MASTER TEACHERS CAPABILITY AND CHALLENGES IN NEW NORMAL

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Abstract

This study was conducted to determine the capability and challenges of master teachers of Lun Padidu National High School in the new normal. The research was quantitative utilizing survey guide to determine the capability of master teachers and qualitative using semi structured interview to gather the challenges of master teacher in the new normal education with eight (8) respondents. The data gathered showed that in general, the capability of master teachers is very good in doing their duties and responsibilities but good in conducting in-depth studies on teaching-learning innovation and fair in conducting action research on teaching-learning innovation. From the interview, four themes were emerged: work overload, stress, negative attitude towards research and limited knowledge on action research. Master Teachers Development plan was developed to strengthen the weak points of master teachers. Specifically, it aimed to provide opportunities to develop the master teachers professionally since their capabilities will benefit the school just as much as it will benefit them as an individual.

Introduction

Education is vital component that brings growth and progress into humanity. It is the backbone of the successful individuals, communities, societies and entire civilizations and catalysts for sustainable development. Over the past decade, the government is investing in education more than ever before to make progress toward increasing not only access to education but to quality education.

In 2020, as the COVID-19 pandemic spread across the globe, education has been one of the most affected sectors because majority of countries announced the temporary closure of schools. There are more than 1 billion students affected globally, which accounts for more than 60% of the student population and more than 15% of the world's population (UNESCO,2020). In the Philippines, to make sure that learning remains unhampered as the country battles the pandemic, the Department of Education implements distance learning approach and said that the enrolment in both public and private schools for basic education has reached 24.63 million or 88.70 percent of the enrolment in SY 2019-2020 (Malipot,2020).

Nicholls (2020) mentioned that distance learning means more work for teachers. Teachers will print learning materials to be delivered to learners, have to create more educational content that contain essential lessons but at the same time simple enough for students to digest on their own. Teachers are not fully prepared for this change but they had to up skill themselves almost overnight to adjust to the new modes of teaching, ensuring that learning remains accessible to students even in the current circumstances.

Teachers are under the supervision of master teachers. When teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized (Sule, Ameh, & Egbai, 2015). But first, master teachers have to critically reflect on their capability to perform their duties and responsibilities in the context of K to 12 Education. This push the researchers to conduct the study to determine the level of capability of master teachers and the challenges they encountered during the pandemic in order to carry out proposal for development plan on the areas master

teachers need coaching and mentoring as a response to the changes and challenges of the modern world specifically in this time of pandemic.

Research Questions

This study was conducted to determine the capability and challenges encountered by Master Teachers of Lun Padidu National High School in the new normal. Specifically, it will answer the following questions

1 What is the capability level of the master teachers?

2. What are the challenges encountered by the master teachers?

3. Based on the results of the study, what intervention plan will be formulated?

Research Design

The research was descriptive type of study that described the capability and challenges encountered by the master teachers of Lun Padidu National High School. As explained by Gall, Gall and Borg (2007) the goal of descriptive research is to describe a phenomenon and its characteristics. In this research, the quantitative part of the study referred to the capability of master teachers while the challenges encountered by master teachers will form the qualitative aspect of the study.

Participants

The respondents of this study were the eight master teachers of Lun Padidu National High School for the school year 2020-2021.

Data Gathering Methods

In the quantitative aspect, the researchers adopted and modified a questionnaire based on the duties and responsibilities of Masters Teachers in

the RPMS Tool for Master Teacher I-IV in the time of Covid-19. The checklist was modified by the researchers with their research consultants where the respondents rated according to their level of capability. The level of capability of master teachers was determine using weighted mean and described using the rating scale shown in the Table 1.

Table 1: Scale for the Capability of Master Teachers.

Scale	Interpretation	Description
5	Excellent	The activities are conducted 80%-100% of the time.
4	Very Good	The activities are conducted 60%-79% of the time.
3	Good	The activities are conducted 40%-59% of the time.
2	Fair	The activities are conducted 20%-39% of the time.
1	Poor	The activities are conducted 0%-19% of the time.

The data gathered using the questionnaire was analyzed using mean. The capability of master teachers described using the criteria in Table 2. It has 5 levels ranging from 1.00-0.49 being the lowest which was interpreted as poor and 4.50-5.00 being the highest which labeled as excellent.

