online learning platforms such as google, TV broadcasts, guidelines, resources, video lectures and online channels were introduced (UNESCO, 2020). With schools to re-open its doors the following school year, it's vital to plan how schools will be able to pursue their mission of implementing quality education to every student. As school is a public place where crowd is unavoidable and children are vulnerable, there is a need to strengthen policy in terms of the delivery of instruction - to provide opportunities for online learning platforms. Numerous innovative programs have been

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mean that teachers and learners will go to schools and learn inside the classrooms and devised various modalities to ensure that online learning a choice among all others in this new learning environment (DepEd, 2020). Similarly, in the higher education institutions, new normal would be virtual classrooms. The Commission on Higher

Education suggested to strengthen online platforms and blended learning such as but not limited to google classroom, messenger, zoom, edmodo, Facebook and YouTube (CHED, 2020). In addition, both will adopt numerous learning delivery options such as but not limited to face-to-face, blended learnings, distance learnings, and home-schooling and other modes of delivery (CHED, 2020; DepEd, 2020). However, the implementation would pose such problems on students who have limited internet access, no gadgets and the poor. According to the report of Akamai (2017), the Philippines has the lowest internet connectivity in Asia. Besides, such challenges would be equity gaps, students security and safety, quality of learning compromised and poor assessment results (Winthrop, 2020). Changes on the grading system, assessment and evaluation of student's performance will also be a challenge to every administrator. In addition, laboratory activities in sciences and other subjects that require performance such as Physical Education and culture and arts would be limited to paper and pen test, unless schools will require students to be physically present to be assessed through performance tests. In addition, extra-curricular activities in school such as scouting, proms, sports intramurals, contests and foundation day will be reduced and discontinued. In terms of teaching,

teacher training to online instruction, blended learning and distance learning is also recommended in order to adjust to the new instructional format (Toquero, 2020). Teacher competencies in both pedagogy and technology should be reinforced. This transition to the new normal, from the four corners of the classroom to the borders of virtual reality, every learning institution needs to study how successful online learning is in providing quality education and outcomes-based education to students (Basilaia & Kvavadze, 2020).

Strengthening Research and Development in Health

Schools need to strengthen research and development in terms of health. One of the functions of every higher education institution is to contribute to the generation of knowledge and its application through research and development endeavors. Higher education needs to demonstrate competitiveness, effectiveness and efficiency by strengthening research activities in the field of health and pandemic (Toquero, 2020). Aligned with the plans of the WHO, every institution should accelerate innovative research and development programs to help contain the spread of the pandemic and facilitate care for those affected. Next is to support research priorities that contribute to worldwide research platforms in hopes of learning from the present pandemic response to better prepare for the next unforeseen epidemic (WHO, 2020). Within these global changes, it has affected the overall education institutions and there is a great need to study on how each sector in the government will evaluate the scenario, plan, adapt and implement such policies and programs in responding to this crisis.

Program Creation and Health Integration

The creation of new program offerings related to health, medicine and research is also a need in higher education. As the demand increases for doctors, nurses and medical technologies at present, HEIs should increase and scout students opportunities to study programs related to. According to Karalis (2020), what is worth studying after returning to normality are the implications that have arisen from the day after, that is, what adjustments need to be made, the extent of the situation and to define the basic

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The 2017 New Media Consortium Horizon Report found that blended learning designs were one of the short term forces driving technology adoption in higher education in the next 1–2 years (Adams Becker et al. 2017). Also, blended learning is one of the key issues in teaching and learning in the EDUCAUSE Learning Initiative's 2017 annual survey of higher education (EDUCAUSE 2017). As institutions begin to examine BL instruction, there is a growing research interest in exploring the implications for both faculty and students. This modality is creating a community of practice built on a singular and pervasive research question, "How is blended learning impacting the teaching and learning environment?" That question continues to gain traction as investigators study the complexities of how BL interacts with cognitive, affective, and behavioral components of student behavior, and examine its transformation potential for the academy.

Those issues are so compelling that several volumes have been dedicated to assembling the research on how blended learning can be better understood (Dziuban et al. 2016; Picciano et al. 2014; Picciano and Dziuban 2007; Bonk and Graham 2007; Kitchenham 2011; Jean-François 2013; Garrison and Vaughan 2013) and at least one organization, the Online Learning Consortium, sponsored an annual conference solely dedicated to blended learning at all levels

of education and training (2004–2015). These initiatives address blended learning in a wide variety of situations. For instance, the contexts range over K-12 education, industrial and military training, conceptual frameworks, transformational potential, authentic assessment, and new research models. Further, many of these resources address students' access, success, withdrawal, and perception of the degree to which blended learning provides an effective learning environment.

