

THE IMPACT OF THE NEW NORMAL OF TEACHING TO THE FILIPINO EDUCATORS OF THE 21ST CENTURY

Vitales, V. A.¹, Ferrer, MC.D.², Mangahas, TL. S.³

^{1,2,3} Social and Behavioral Sciences Department, College of Arts and Sciences, Nueva Ecija University of Science and Technology, Philippines

Corresponding Author:

Vitales, V. A.

Social and Behavioral Sciences Department, College of Arts and Sciences, Nueva Ecija University of Science and Technology, Philippines

Email: ven_vi@yahoo.com

Abstract

The emerging “New Normal” in education posed numerous challenges both to the educators, students, parents and other stakeholders in the academe. This research explored the impact of the new normal of teaching to the challenges and adjustments of educators of the 21st. The participants of the study were three-hundred thirty-seven teachers from the Philippines, Indonesia, Malaysia and Thailand. Survey was conducted among them from August to September 2020. The 337 educators who participated in this research were mostly 29 to 38 years old; females; have been teaching mostly college students for 10 years and below in a government school. The impact of the New Normal was experienced by the respondents in terms of the challenges due to very slow and/or unreliable and unstable internet connection; faculty room that lacks privacy during simultaneous online class; lack of licensed/registered Learning Management System (LMS) for online class; and lack of computers with internet connection. Educators are physically ready for the New Normal of teaching; but not emotionally ready; hence they preferred classroom teaching than virtual teaching. To prepare in the New Normal of teaching they made adjustments in terms of students, curriculum, teaching strategies and use of technology. Their age, sex, type of school and level of students taught are significant factors in the impact of the New Normal of teaching-learning process. A proposed educators’ coping program in the New Normal was the output of the research.

Key words: Teaching, Filipino Educators, Education, Philippines

Introduction

The Corona Virus-19 (COVID-19) pandemic brought enormous effects to the Education sector in the world. The emerging “New Normal” in education brought various challenges to educators, students, parents and other stakeholders in the academe. The term “new normal” was defined in the Urban Dictionary (2009), as “the after condition of the occurrence of some intense change”, thus it became the accepted event. The word shifted in the field of education as even the educational system is experiencing a great deal of change. Educators are obligated to shift from the traditional classroom teaching to virtual teaching. Their roles as teachers shifted 360 degrees; hence they themselves need to learn and train on the use of technology and the internet in their daily teaching activities. They become “fanatics” of various webinars with their aim to learn how to become a virtual teacher. As response to the Corona Virus-19 (COVID-19) pandemic, teachers made recordings of their lessons and uploaded their lessons online so students can access it any time. Innovation was also observed as they switched to Google Classrooms, WebQuest and other online sites (Fox, 2007). No matter what hardships they experienced; how burdensome are the tasks given to them, they do not have any other option except to adjust and to adapt to the New Normal of Teaching and Learning.

In the Philippines, actions have been done by the Department of Education (DepEd) through the implementation of Republic Act No. 8375. DepEd implemented online learning resources such as the DepEd Commons website, which already has 8 million users. Llego (2020) suggested the Open Educational Resources (OERs) platform to be used by public teachers in order to access and review materials, this. Concurrent with this, television and radio-based solutions were launched in areas with limited access to the Internet, which allots 15 percent of the total daily air time in a broadcast network to child-friendly content.