Table 2. Criteria for the Analysis of Capability of Master Teachers

Mean Range	Interpretation
4.50-5.00	Excellent
3.50-4.49	Very Good
2.50-3.49	Good
1.50-2.49	Fair
1.00 -1.49	Poor

In qualitative part, an interview protocol was used to guide the semi structured interview to master teachers to explore their challenges in the new normal. Analysis of interview usually involved categorizing the data into themes or categories sometimes referred to as coding. The researcher grouped comparable concepts into subcategories and then grouped those subcategories into major categories (Cresswell, 2009).

Discussion of Results

Capability of Master Teachers

Table 1 shows the capability of master teachers in performing their duties and responsibilities. Results shown that master teachers found out very good.

In terms of the following: modelling exemplary practice in the application of content knowledge and pedagogy showing its integration within and across learning areas; working with colleagues to create learning-focused environments that promote learner responsibility and achievement; assisting colleagues to implement differentiated teaching strategies that are responsive to learner diversity; leading in the preparation of curriculum and enrichment of curriculum; initiating programs and projects that can enhance the curriculum and implementation of curriculum; leads colleagues in designing, evaluating, interpretating and utilizing of different types of assessment tools for the improvement of teaching and learning process; updating parents/guardians about needs, progress and achievement of learners; strengthening school-community partnerships to enrich engagement of the internal and external stakeholders in the educative process; establishing links with colleagues through attendance and membership for self-growth and advancement in

Indicator	Mean	Interpretation
1. Models exemplary practice in the application of content knowledge and pedagogy showing its integration within and across learning areas	4.17	Very Good
2. Conducts the following on teaching-learning innovation: 2.1. in-depth studies; and	2.67	Good
2.2. action researches	2.33	Fair
3. Works with colleagues to create learning-focused environments that promote learner responsibility and achievement	4.33	Very Good
4. Assists colleagues to implement differentiated teaching strategies that are responsive to learner diversity	4.17	Very Good
5. Leads in the following: 5.1. preparation of curriculum; and	3.67	Very Good
5.2. enrichment of curriculum	3.67	Very Good
6. Initiates programs and projects that can enhance the following: 6.1. curriculum; and	3.33	Very Good
6.2. implementation of curriculum	3.50	Very Good
7. Leads colleagues in the following activities about assessment tools for the improvement of teaching and learning process: 7.1 design;	3.50	Very Good
7.2 evaluation;	3.83	Very Good
7.3 interpretation; and	3.50	Very Good
7.4 utilization of different types.	3.67	Very Good
8. Updates parents/guardians about learners on the following: 8.1 needs;	4.0	Very Good
8.2 progress; and	4.17	Very Good
8.3 achievement.	4.17	Very Good
9. Strengthens school-community partnerships to enrich engagement of the following stakeholders in the educative process: 9.1 internal; and	3.83	Very Good
9.2 external.	4.17	Very Good
10. Establishes links with colleagues through the following for self-growth and advancement in professional organization: 10.1 attendance; and	4.17	Very Good
10.2 membership.	4.33	Very Good
11. Provides technical assistance through the following: 11.1 demonstration teaching;	4.33	
11.2 mentoring;	4.67	Very Good
11.3 coaching;	3.83	Very Good
11.4 class monitoring;	3.67	Very Good
11.5 class observation;	3.83	Very Good
11.6 trainers in learning action cells; and	3.83	Very Good
11.7 facilitators	3.67	Very Good
Over-all Mean	**3.86**	**Very Good**

professional organization; and providing technical assistance through

demonstration teaching, mentoring, coaching, class monitoring, class

observation, trainers in learning action cells and facilitators with mean rating of 4.17, 4.33, 4.17, 3.67, 3.67, 3.33, 3.50, 3.50, 3.83, 3.5, 3.67, 4.0, 4.17, 4.17, 3.83, 4.17, 4.17, 4.33, 4.33, 4.67, 3.83 and 3.67 respectively. However good in conducting in-depth studies on teaching-learning innovation with mean rating of 2.67 and fair in conducting action research on teaching-learning innovation with mean rating of 2.33. In general, the capability of master teachers is very good in doing their duties and responsibilities with mean rating of 3.86.

The result of the study showed similar results conducted by Laudea, Ralarb and Arcenal (2018) findings revealed that master teachers are "Mastered" and "Very High" in their instructional competence and their instructional leadership capacity showed "Highly Proficient" especially on curriculum content and pedagogy, on planning, assessing and reporting learners' outcomes and on personal growth and professional development.