Currently the United States faces a widening educational gap between our underserved student population and those communities with greater financial and technological resources (Williams 2016). Equal access to education is a critical need, one that is particularly important for those in our underserved communities. Can blended learning help increase access thereby alleviating some of the issues faced by our lower income students while resulting in improved educational equality? Although most indicators suggest "yes" (Dziuban et al. 2004), it seems that, at the moment, the answer is still "to be determined." Quality education presents a challenge, evidenced by many definitions of what constitutes its fundamental components (Pirsig 1974; Arum et al. 2016). Although progress has been made by initiatives, such as, Quality Matters (2016), the OLC OSCQR Course Design Review Scorecard developed by Open SUNY (Open SUNY n.d.), the Quality Scorecard for Blended Learning Programs (Online Learning Consortium n.d.), and SERVQUAL (Alhabeeb 2015), the issue is by no means resolved. Generally, we still make quality education a perceptual phenomenon where we ascribe that attribute to a course, educational program, or idea, but struggle with precisely why we reached that decision. Searle (2015), summarizes the problem concisely arguing that quality does not exist independently, but is entirely observer dependent. Pirsig (1974) in his iconic volume on the nature of quality frames the context this way,

"There is such thing as Quality, but that as soon as you try to define it, something goes haywire. You can't do it" (p. 91).

Therefore, attempting to formulate a semantic definition of quality education with syntax-based metrics results in what O'Neil (O'Neil 2017) terms surrogate models that are rough

approximations and oversimplified. Further, the derived metrics tend to morph into goals or benchmarks, losing their original measurement properties (Goodhart 1975).

Blended learning forces us to consider the characteristics of digital technology, in general, and information communication technologies (ICTs), more specifically. Floridi (2014) suggests an answer proffered by Alan Turing: that digital ICTs can process information on their own, in some sense just as humans and other biological life. ICTs can also communicate information to each other, without human intervention, but as linked processes designed by humans. We have evolved to the point where humans are not always "in the loop" of technology, but should be "on the loop" (Floridi 2014, p. 30), designing and adapting the process. We perceive our world more and more in informational terms, and not primarily as physical entities (Floridi 2008). Increasingly, the educational world is dominated by information and our economies rest primarily on that asset. So our world is also blended, and it is blended so much that we hardly see the individual components of the blend any longer. Floridi (2014) argues that the world has become an "infosphere" (like biosphere) where we live as "inforgs." What is real for us is shifting from the physical and unchangeable to those things with which we can interact.

Magsambol (2020) cites an obvious gap between those who can and cannot afford the resources to avail the new normal education platform. The general condition of children in the public school system sends a message of inequality with the DepEd's mantra "no child left behind". However, learning cannot be cancelled as much as to drive the economy. This led to tighter measures for education institutions in sustaining its operations despite the impending risk.

One of the basic problems seen by Kasrekar (2020) is the conduct of classes despite of the closure order. As the face-to-face classes pose higher risk of spread, the most viable solution is through online teaching and learning. This platform challenges both the teachers and the students as it occurs something new to them. This calls for an 'adopt quickly' response to the new normal in teaching and learning amidst the pandemic (Tanhueco-Tumapon, 2020). The shift to online learning was too sudden at a very short notice but academic institutions have to strategize

and accelerate new forms of teaching pedagogy. The question of how ready the schools are in terms of technical infrastructure is still left unanswered. Reopening of the schools at this stage is really expensive (Felter & Maizland, 2020).

Per DepEd Order Nos. 12 and 13 s. 2020, the LCP contains two major parts: the rationale and the operationalization home-based learning through modular, online or a combination of modular and online (blended approach). The rationale is an easy part of the LCP as it only indicates the nature of the school which include government recognition or permit number, accreditation, and its classification whether small, medium or big school. It also includes the location of the school, summary of the number of students for the past two school years, number of administrators, teaching and non-teaching staff, and number of classrooms and other facilities. The number of currently enrolled students are included in the rationale. In reality, this part shows a drastic decrease on the number of current enrollment in most of the private basic education institutions as compared to the past two years data. This is because most of the students transferred to the public school. It was clearly stated by DepEd Secretary in the interview conducted by Rappler on 08 July 2020 that the transfer of students to public schools is due to the economic downturn. Parents who used to send their child in the private schools have lost their jobs during the pandemic. She also said that almost 200,000 students from private schools had transferred to public schools. The operationalization part of the LCP is a very comprehensive plan in response to the new normal in education. This part needs strategic planning and coordination with the stakeholders in order to come up with a comprehensive contents as per DepEd guidelines. The operationalization part include 10 major contents which are school readiness, platform and support, content, assessments, teachers preparation, learners capability, parents role, communication plan, continuance, and monitoring and evaluation. All these require proper preparation, brainstorming, meeting, survey and coordination. Briones (2020), DepEd Secretary, emphasized that the basic education learning continuity plan in the time of Covid-19 is the response of the department to the challenges posed by Covid-19 in the field of

education. She pointed out that education must continue whatever the challenges and difficulties faced now and in the future. Thus, the LCP is an integrated output of the Department in consultations with advisers, legislators, executive directors, teachers, parents, learners and the general public.