Assessment made by the government showed that teaching-learning in the New Normal boils down to two major concerns: Internet connectivity, and the issue of the curriculum and educational materials that have to be adapted for use with a blended learning environment. Access to educational materials through the Internet isn't worth much if the Internet itself is inaccessible due to lack of service or network infrastructure. An article published in *esquiremag.ph* (2020), said that the Philippines placed at ranked 77 among the countries with the slowest and least stable Internet connection. Furthermore, Cigaral (2020) cited in the National Economic and Development Authority (NEDA) and World Bank (WB) report that despite the digitalization acceleration activities in the country during lockdowns, the weak digital infrastructure is hampering the effective use of digital technologies. Despite the provisions for budget, equipment, and commercial access to the Internet, much has to be done to improve digital connectivity throughout the country. It would also be important to fast track the implementation of RA 10929, the Free Internet Access in Public Places Act, which mandates that public basic education institutions, state universities and colleges (SUCs), and Technical Education and Skills Development Authority (TESDA) technology institutions to have free Wi-Fi access. The law targets 2,527 live sites in public schools and 1,804 live sites in state universities as well as Technical Education and Skills Development Authority (TESDA) institutions (Dharmaraj, 2020). Department of Information Communication and Technology Secretary Gregorio B. Honasan II spearheaded the deployment of the "Free Wi-Fi for All" Program. As of June 30, 2020, around 4,248 live sites have been installed and are operational all over the country.

The support of family: the parents and guardians is an integral resource in the New Normal and they should be empowered to help the learning process of the students (Angara, 2020). The role of the parents is crucial for the effectiveness of the blended learning as they are the ones who will guide and teach their children (Malindog-Uy, 2020). Despite the critical period of the pandemic, it is a right to continue education. The help of the online technology is important but the support of parents, caregivers and communities is a must (Mateo, 2020).

To further understand the difficulty of the teachers, this study explored the impact of the New Normal of teaching to the educators. The challenges that they experienced and adjustments they made to cope in the teaching and learning process was determined and significant relationships and differences were established as to their profile characteristics. Teachers as educators from various schools, colleges and universities in the Philippines, Indonesia, Malaysia and Thailand were asked to participate in the survey which was conducted by the researchers during the month of August to September immediately after virtual and blended learning was implemented in their respective schools. As an output, a proposed action plan to help educators deal with the effects of the shifting of teaching-learning process from face to face classroom to virtual teaching-learning was designed by the researchers.

Methodology

Descriptive method of research was employed by examining variables in naturally occurring situations through descriptions and interpretations of the condition in which these variables are found (Calderon and Gonzales, 2014), as well as establishing the significant relationship or difference between the identified variables. The variables examined in this research were the profile characteristics of the respondents and the information obtained from the Likert-type survey about the impact of the New Normal of teaching through the challenges they experienced and the adjustments they have made.

Respondents of the study were selected teachers of secondary and college schools, in the Philippines, Malaysia, Indonesia and Thailand. A total of 377 respondents participated in the study through a Google form survey that was distributed to them through snowballing technique. Convenient sampling was used, in which all the survey questionnaires which were retrieved in a period of two weeks (last week of August and first week of September, 2020) were considered as respondents. The survey included an informed consent as well as information on data privacy law. Data gathered from the survey-questionnaire was subjected to statistical treatment and analyzed and discussed to arrive at conclusions and a proposed program for the educators as they deal with the New Normal of teaching.

Results and Discussions

Profile Characteristics of the Respondents

Table 1. Profile Characteristics of the Educators

Age	Frequency	Percent
19 to 28	93	27.60
29 to 38	103	30.56
39 to 48	86	25.52
49 to 58	41	12.17
59 to 66	14	4.15
Sex		
Male	152	45.1
Female	185	54.9
Years in Teaching		
1 to 10 years	224	66.47
11 to 20 years	71	21.07
21 to 30 years	29	8.61
31 to 40 years	9	2.67
41 to 50 years	4	1.19
Type of Educational Institution		
Private	41	12.2
Government	296	87.8
Level of Class Handled		
Junior/Senior HS	67	19.9
College	270	80.1
Total	337.0	100

Age. The age range of the educators who participated in this research was from 19 to 66 years old. More than 30 percent of the respondents were 29 to 38 years old; and 4 percent of them were in the 59 to 66 age bracket.

Sex. The number of female teacher-respondents (54.9%) is higher by almost ten percent compared to the number of male (45.1%) teacher-respondents. This shows that the teaching profession attracted both the male and female population of the respondent-countries in Asia.