In terms of action research, the result of the study showed is parallel to the study conducted by Wong (2019) that revealed master teachers are incapable in research process, research utilization, and research dissemination and suggesting that their capability in research is indeed low and would explain the reason for non-progressive research productivity among the master teachers. It is affirmed by Caingoy (2020) that revealed teachers were slightly capable of conducting research. Previous researches conducted also reported that teachers indicated a fair level of competence in conducting research (Alumbro, Cuadra, & Sapan, 2015), designing an experimental study, selecting and developing research instruments, choosing appropriate statistical tools, and preparing manuscripts for publication (Basilio & Bueno, 2019). Furthermore, Abarro and Mariño (2016) find out that teachers are not skillful in

conducting classroom research while Macabago (2017) mentioned that public elementary teachers were in doubt with their capability to write a research.

Challenges of Master Teachers

From the semi-structured interview conducted to the Master Teachers of Lun Padidu National High School on the challenges they encountered in new normal, four themes emerged: work overload, stress, negative attitude towards research and limited knowledge on action research.

Work overload

From the interview, the master teachers encountered work overload. Work overload is defined as being asked to do too much work and being asked to do work that is too difficult (Ali and Farooqi ,2014). RP7 said that "*this new normal is a difficult situation for me because I have to double my time working many additional reports given by the department*". And this is confirmed by the statement of RP1 and RP4 "*many responsibilities at hand that sometimes I could not perform excellently because of many assignments and activities*" and "*I feel exhausted every time I packed the modules/LAS of my advisory class because it means sorting of LAS/modules for distribution to the learners and the retrieved modules will also be sorted by subject and week number to be returned to the subject teachers*". Teachers may feel some degree of physical and emotional exhaustion because of the demands of works as seen in the statement of RP6, "*I feel very tired because I have 10 classes and I need to overtime to check the LAS/modules of students and I have other assignments that needs also my attention which is my coordinatorship, advisorship and other responsibilities.*" And this is attested by the answer of RP3 that "*even though*

there is flexibility in time and schedules of works more tasks and responsibilities were given to us which means more reports for us." Researchers have found high levels of stress among individuals who have excessive work-loads which means long or unpredictable hours, too many responsibilities, work at a too-rapid pace are characteristics of a work overload. (Beheshtifar and Omidvar, 2013). Johari , Ridzoan and Zarefar (2019) concluded that workload refers to the greatness of job tasks, and might cause mental distress for employees. However, people respond differently towards workload. Some embraces it, while others show frustration. Research study showed that work overload lead to poor performance of the employees which has ultimately lead toward the employee job dissatisfaction (Ali &Farooqi, 2014). Paktinat and Rafeei (2012) found the same results that occupational stress that occurred due to some factors like work overload has negatively correlated to job satisfaction

Mental Stress

Master Teachers of Lun Padidu National High School encountered stress. Stress is your body's way of responding to any kind of demand or threat (Segal, Segal & Robinson, 2021). Master teachers feel pressures on beating the deadline set by higher authorities from them as attested by RP8, *"one of the challenges I encountered is the on-the spot or unannounced submission of reports and documents wherein you will have to pass the reports on the day it was given or the day after.*" The same situation is encountered by RP1 said that "*the problems that I have encountered are the sudden deadlines of many tasks at hand.*" RP2 shared that, " *I have experienced delayed in submissions of reports due to limited time given and conflict of schedules and difficulty in collaborating and giving of technical assistance due to IATF restrictions.*"

Shahsavarani , Abadi and Kalkhoran (2015) conducted facts and theories review about stress and concluded that stress is a situation in which individual is forced to act and it means readjustment of individual with new situations and conditions. Whenever a change occur in life, individual is confronting with stress. This is what happen to RP4 "*it is hard to motivate and encourage my co teachers in my department because of our situation today that we have the so called new normal.*" RP5 and RP6 also shared the same feelings that " *I cannot face to face my concern to my fellow teachers because of limited interaction, limited engagement, limited talking and I felt anxiety towards the world of zoom and group chat*" and "*psychological disturbances due to this pandemic that we might not be able to perform our duties and responsibilities in the teaching-learning development process*". What counts as a 'stressor' can vary hugely from person to person and differs according to our social and economic circumstances, the environment we live in, our genetic makeup and physiology. Some common features of stressors include experiencing something new or unexpected, something that threatens your competence/ego, and a feeling of little control over a situation (Mental Health Foundation, 2018).