All private basic education institutions must have a clear statement of its readiness in the new normal. This readiness include consultation with stakeholders as to how the new normal would take place such as online enrollment, the date of school opening, teaching and learning modality, and the availability of the learning resources. A sample class program needs to be presented on this content. In this item, the DepEd wants to find out if the private basic education institutions are ready to continue their services to their stakeholders during the pandemic. Hernando-Malipot (2020) cites the DepEd directive that as long as no face-to-face classes, basic private education institutions and other non-DepEd schools are allowed to continue their respective school openings. The non-DepEd schools which started or scheduled to start their classes are allowed to proceed with the provision of using distance learning (DLE). However, parents assert that this 'home schooling' scenario is unfavorable to the students.

Burges et al. (2020) agree that home schooling is not only a massive shock to parents but also to the social life and learning of the students.

Private basic education institutions have an option on the teaching and learning modality. Since DLE is encouraged, the online teaching is the most feasible option. However, not all academic institutions are prepared and have the resources to adopt the online teaching. Thus, the blended approach, a combination of synchronous and asynchronous teaching and learning modality, is the option of most of the private basic education institutions. Lawless (2019) describes blended approach as a learning modality that combines online learning where there is an interaction between teachers and students using specific platform and offline learning wherein students are given time to work on various performance tasks at their own pace.

This type of learning is known as an independent learning where students learn at their own pace. Its premise is learning in different times and

spaces (Finol, 2020). The students are provided with learning materials like modules, workbook, worksheet and textbook that aid in their independent learning process. Students in this learning modality have one common communication channel either email, learning management system (LMS), Moodle or any other social media platforms that give students access to the learning materials. This modality is based on constructivism theory where students are actively constructing their own knowledge through their own experiences (Elliott, 2000, p. 256).

According to Gardiner (2020), this mode is specifically helpful for students with difficulty attending specific time schedules. It also allows peer collaboration through group assignments where students can work and review tasks together. Ultimately, this aids to those with no full access to the internet.

This is a real time online learning with live interaction between teacher and students using specific online platforms. The learners and teachers are in the same place online at the same time for learning to take place (Finol, 202). It includes video conferencing, live-streaming lectures and chatting using Google classroom, Google meet, Zoom, MS Teams, and other platforms (The Best School, 2018). This allows similar face to face classes through a virtual room. For most of the learners, it gives opportunity for online interactions (Simonson, Smaldino, Albright, & Zvacek, 2012), allows immediate question and answer session (Hrastinski, 2008) and offers personalized learning opportunities (Lorenzo & Ittelson, 2005). For example, in a study conducted by Park & Bonk (2007) in a synchronous graduate class found that there was no difference between the online and in-class students in terms of learning strategies for synchronous discussions. However,

the case is very much different for the school children.

A survey has to be carried out prior to the selection of learning modality to be used.

Taking the current situation in the country as rank 104 among 160 countries in internet connectivity, Salac & Kim (2020) admit that the internet infrastructures are behind the developing countries in Asia. It is also a fact that not all students have access to internet and technology. Since the learning modality entails the use of internet connection, situation presses for a blended approach, a combination of asynchronous (offline) and synchronous (online).

For Shank (2020), the use of synchronous sessions can be recorded as part of the

asynchronous model. This allows students to access the recordings at any time during their independent learning hours. In a study conducted by Perveen (2016) in Pakistan among 1025 undergraduate students, it was found that the asynchronous learning was quite beneficial for second language learners with scaffolding by synchronous sessions. The author suggests for a blended approach as an ideal model for e-learning.

Statement of Objectives

This study aimed to determine teachers' lived experiences in the implementation of the learning continuity plan and the challenges they have encountered in delivering quality education in this new normal setup. Moreover, this dealt with the ways to cope with the challenges. Lastly, generated a possible theory based on the findings of the study.

Research Design

The Grounded Theory (1978) was utilized to determine teachers' lived experiences in the implementation of learning continuity plan in the new normal and be able to generate the theory based on the findings.