Years in Teaching. In terms of the respondents' number of years in the teaching profession, majority (66.47%) of the teachers are teaching for 10 years below; and there are at least four (4) respondents who have been teaching for 44 years and more.

Type of Educational Institution. More than 87 percent of the respondents are teaching in government institutions; while the remaining 12 percent are from private institutions. The researchers are educators in a government university, which opened class in August 2020. The researchers considered that the respondents should at least experience the challenges of teaching in the New Normal and they were able to share the adjustments that they have in relation to the New Normal, before they could participate in the study.

Level of Class Handled. Eighty (80) percent of the teachers are handling college students; while almost 20 percent are handling junior/high school students. The start of school year in the New Normal varied around countries. In the Philippines, there are schools that opened their class in August 2020, while others opted to open their class in early October.

Impact in terms of the Challenges of the Educators in the New Normal

Challenges in Resources

The various challenges experienced by the respondents were categorized into two, of which the first category was in terms of resources that they used in teaching in the New Normal. The computed mean of the educators' response revealed that they experienced challenges in terms of: "Very slow and/or unreliable and unstable internet connection"; "the faculty gets noisy when holding simultaneous online class"; "there's a lack of licensed/registered Learning Management System to be used for online class"; "there is no privacy in the faculty room when holding discussions during online class"; "there is a lack of computer/laptop/tablet with required specifications to download apps/programs for handling online class"; and there are also teachers who experienced "no internet connection" as their problem in teaching in the New Normal. On the other hand, the respondents disagreed that they experienced the following challenges: "lack of necessary gadgets (camera, microphone, earphone) for holding virtual class"; "lack of appropriate space to hold online class at home"; "the space in the faculty room does not comply with social distancing guidelines"; and "lack of learning resources/modules that can be used in the New Normal".

The speed on internet connection proves to be the first and foremost concern of the teachers in handling virtual class. Data from the Speedtest Global Index (2020), published by the World Population Review showed the comparison of the internet speed of the four countries where the respondents came from. In terms of downloading using mobile phone: Malaysia with 32,365,999 population has an average internet speed of 21.29mbps; Thailand with a population of 69,799,978 has an average internet speed of 20.18mbps; Philippines with a population of 109,581,078 has an average internet speed of 15.75mbps; and Indonesia with a population of 273,523,615 has an average internet speed of 11.77mbps. This clearly shows that as the population of a country increases, the average internet speed decreases.

On the other hand, the least of the educators' problem in terms of resources was the lack of available learning materials or modules that can be used in the New Normal. It was stated by the respondents during random interviews that prior to the opening of the classes for this school year, Department of Education (DepEd) and the Commission on Higher Education (CHED) in the Philippines required all the teachers to prepare their modules that are aligned to the mandate of the New Normal of teaching-learning.

Challenges in Readiness

Physical Readiness. The teacher-respondents' disagreed that they experienced any physical readiness challenges. The findings showed that physically the educator-respondents prepared themselves in relation to the numerous changes that they need to deal with in the New Normal of teaching-learning process. Such change include physically preparing themselves to become equipped particularly in using technology and the internet hence the New Normal requires virtual teaching-learning process.

Psychological Readiness. The educator-respondents believed that "Emotionally, they are not ready because they are more comfortable with handling face to face or physical class than in virtual class". While they are emotionally ready "to the drastic change around them caused by pandemic"; "about the effects (death of many people) of the pandemic around them"; "that they might not become effective in holding online class"; and "they are prepared for the "New Normal" of virtual teaching".

The respondents experienced emotional challenge because teaching in the New Normal is like stepping out of their comfort zone. Some teachers have spent decades of their life teaching students inside the classroom and now, they need to teach in front of a computer through the internet and not knowing if the students are actively listening; the students are required to "mute" themselves during discussions to avoid disruptions; and students cannot open their cameras because it slows down their internet speed. This situation really causes anxiety for the teachers and also the learners.