Negative Attitude towards Research

The data collected showed that master teachers had negative attitude towards research which is attested by RP4 and RP5 said that" *I am not interested in working an action research because this activity is very demanding in the sense that it needs your time and effort to finish one ˮ* and "*I am not motivated to make action research because when I think of research it means sleepless nights of working.*" The same feeling was reflected in the statement of RP1 that "*I really don't like research and at the moment I can't focus in doing*

research because of many tasks at hand that needs my attention and are more urgent." RP6 added that "I don't have time doing research and I find it very tiring because of the long process of doing it. Salom (2013) mentioned that advancing research takes a lot of consideration in individuals like their motivation to get involved in it, the attitudes toward it, and other skills necessary for undertaking the systematic and tedious process of research. Tindowen found out that teachers have issues regarding the conduct of action research and they have writing anxiety. Specifically, teachers have fear in analyzing data and some have problems on their grammar. Caingoy (2018) mentioned that teachers have neutral attitudes and motivated toward research. On the contrary, Morales, Abulon, Soriano, David, Hermosisima and Gerundio, (2016) indicated that teachers have positive views towards action research that can help them develop student learning and promote lifelong learning. The teacher-respondents had a positive attitude toward doing research and its benefits in their teaching (Ulla, Barrera & Acompanado, 2017).

Limited Knowledge on Action Research

The interview conducted to master teachers revealed that they have limited knowledge on action research. This is seen on the statement of RP3 and RP4, "*in conducting research I find it hard to study, read and analyze*" and "*I do not really know how to write a research paper and I do not have any idea on action research*". RP6 and RP1 shared the same sentiment that "*I have little background on research since I have been a co-author of an action research before*" and "*I have an idea on research but when it comes to action research I have no knowledge on the format or how to do it*. RP8 clearly stated that "*I have not conducted any action research in my teaching career*". Caingoy (2018)

concluded that the best indicator and the most concrete manifestation that teachers are capable of doing research is the research output itself or sometimes called research productivity. This means that the more studies teachers have completed, the more capable they become in engaging in this rigorous endeavor. Manongsong and Panopio (2018) believes that such capability may develop over time, through experience continuing and relevant capacity-building activities. In the study conducted by Tindowen, Guzman, and Macanang (2019) revealed that teachers have difficulty in data gathering and also the process of writing the full action research.

Conclusion

Based on the findings about the data gathered, in general the capability of Master Teachers of Lun Padidu National High School was very good in doing their duties and responsibilities based on the duties and responsibilities of Masters Teachers in the RPMS Tool for Master Teacher I-IV in the time of Covid-19. However, it showed that they were good in conducting in-depth studies on teaching-learning innovation and fair in conducting action research on teaching-learning innovation. Furthermore, from the interview of four themes emerged: work overload, stress, negative attitude towards research and limited knowledge on action research.

Thus, the researchers adopted and modified an action research booklet to strengthen the capability of master teachers in doing action research by giving ideas and techniques to master teachers on the steps of action research by addressing practical issues that they experience. Master Teachers Development plan also be developed to strengthen the weak points of master

teachers. Specifically, it aimed to provide opportunities to develop the master teachers professionally since their capabilities will benefit the school just as much as it will benefit them as an individual.

Table 4 shows the Master Development Plan which was composed of areas, activity, objective, output/MOVs, time table, persons involved and budgetary requirement.

Republic of the Philippines

Department of Education

SOCCSKSARGEN REGION
SCHOOLS DIVISION OF SARANGANI
MALAPATAN 3 DISTRICT
LUN PADIDU NATIONAL HIGH SCHOOL

Table 4. DEVELOPMENT PLAN FOR MASTER TEACHERS

Areas of Concerns	Objectives	Strategies	Persons Involved	Budgetary Requirements		Time Frame
				Amount	**Source**	
1. Research	To institutionalize research culture among teachers	Develop action research policy which includes the following: -processes and policies in the conduct of research; -rewards and remunerations to motivate teachers	Researcher Teachers School head Students,	20,000	MOOE, Donation ,PTA,IGP	Whole year round

	To strengthen the capability of teachers in research	-initiatives and programs to sustain and enhance teachers' motivation to engage in doing action research which may include but not limited to series of training focusing not only on increasing the teachers' knowledge in research but at the same time conducting, presenting, and publishing their research output -adopting and modifying research booklet to guide the teachers in the conduct of research	Researcher Teachers Students,	20,000.00	MOOE, Donation ,PTA,IGP	Whole year round

2. Work	To reduce stress and work overload	-conduct seminars and workshops focusing on time management, ICT training, mental Health and stress coping mechanisms -conduct team building -strategic planning on the division of work of teachers				

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