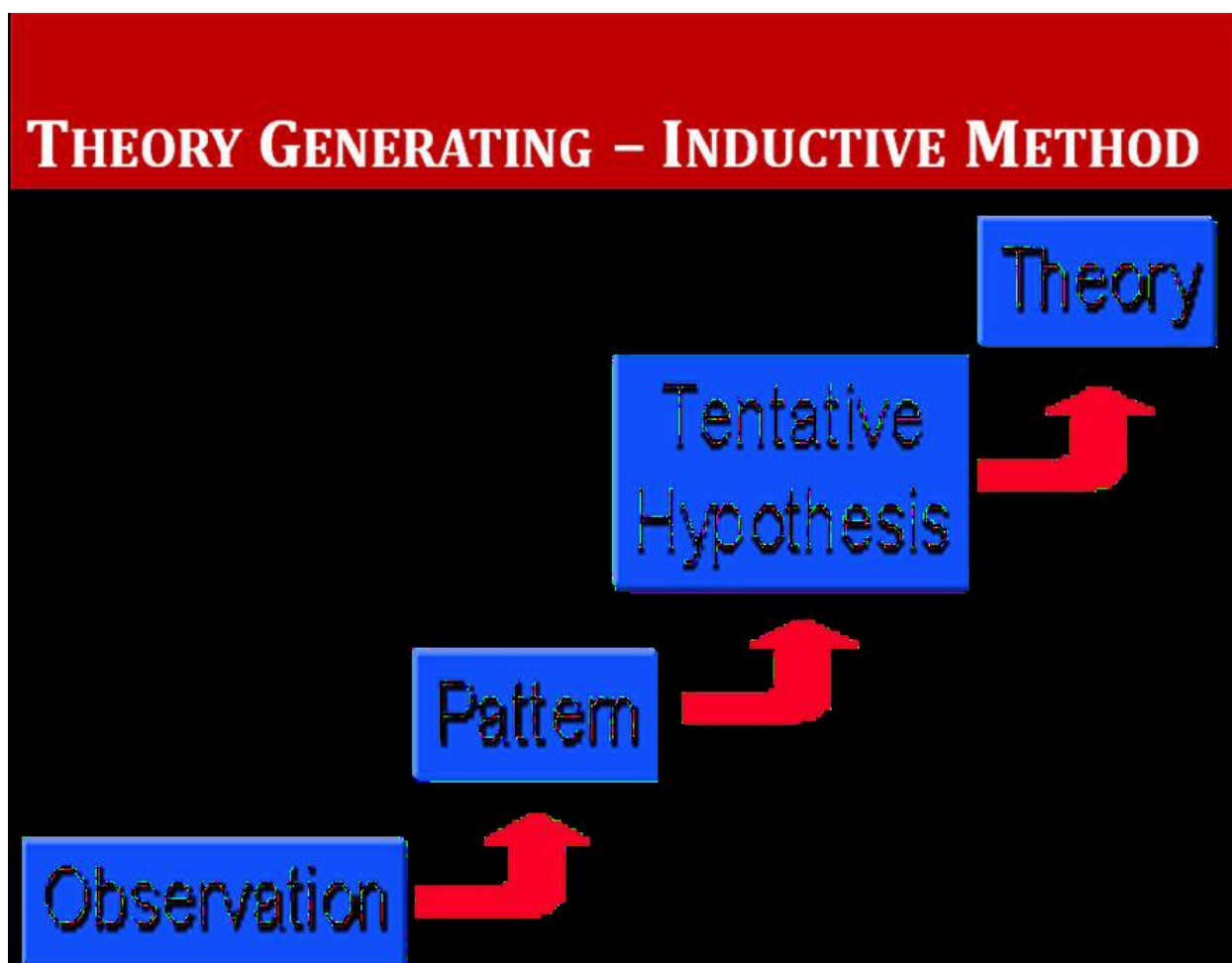


Figure 1: Research Process for the Theory Generation as cited by Abadiano (2014)

Research Environment

The study was conducted in Maximino Noel Memorial National High School in Carcar City Division, Carcar City Cebu. The school has 40 teachers including the school principal with a student population of 1000.

Research Participants/Informants

Through a purposive sampling, 10 public school teachers from the said school were selected. The selection criterion was that one should be currently teaching in the public school embracing the distance learning modality in accordance to the learning continuity plan.

Research Sampling

Eight (8) participants were interviewed reaching the point of saturation. To supplement the study, the researcher conducted a virtual interview. This means that the interview was done through an online survey.

Research Instrument

This research utilized a semi-structured interview schedule consisting of semi-structured questions which was in English as deemed appropriate.

Content validity of the constructed interview was assessed by experts.

Data Gathering

Data Collection: The researcher conducted a semi-structured interview with the eight (8) public school teachers. Participants were interviewed virtually via zoom, messenger or google meet. All the participants were briefed about the study and written consents were solicited for their participation.

Coding and Categorizing Data: In this stage, the researcher listened to the recorded virtual interviews to be able to capture the meanings the participants wanted to convey. Themes were formulated through the progress of line-by-line coding and integration of sub-categories through constant comparison, modification, and analysis of concepts.

Constant comparative analysis was the primary strategy in the integrated coding and analyzing stages of grounded theory (Duchscher and Morgan, 2004). The goal was to clarify concepts and test hypotheses derived from the data while producing precise descriptions (Jeon, 2004). The

making of constant comparisons during data analysis and collection, and theoretical sampling occurred simultaneously in order to ensure that the researcher could actually construct a theory that was grounded in the data (Jeon, 2004).