On the other hand, the teachers believed that, they should not be too much affected with the change that is happening around them because of the pandemic; and worrying will not bring any good to their psychological state.

Impact in terms of Adjustments Made by the Educations in the New Normal

Teaching-Learning Environment Adjustments. The educators strongly agreed that one-way to adapt to the New Normal of teaching-learning is through "attending webinars on how to cope up with the new learning environment of virtual learning". They agreed that as part of their adjustment they need to "set-up their own space for online class at home"; "design their teaching work plan applicable for their work from home teaching"; "make dry runs of their classes at home to ensure that the delivery of lessons is student-friendly"; and "coordinate with their University regarding the Work From Home requirements".

These results are clear manifestations that as educators they are always prepared to adjust. Prior to the opening of classes, they already prepared themselves to teach their students virtually.

Student-Related Adjustments. The teacher-respondents: "secured the complete list of their students together with their contact information"; "validated from their students that the teaching modalities they are using are convenient to them and to their situation"; "instructed their students to create an online account (email, social media groups, and chats) exclusively for their online teaching-learning"; "ensured that students can easily access the Learning Management System that they are using"; and "researched online on how to deal with students during virtual class".

The educators agreed that student-related adjustment is a must for them. They understood that their role is crucial in the provision of learning to the students, who are the primary stakeholders of the teaching-learning process.

Curriculum-Related Adjustments. The teacher-respondents agreed to adjust their curriculum to the New Normal. Part of their adjustments were they: "developed new instructional materials suited for the New Normal"; "get in touch with friends to get acquainted with appropriate teaching-learning tools fit for the curriculum of the New Normal"; "aligned the objectives of their lessons to the revised syllabus for the New Normal"; "designed a syllabus that is aligned to the new curriculum for the New Normal."; and "revised the curriculum that they used to align it to the New Normal".

The educators adhere to the importance of an aligned curriculum to the need of the learners particularly in this New Normal. The curriculum serves as the framework of the teaching-learning process, thus the objectives must be aligned to the lessons as presented in the syllabi of the subjects taught by the teachers.

Teaching Strategies Adjustments. As part of the educators adjustment in their teaching strategies they: “prepared online instructional materials (portable document format (PDF), PowerPoint Presentation (PPT), videos and others) ahead of time or prior to their online class”; “selected the most accessible and convenient Learning Management System for their students”; “familiarized themselves with the different online video conferencing tools for their online class”; “established a “classroom teaching-learning atmosphere” in their virtual class”; and “updated their teaching skills by practicing virtual class prior to their actual online class with their students”.

Teaching strategies is considered as one of the most important adjustments that the teachers should do; it determines whether the students are interested or not. Hence, virtual learning is very different from the classroom and face to face teaching.

Use of Technology-Related Adjustments. The teacher-respondents made adjustments in terms of using technology, thus they: “installed various software/apps that are necessary for their virtual class”; “joined different social media sites/Learning Management System to keep updated in their virtual class”; “upgraded their computer/gadgets to fit the requirements of holding their online class”; “subscribed for personal internet connection at home”; and “bought equipment like microphone, ring light, web cam, headphones with noise canceller and other gadgets for their online classes”.

The teachers believed that teaching in the New Normal won’t become possible without the use of technology. They exerted efforts to adjust their traditional teaching or face to face classroom teaching into virtual teaching using various technologies and the internet.

Significant Difference in the Impact of the New Normal of Teaching and Profile Characteristics of the Educators

Table 2. Analysis of Variance (ANOVA) for the Significant Difference in the Impact of the New Normal of Teaching and their Profile Characteristics

Impact	Age		Sex		Years in Teaching		Type of Institution		Level of Class	
	F	Sig	F	Sig	F	Sig	F	Sig	F	Sig
Challenges in terms of:										
Resources	.835	.504	.006	.939	.963	.428	.020	.888	3.483	.063
Physical Readiness	2.196	.069	6.28	.013 ^s	.918	.454	.305	.581	2.025	.156
Psychological Readiness	2.260	.062	5.51	.019 ^s	1.41	.230	3.00	.084	5.601	.019 ^s
Adjustments in terms of:										
Teaching-Learning Environment	.637	.637	.145	.704	1.701	.149	6.409	.012 ^s	1.403	.237
Students	1.12	.347	2.022	.156	1.078	.367	3.357	.068	.381	.537
Curriculum	.257	.905	4.418	.036 ^s	.851	.493	4.061	.045 ^s	.466	.495
Teaching Strategies	3.028	.018 ^s	.141	.708	2.220	.067	2.484	.116	.008	.928
Use of Technology	.687	.601	.274	.601	.304	.875	.225	.635	2.880	.091

* significant at .05 level

The analysis of variance showed that significant difference was established between: physical readiness and sex characteristics of the respondents ($F=6.282$); psychological readiness and sex of the respondents ($F=5.513$); and psychological readiness and level of class taught by the teachers ($F=5.601$).

Significant difference was established between: adjustments in the teaching-learning environment and the type of institution where the respondents are teaching ($F=6.409$); adjustments in curriculum and sex of the respondents ($F=4.418$); adjustments in curriculum and type of institution where the teachers are employed ($F=4.061$); and adjustments in teaching strategies and age of the respondents ($F=3.028$).

The significant difference between the physical and psychological readiness of male and female teachers indicates that female educators are more likely to experience physical and psychological challenges of the New Normal compared to the male teachers. The results of the cross tabulation according to gender showed that male teachers are more physically adjusted compared to the female teachers. Physically, men are known to be stronger than females; while female tends to become more emotional in dealing with situations compared to male.

In terms of challenges in psychological readiness results of the cross tabulation showed that junior and senior high school teachers experienced more challenges in psychological readiness compared to the college teachers.

In terms challenges in the teaching-learning environment, the teachers from private institution are more adjusted compared to the teachers in government schools. Environment of private schools are more controlled and protected compared to government schools. Hence, students from private schools are paying tuition and matriculation fees that is used for operations and making the teaching-learning environment safe and secure, while government schools depends on the budget provided by the government.

In the adjustments in terms of curriculum female teachers are more adjusted compared to the male teachers. The same observation is true in terms of adjustment in curriculum between private and government schools, as supported by the results of the cross tabulation of data.

The adjustment in terms of teaching strategies according to age, the teachers who are both on extreme age brackets (younger and older age range) preferred to adjust their teaching strategies to a higher level compared to the teachers whose age are in the middle of the continuum. The younger teachers are still new in the teaching profession and they are very willing to explore more teaching strategies; on the same manner the teachers who have been teaching for almost half of their lives found the situation of the New Normal as something that they need to explore, thus, they exerted more efforts in exploring new teaching strategies that will make them fit to the New Normal of teaching-learning.

Proposed Action Plan For Educators To Cope With Teaching In The New Normal

A proposed action plan for the educators to cope to the New Normal was the output of the study. The diagram below presents the proposed plan.