Ethical Considerations: The researcher gathered the informed participants and assured the consenting participants of strict confidentiality, following the ethical principles during the study period to formulate a preliminary theory on lived experiences of teachers in the implementation of the learning continuity plan. The researcher likewise asked for their consent to audiotape the interview session.

Data Analysis – Thematic Approach

Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, it also often goes further than this, and interprets various aspects of the research topic (Boyatzis, 1998). The range of different possible thematic analyses will further be highlighted in relation to a number of decisions regarding it as a method.

THEORY GENERATION PROCESS

Grounded Theory research method operates almost in a reverse fashion from traditional social science research. Rather than beginning with a hypothesis, the first step is data collection through a variety of methods. From the data collected, the key points are marked with a series of codes, which are extracted from the text. The codes are grouped into similar concepts in order to make workable. From these concepts, categories or themes are formed, which are the basis for the creation of a theory (Allan, 2003).

Results and Discussion of Preliminary Study for Theory Development

The results in preliminary study for theory development were presented as follows: teachers' lived experiences in the implementation of the learning continuity plan amidst a pandemic.

Teacher's lived experiences in the implementation of the Learning Continuity Plan

Participant 1

"Students have less learnings. most of the answers were copied in the internet."

"This won't work however some of our stake holders are very responsive in dealing with the learners need."

"Making modules is really exhausting but, we have to go on because it's part of our job so I inhaled and exhaled, talked with friends, after a while, go back to work."

"Explaining to your students that need to answer every activity without copying the content from the net."

"There some areas wherein i have difficulty in communicating my learners"

"Communication"

"Asked neighbors to deliver my message"

"You go beyond your limits."

Participant 2

"Nothing can replace a teacher"

"I find it ineffective even during the implementation. Less learning among students."

"Checking student's paper. It was not easy, you have to check 50 of those students paper and there's only you. Good thing there are those relatives who wants to help in checking those papers."

"Module Making without references. You have to make use of whatever you can find that suits to your teaching styles."

"the no face to face factor. we cannot assure learning relying only on the module. there are those students that needs further explanation and slow readers also."

"Rely our education with the different learning modalities and communicate with the students."

"Adjustment is necessary in this time. we cannot just let the students stop from learning."

"Amidst the crisis I was able to fulfill my duties and responsibilities as a teacher and that is to teach students utilizing different learning modalities."

Participant 3

"It is difficult. It seems learning of the students is at stake."

"At first, I thought schooling this year will be done in easy manner. But with the implementation, it becomes complicated."

"The time when the module I crafted is a total mess. I mean it was rejected maybe because also it didn't meet the required competency. It burned me out since I asked help from experts but received nothing. To make the story short, I revisit

my module and looked for another source and thankfully I finished it.”

“To make modules on subjects I am not teaching since then. I just focus and take focus on finishing them.”

“The unavailability of the resources not only to the learners but also to the teachers like the stable internet connection and of the self- learning modules sources”

“I took effort to do research and did some intervention like using activities suited to the situations of my learners.”

“The support I got from the parents of my learners in this learning delivery modality we used.”

Participant 4

“It is very difficult both for teachers and students.”

“I thought it would be easy. Yet, it was not.”

“I attend learners' and parents queries even beyond the office hours.”

“When all the reports must be summited then you're still catching to be able to provide learners the necessary modules for that week. I ask help from my co teachers.”

“Printing of modules then making new one in preparation for the next quarter at the same time you had in mind the creation of Recorded Video Lesson that must be pass as soon as possible.”

“Availability of printer for faster production of modules”

“I use my personal printer to meet the needs.”

Participant 5

“This new set up in education quite a challenge for the teachers to make a shift on blended learning. He must adapt intelligently with a sense of sensitivity to the online/blended format just to build rich activities that keep students engaged.”

“Learning continuity plan is a framework within which teaching and learning will continue at a school in the event of prolonged closure. But sad to say during these new normal situation of education lot of changes occurred.”

“Like crafting one's own module What I was going to do is to identify what are the causes of my stress and see if there's a solution. Then apply it immediately.”

“Making Recorded Video Lesson (RVL) I asked my co-teacher in making my RVL.”

“One of the hardest aspects of teaching is that you only have them for a short period of time to prepare them for the next level.”

“What I was going to do is to identify what are the causes of my stress and see if there's a solution. Then apply it immediately.”

“Making Recorded Video Lesson(RVL) I asked my co-teacher in making my RVL.”

“Through determination, setting of goals, hardwork, patience and supportive teammates in school.”

“I am proud no matter what teachers have pulled together to create a new learning in so very different circumstances.”

Participant 6

“A big change in education”

“My perspectives was not that difficult to implement but after the implementation I found it difficult as a teacher and a parent also.”

“When works are overlapping. I handle it by being positive.”

“Making RVL and checking all the works of students by your own.”

“Time in regards to making RVL and module crafting.”