PROPOSED ACTION PLAN FOR EDUCATORS' TEACHING IN THE NEW NORMAL

IDENTIFIED ISSUES/ CONCERNS	OBJECTIVES	SUGGESTED ACTIVITIES	PERSONS/ AGENCIES INVOLVED	EXPECTED OUTCOMES
Very slow and/or unreliable and unstable internet connection	To have a faster and/or more reliable internet connection	<ol style="list-style-type: none"> 1. Involve the government in making actions to improve the speed of internet connection in the country. 2. Some LGUs are already doing the job of granting permission to new internet service providers with faster internet connection in their community/municipality/city 3. In the Philippines, the government should fast track the implementation of RA No. 8375 	National (DICT, CHED, DepEd) and LGU officials, School Administrators, Parents and Teachers	✓ Faster and more efficient internet connection for holding online classes; higher than the mobile downloading average of 15.75mbps
Faculty room gets noisy when holding simultaneous online class	To have a more private faculty room where teachers can hold simultaneous online class	<ol style="list-style-type: none"> 1. Program Coordinators/Deans to make recommendation to school administrators to provide a more private faculty room where the teachers can hold classes simultaneously 2. Installation of dividers to minimize noise in the faculty room 3. Set-up classrooms with internet connections for faculty to hold online class 	School Administrators, Deans, Heads, Teachers	✓ Faculty room/classroom for teachers' online class with privacy and free from distraction and unnecessary noise
Lack of licensed/registered LMS to be used for online class	To acquire licensed/registered LMS	<ol style="list-style-type: none"> 1. Communicate the need for a licensed/registered LMS to the school administration, so that they can purchase or acquire a license 	School Administrators, Deans, Heads, Teachers	✓ Licensed/registered LMS for the teachers and the students
Lack of computer/laptop/tablet with required specifications to download apps/programs for handling online class	To help teachers acquire laptops/computers with required specifications for online class	<ol style="list-style-type: none"> 1. Purchase computers and other gadgets that the teachers need in their online class. 2. Offer a loan to purchase laptop/computer for the teachers to use in their online class 3. Collaborate with Government, Non-Government Organizations, Private Sectors who are willing to donate/provide computers and other online gadgets for teachers' use in their online class 	Government Agencies, School Administrators, Deans, Heads, Teachers	✓ Teachers with computers/laptops and other gadgets for holding online class
Teachers are more comfortable with handling face to face or physical class than in virtual class	To help the teachers adjust in teaching virtual class	<ol style="list-style-type: none"> 1. Provide the necessary measures for the teachers to appreciate and adjust to the New Normal of virtual teaching. 2. As much as possible, refrain from overloading the teachers with so much paper works that they consumed so much of their time and prevent them 	CHED, DepEd, School administrators, heads, teachers	<ul style="list-style-type: none"> ✓ Teachers and learners who are adjusted to the New Normal of Teaching and Learning ✓ Effective and efficient online/virtual teaching and

IDENTIFIED ISSUES/ CONCERNS	OBJECTIVES	SUGGESTED ACTIVITIES	PERSONS/ AGENCIES INVOLVED	EXPECTED OUTCOMES
Webinars on how to cope up with the new learning environment of virtual learning	To provide webinars to the teachers on how to cope up holistically to the New Normal of teaching and learning	<ol style="list-style-type: none"> 1. Facilitate the conduct of online training and workshops to the teachers on the following: <ul style="list-style-type: none"> ✓ Tips on how to adjust to the New Normal of teaching and learning environment ✓ Curriculum development and revisions for learners in the New Normal ✓ How to deal with students in the New Normal ✓ Development and preparation of work plans for the New Normal ✓ Learn how to use new teaching strategies using technology and in the internet in the New Normal ✓ How to use LMS and other online applications ✓ Preparation for Work from Home ✓ Developing student-friendly curriculum and teaching modalities ✓ Netiquettes for handling online class 	CHED, DepEd, DICT, School administrators, heads, teachers	Effective and efficient online/virtual teaching and learning that benefits all the stakeholders
Work plan applicable for my work from home teaching environment.	<ol style="list-style-type: none"> 1. To provide an alternative work arrangement for teachers who prefer to work from home 2. To lessen the risk for the teachers to acquire the virus because of going to and from the school 	<ol style="list-style-type: none"> 1. Initiate to provide the teachers the work from home option especially if the desired internet connection for them is available at home 	CHED, DepEd, School administrators, heads, teachers	Teachers who enjoys the comfort of teaching/ working from home, without the risk of acquiring the virus because of going and coming from work everyday
Complete list of students together with their contact information	To have a more systematic record of the students, so that the teachers can easily contact the students	<ol style="list-style-type: none"> 1. The records-in-charge of each school to provide the teachers with access to the information records (name, contact number, email) of the students so that the teachers can easily have direct access to them 	School Administrators, Records in-charge, teachers, IT personnel	<ul style="list-style-type: none"> More efficient recording of students' names and information Efficient communication of information to the students Minimize the stress of the teachers
Provide teaching modalities which are convenient to the learners and to their situation.	To provide a learner-friendly teaching modalities	<ol style="list-style-type: none"> 1. Conduct a research to determine what teaching-learning modalities are student-friendly 2. Set-up/implement the student-friendly teaching modalities 	School administrators, teachers, students	Effective and convenient learning process for the teachers and the students

IDENTIFIED ISSUES/ CONCERNS	OBJECTIVES	SUGGESTED ACTIVITIES	PERSONS/ AGENCIES INVOLVED	EXPECTED OUTCOMES
Online account (email, social media groups, and chats) exclusively for my online teaching-learning.	To instruct the students to have a personal online account exclusively for teaching-learning purposes	1. Set-up a school domain where the students could create their online accounts that will be exclusively used for online teaching-learning	School administrators, IT personnel, teachers, students	More efficient submission and checking of student requirements
Getting in touch with friends to get acquainted and familiarize with appropriate teaching-learning tools fit for the curriculum of the New Normal	To provide a support group for teachers in order to get familiar with online teaching tools To provide online tutorials to teachers regarding the use of video conferencing tools for online class	1. Set-up a support group for teachers. 2. The support group must be accessible to the teachers online and offline in case the needed help is urgent 3. Prepare and provide a step-by-step tutorial to the teachers who are not familiar with video conferencing apps and tools that are used for online class	IT personnel, School administrators, heads, teachers	Established support group for teachers Well trained teachers on the use of video conferencing tools in their teaching
Preparation of online instructional materials (pdf, ppt, videos and others) ahead of time or prior to online class.	To provide online trainings to teachers on how to develop effective online instructional materials	1. Conduct a training-workshop on preparation of online instructional materials to the teachers	IT personnel, School administrators, heads, teachers	Well trained teachers who facilitates an effective teaching-learning process that benefits the students
Establish a "classroom teaching-learning atmosphere" in the virtual class with students	1. To help teachers to establish rapport during online class with their students and parents (if desired) 2. To prevent online bullying among the teachers and the students	1. Provide an online training for the teachers who are new to online teaching. 2. Orientation among the students regarding the consequences of online bullying (teachers and students) 3. Emphasize the rules for holding online class (mic mute, camera on/off, proper attire while holding online class, etc)	School administrators, heads, teachers, parents, students	A desirable teaching and learning environment for the teachers and the learners Effective teaching and learning process despite the pandemic

Diagram 1. Action Plan for Educators in the New Normal of Teaching

Conclusions

This research explored the impact of the New Normal of teaching among the 337 educators from four countries in Asia; the educators were mostly 29 to 38 years old; females; teaching college students for 10 years and below in a government school. The impact of the New Normal of teaching was disclosed through challenges in resources such as very slow and/or unreliable and unstable internet connection; noisy faculty room and lacks privacy during simultaneous online class; lack of licensed/registered Learning Management System (LMS) for continuous holding of online class; and lack of computers and internet connection for some teachers. The educators are physically ready in the New Normal of teaching; but they are not emotionally ready, hence they preferred teaching in a classroom setting rather than in virtual class. Impacts on the educators' adjustments were in terms of their teaching-learning environment, students, curriculum, teaching strategies and use of technology. The age, sex, type of school and level of students taught by the educators are factors that affect their teaching in the New Normal.

References

Books

1. Calderon, J.F. and E.C. Gonzales (2014). *Methods of Research and Thesis Writing*. Mandaluyong City, Manila: National Bookstore.