“Having time management and also learning from my colleagues.”

“Yes, by embracing new set-up and learning new style in education.”

“That I continue to share my knowledge to students even in this time of pandemic. When works are overlapping. I handle it by being positive.”

Participant 7

“This new set up in education is somewhat unusual and if this situation prolongs, the quality of education for the learners would be dropping.”

“My perspective before the implementation of the LCP was attainable and would be carried out without so much burden, and yet upon its implementation, it has found out that there are a lot of considerations that must be considered and a lot of things hampered due to the occurrence of the global crisis that we are into, where we do not know when would this end.”

“During the time when there were much overlapping of tasks, like doing the modules and RVLs even during late at night, and because of my passion being a teacher and I love my job, I am motivated.”

“When I went to our learning centers in a far-flung mountain areas, where it was a struggle. I don't have choice since it is a call of duty and responsibility.”

"The distance of the recipients, the parents/guardians limited academic skills and the declining scores/grades of the learners in assessing their answered modules."

"It was surpassed by gradual giving of technical assistance ever now and then."

"Resolving those one at a time."

"I am worthy and feel proud being a teacher at this health crisis because I am able to serve the learners despite of health risk that I am facing every now and then in providing services para sa bata at para sa bayan."

Participant 8

"This setup is new and challenging to both teachers and students."

"I see it as ineffective since there is no guarantee that students answer modules by themselves. There is a chance that they just copy from answer keys given."

"I had and is still having difficulties in measuring students' learnings in my subject because I observed that they share the same answers."

"Writing modules and making RVLs with little to no resources and proper guidance."

"Self-learning by asking help from colleagues and Youtube tutorials."

"Time management."

"I am proud that I am still able to serve and deliver education in the middle of a health crisis given the possible dangers of facing people in this time. Also, I am able to discover the things I thought I couldn't do."

Categorizing, Coding and Themes

Using the Husserlian Method of Data Analysis and Collaizzi's Thematic Process, the researcher anchored the steps, and just like Collaizzi who asserted that all research occurred through dialogue and that asking the right questions was tantamount to eliciting an accurate description of the experience from the participants (Collaizzi, 1978). On the other hand, Husserl's focus was on meanings and identifying the essence or central theme of an experience as a way of furthering knowledge.

A descriptive analysis of transcripts revealed that five (4) major themes characterized the participants' responses to the implementation of the Learning Continuity Plan in this time of Covid-19 pandemic.

Themes, however, are not to be interpreted as independent from each other but as

complementary aspects of a unified pattern. The five themes as deduced from the transcripts of the participants are:

Theme 1: Unguaranteed Learning

Theme 2: Challenges

Theme 3: Coping Mechanisms

Theme 4: Feelings

Theme 1: Unguaranteed Learning

All participants shared their opinions and perspectives regarding the new setup of education. They expressed their insights saying that they thought it would be easier this time to deliver lessons to students but then definitely learned that it is much difficult in this new normal. Furthermore, they see the setup as ineffective since there is no guarantee of children's learning expressed in the following terms:

"Students have less learnings. most of the answers were copied in the internet." (P1)

"I see it as ineffective since there is no guarantee that students answer modules by themselves. There is a chance that they just copy from answer keys given." (P8)

"This new set up in education is somewhat unusual and if this situation prolongs, the quality of education for the learners would be dropping." (P7)

"I find it ineffective even during the implementation. Less learning among students." (P2)

Theme 2: Challenges

All participants shared the same challenges in the implementation of such program. They shared the difficulties they have faced and are still facing just to be able to do what is expected from them. They have expressed that they had sacrifice personal things to meet expectations. Some of whose response can be found below.

"Explaining to your students that need to answer every activity without copying the content from the net." (P1)

"There some areas wherein I have difficulty in communicating my learners" (P1)

"During the time when there were much overlapping of tasks, like doing the modules and RVLs even during late at night, and because of my passion being a teacher and I love my job, I am motivated." (P7)

"When I went to our learning centers in a far-flung mountain areas, where it was a struggle. I

don't have choice since it is a call of duty and responsibility.” (P7)

“The distance of the recipients, the parents/guardians limited academic skills and the declining scores/grades of the learners in assessing their answered modules.” (P7)

“Making RVL and checking all the works of students by your own.” (P6)

“Time in regards to making RVL and module crafting.” (P6)

“I had and is still having difficulties in measuring students’ learnings in my subject because I observed that they share the same answers.” (P8)

“Module Making without references. You have to make use of whatever you can find that suits to your teaching styles.” (P2)

“the no face to face factor. we cannot assure learning relying only on the module. there are those students that needs further explanation and slow readers also.” (P2)

Theme 3: Coping Mechanisms

Participants shared that since they faced various challenges in this new normal in education and that no matter what happens education must continue; they have learned to overcome their difficulties by mastering time management and by putting passion to you work. These ideas are expressed as:

“Self-learning by asking help from colleagues and Youtube tutorials.” (P8)

“Time management.” (P8)

“Having time management and also learning from my colleagues.” (P6)

“What I was going to do is to identify what are the causes of my stress and see if there's a solution. Then apply it immediately.” (P5)

“Making Recorded Video Lesson (RVL) I asked my co-teacher in making my RVL.” (P5)

“Through determination, setting of goals, hardwork, patience and supportive teammates in school.” (P5)

“I took effort to do research and did some intervention like using activities suited to the situations of my learners.” (P3)

“I use my personal printer to meet the needs.” (P4)

Theme 4: Feelings

Some participants felt proud, more passionate and more dedicated towards work after being exposed with the situations:

“I am proud that I am still able to serve and deliver education in the middle of a health crisis

given the possible dangers of facing people in this time. Also, I am able to discover the things I thought I couldn't do.” (P8)

“I am worthy and feel proud being a teacher at this health crisis because I am able to serve the learners despite of health risk that I am facing every now and then in providing services para sa bata at para sa bayan.” (P7)

“I am proud no matter what teachers have pulled together to create a new learning in so very different circumstances.” (P5)

“Amidst the crisis I was able to fulfill my duties and responsibilities as a teacher and that is to teach students utilizing different learning modalities.” (P5)

Hypotheses Derived from the Results:

Through a narrative interview analysis, the researcher was able to generate the following hypotheses to explore the ideas as explanations on teachers’ lived experiences in education in the new normal also known as Learning Continuity Plan. In grounded theory, hypothesis generation is always derived from the empirical data. The main method of forming hypothesis in this study is conducting interviews with participants.

Generation of Hypothesis 1: The study participants were asked about their viewpoints on the implementation of the LCP; they see it as ineffective since there is no guarantee that students are learning for there are chances that students might just copy from friends or worst copy from the answer key given without fully reading the modules as extracted from the following themes:

Theme 1: Unguaranteed Learning

“Students have less learnings. most of the answers were copied in the internet.” (P1)

“I see it as ineffective since there is no guarantee that students answer modules by themselves. There is a chance that they just copy from answer keys given.” (P8)

Theme 2: Challenges

“The no face to face factor. we cannot assure learning relying only on the module. there are those students that needs further explanation and slow readers also.” (P2)

Hypothesis 1: Teacher’s presence contributes to the students’ learning.

Proposition 1: The students are most likely to learn something from a lesson if there is a supervision and guidance from teachers.

Generation of hypothesis 2: Theme 2 which deals with challenges faced by teachers combined with Theme 3 which is about coping mechanisms generated hypothesis 2.

“During the time when there were much overlapping of tasks, like doing the modules and RVLs even during late at night, and because of my passion being a teacher and I love my job, I am motivated.” (P7)

“When I went to our learning centers in a far-flung mountain areas, where it was a struggle. I don't have choice since it is a call of duty and responsibility.” (P7)

“Module Making without references. You have to make use of whatever you can find that suits to your teaching styles.” (P2)

“Having time management and also learning from my colleagues.” (P6)

“Through determination, setting of goals, hardwork, patience and supportive teammates in school.” (P5)

“I took effort to do research and did some intervention like using activities suited to the situations of my learners.” (P3)

Hypothesis 2: Creativity and flexibility is innate and it comes out naturally.

Proposition 2: When teachers are faced with situations which are new and unusual, they become adaptive to these changes and eventually cope with it. Things can be done especially when you are surrounded with supports from your circle of people.

Generation of Hypothesis 3: Theme 4 of this study which deals with teachers' feelings serving in this time of pandemic generated this hypothesis:

“I am proud that I am still able to serve and deliver education in the middle of a health crisis given the possible dangers of facing people in this time. Also, I am able to discover the things I thought I couldn't do.” (P8)

“I am worthy and feel proud being a teacher at this health crisis because I am able to serve the learners despite of health risk that I am facing every now and then in providing services para sa bata at para sa bayan.” (P7)

“I am proud no matter what teachers have pulled together to create a new learning in so very different circumstances.” (P5)

Hypothesis 3: Circumstances digs deeper passion for the chosen field.

Proposition 3: Certain circumstances are blessings in disguise for someone to discover the depth of passion one has for his vocation.

Generated Grounded Theory:

GRIT for a Growth Mindset is captured by the following features:

Something unusual and new may be challenging, ineffective and energy-draining at some point (*Theme 1,2*) but, can definitely be surpassed with passion and perseverance which may sometimes mean there are some sacrifices to be done (*Theme 3*). At the end of the day, these perseverance and sacrifices sprouts into self-discovery of passion and hidden capabilities (*Theme 4*).