Journal Articles

2. Dziuban, C., Graham, C.R., Moskal, P.D., Norberg, A., and Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. *Int J Educ Technol High Educ* 15, 3 (2018). <https://doi.org/10.1186/s41239-017-0087-5>
3. Alhabeeb, A. M. (2015). The quality assessment of the services offered to the students of the College of Education at King Saud University using (SERVQUAL) method. *Journal of Education and Practice*, 6(30), 82–93.
4. Bloemer, W., and Swan, K. (2015). Investigating informal blending at the University of Illinois Springfield. In A. G. Picciano, C. D. Dziuban, & C. R. Graham (Eds.), *Blended learning: Research perspectives*, (vol. 2, pp. 52–69). New York: Routledge.
5. Bonk, C. J., and Graham, C. R. (2007). *The handbook of blended learning: Global perspectives, local designs*. San Francisco: Pfeiffer.

Web sites

6. Allen, I. E., and Seaman, J. (2003). Sizing the opportunity: The quality and extent of online education in the United States, 2002 and 2003. Available: <http://files.eric.ed.gov/fulltext/ED530060.pdf> [2020, September 6].
7. Angara, S. M. (2020). The challenge of education in the new normal. Available: <https://businessmirror.com.ph/2020/06/19/the-challenge-of-education-in-the-new-normal/> [2020, September 20]
8. Bayne, S., Evans, P., Ewins, R., Knox, J., Lamb, J., McLeod, H., O'Shea, C., Ross, J., Sheail, P. and Sinclair, C. (2016) Manifesto for teaching online. Digital Education at Edinburg University. Available: <https://onlineteachingmanifesto.wordpress.com/the-text/> [2020, October 1].
9. Cigaral, I. N. Government roadblocks make Philippines internet slow and expensive. Retrieved from: <https://www.philstar.com/business/2020/10/05/2047345/government-roadblocks-make-philippines-internet-slow-and-expensive> [2020, October 9]
10. Dharmaraj, S. (2020). DICT fast-tracks free WiFi project in Philippine schools. Available: <https://opengovasia.com/dict-fast-tracks-free-wifi-project-in-philippine-schools/> [2020, September 17]
11. Dela Cruz, R. C. (2020). Philippine News Agency, August 26, 2020. Available: <https://www.pna.gov.ph/articles/1113475#:~:text=%E2%80%9CThe%20country's%20average%20download%20speed,Ookla%20said%20in%20a%20statement> [2020, October 8]
12. El-Erian, M.A. (2010). Navigating the new normal in industrial countries. Washington D.C.: International Monetary Fund. Available: https://www.researchgate.net/publication/337792251_Navigating_the_New_Normal_Political_Affinity_and_Multinationals'_Post-Acquisition_Performance [2020, September 17]
13. Fox, B. (2007). ICT Use During SARS: Teachers' Experiences. Available: https://www.researchgate.net/publication/255566570_ICT_Use_During_SARS_Teachers'_Experiences [2020, October 1]
14. Llego, M.A. (2020). DepEd Online Learning: The Growing Role of the Smartphone in Education. Available: <https://www.teacherph.com/deped-online-learning-smartphone-education/> [2020, October 3]
15. Malindog-Uy, A.R. (2020). "Blended Learning" In Virus-Hit Philippines. Available: <https://theaseanpost.com/article/blended-learning-virus-hit-philippines> [2020, September 29]
16. Mateo, J. (2020). Highlighted With Millions Of Students Left Behind. Available: <https://www.onenews.ph/as-classes-open-learning-crisis-highlighted-with-millions-of-students-left-behind> [2020, October 4, 2020]
17. Philippinebasiceducation.us. (2013). Teacher Statistics for the Philippines. Available: <https://www.philippinesbasiceducation.us/2013/05/teacher-statistics-for-philippines.html> [2020, October 20]
18. Esquire Philippines. (2020). So, Yeah, the Philippines Has Expensive Turtle Internet, According to a New Study. Available: <https://www.esquiremag.ph/culture/tech/philippines-internet-a00203-20200820> [2020, October 20]