The theory generated can be summarized as follows:

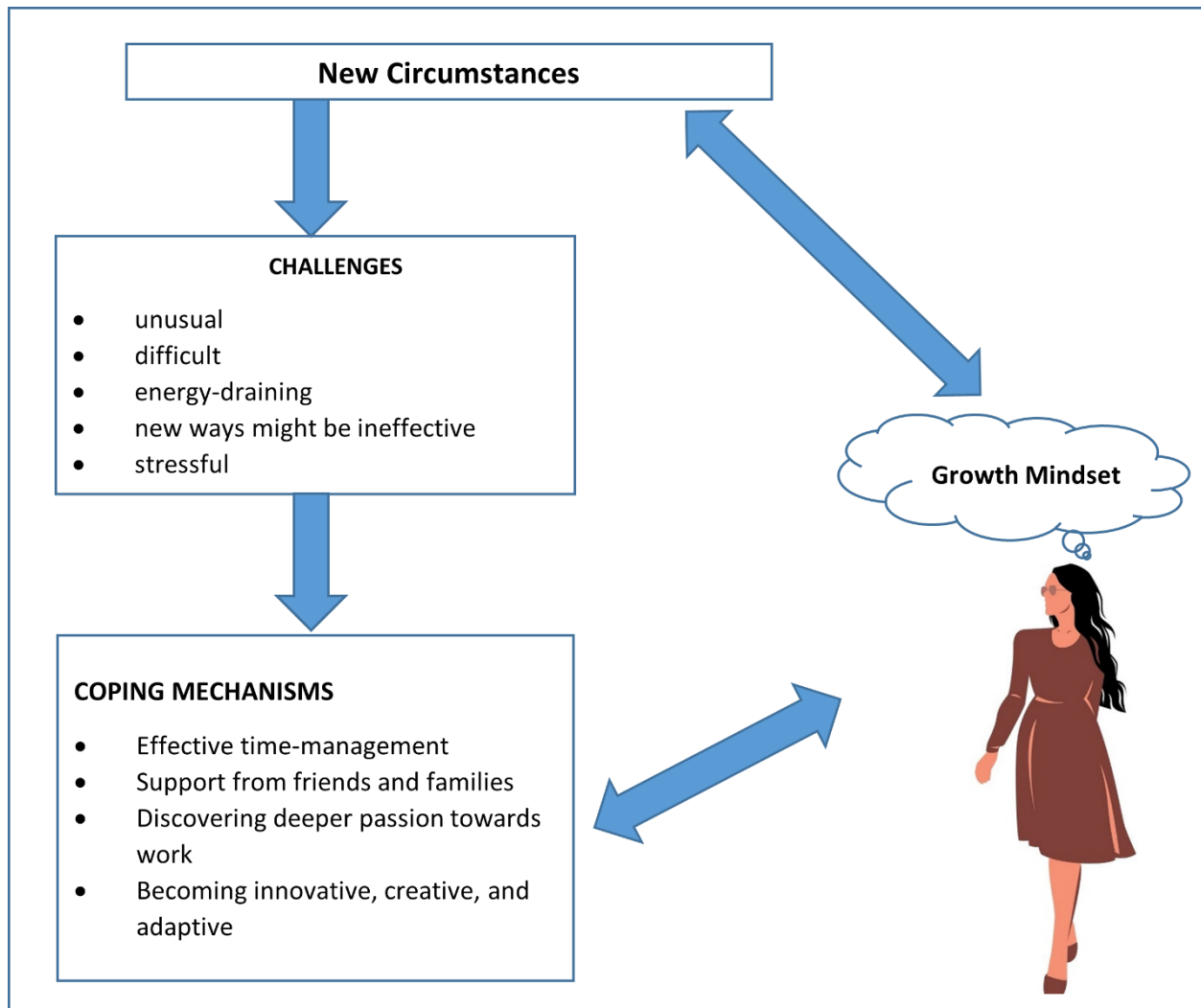
“Unusual circumstances may be challenging and draining but has its silver lining when dealt with grit, resilience, integrity, and tenacity.”

One's resilience, grit, integrity and tenacity are evident in still serving and doing the duties and responsibilities even when the situation is shaky and unusual which calls for alternative manner of delivery. Challenges can be seen as opportunities to discover things within one's personality.

Hypothesis for validation:

Below are the hypotheses that need to be validated in the next chapters of the study:

1. Teacher's presence contributes to the students' learning.
2. Creativity and flexibility are innate, and it comes out naturally.
3. Circumstances digs deeper passion for the chosen field.



MEL's GRIT (Grit, Resilience, Integrity, Tenacity) for Growth Mindset Theory

Figure 1 MEL's GRIT Growth Mindset Theory

"Unusual circumstances may be challenging and draining but has its silver lining when dealt with grit, resilience, integrity, and tenacity."

Figure 1 above depicts the unseen role of new and unusual circumstances to developing the mindset of an individual. In the same way, it presents how life is like a cycle in such that how new circumstances help for growth and mindset and how this growth mindset helps an individual see new circumstances.

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