TRANSITIONING FROM TRADITIONAL CLASSROOM TO NEW NORMAL EDUCATION SET-UP: A TEACHER PERSPECTIVE

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ABSTRACT

Transitioning from traditional classroom to new normal set-up in education had greatly impacted education especially the teachers. Herewith, this study aimed to know the perspectives of teachers in the transitioning from traditional classroom to new normal education set-up. Hence, this qualitative phenomenological research study explored the perspectives of the teachers of Mawab Central Elementary School SPED Center and Assumption Academy of Mawab, Inc. The purpose of this study is to explore on teachers' experiences, challenges, coping mechanisms, insights, suggestions, and recommendations of teachers in the abrupt transition from traditional classroom to new normal education set-up. There were 10 purposively selected teachers who participated in the conduct of the study, five participants from public and another five from private school. Learning in the new normal presented obstacles and difficulties for teachers, according to the findings. They were able to showcase their flexibility and resiliency in dealing with the change. As a result of the pandemic, the study also found out that teachers were able to gain new skills, come up with new ideas, and improve their own creativity and adaptability to address challenges brought by the pandemic. The study concluded with recommendations for the best programs that could help teachers deal with adversity, as well as areas for further research.

KEYWORDS*: new normal education, perspective, teachers, experiences, challenges, insights, suggestions, recommendations, phenomenological research, Philippines*

INTRODUCTION

The transition from traditional classroom to new normal set-up in education had greatly impact the education industry, particularly the teachers, who were responsible for providing quality learning to students. It has a significant impact in the sense that teachers must adjust and adapt to the abrupt change in order to still facilitate learning amidst pandemic.

In Turkey, the government shut down all early childhood education institutes and mandated distance learning at the start of the epidemic in March 2020. Due to school closings, maintaining education through other venues is now more crucial than ever in Turkey (Özer, 2020).

The education system in the Philippines changed from face-to-face instruction to distance learning. This necessitates a paradigm shift in educational institutions so they can provide various platforms while maintaining the same level of proficiency and comprehension (Dangle & Sumaoang, 2020).

In Mawab Central Elementary School SPED Center and Assumption Academy of Mawab, for the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, implemented the Modular and Online Distance Learning. These two platforms were based on surveys given to parents and guardians.

Moreover, teachers from both of the schools faced variety of challenges and issues. Some of these issues include a lack of resources, such as internet connection and laptop computers, as well as other requirements for online distance learning and materials for module printing that would be used in modular distance learning. We also experienced that we need to do lot of things that were new to us in just a short period of time. Teachers were caught unprepared on how to deliver the lessons and on how to create meaningful learning in the new normal. Another challenge in this new normal education set-up that we experienced as teachers is the support provided by parents and guardians in order for the teachers' strategies,

innovations, and adjustments will be realized. The result of the study will serve as the foundation for programs aimed at continuing teacher professional growth and development, as well as school improvement and preparedness in the event of an emergency such as the COVID-19 Pandemic.

OBJECTIVES
The purpose of this study was to explore the experiences, challenges, coping mechanisms, insights, suggestions and recommendations of teachers in the transitioning from traditional classroom to new normal education set-up.

METHODS
This study was a qualitative study employing a phenomenological approach as it sought to explore the experiences, challenges, insights, and coping mechanisms of the teachers in the transitioning from traditional classroom to new normal education set-up. This research study utilized phenomenology as the research design.

Purposive sampling, a non-probability sampling method, was used to select participants for this study. The research

participants were 10 teachers in different grade levels who had a minimum of two-year teaching experience from Mawab Central Elementary School SPED Center and Assumption Academy of Mawab Inc.

This study used an interview guide created by the researcher as a qualitative analysis method. The researcher used a tool, which had a list of questions to keep track of to ensure that all of the topics necessary to address the research questions were covered. The study interview guide aimed to learn about the experiences, challenges, insights, and coping mechanisms of the teachers in the transitioning from traditional classroom to new normal education set-up.

With the approval of the Division of Davao de Oro, this research was conducted in Assumption Academy of Mawab and Mawab Central Elementary School SPED Center in the province of Davao de Oro.

The researcher conducted in-depth interviews with ten (10) participants to determine their experiences, challenges, and insights in the transitioning from traditional classroom to new normal education set-up.

After the interview, the researcher proceeded to data analysis. Qualitative data analysis consists of coding and categorizing patterns or themes found in the data. The clarity and applicability of the identified findings of this study heavily depend on my ability to analyze the data.

RESULTS AND DISCUSSION

Table 1
The formulated theme and central ideas on the experiences of teachers during the transition from traditional classroom to new normal

Themes	Central Ideas
Experiences during Abrupt Transition from Traditional Classroom to New Normal	Teachers had difficulty in preparing learning materials and assessments which were among the most important tools available to teachers for facilitating learning.
Ways in which Experiences Made Informants Better Teacher during the Transitioning	Encouraging teachers to adapt to new trends, be flexible, and be more creative and patient

Experiences of Teachers in the Transitioning from Traditional Classroom to New Normal Education Set-Up
From the data collected, two (2) themes emerged: (1) experiences during abrupt transition from traditional classroom to new normal, (2) specific challenges encountered in the new normal education set-up

Experiences during Abrupt Transition from Traditional Classroom to New Normal
The finding revealed that there were lot of difficulties faced by the teachers in the new normal. From the preparation of materials and assessments and modifications to be made, limited time in developing lessons. Malipot (2020) remarked that while some teachers are anxious about modular distance learning, other teachers are worried about the high cost of reproduction and must stay at the school until the evening to finish the printing on time.

Nicholls (2020) also noted that teachers have to do additional work as a result of distance learning. In order to distribute learning materials to students via printing, teachers will need to develop more lesson plans that are both comprehensive and easy for students to understand on their own. Teachers were forced to upgrade their skills relatively immediately to adapt to

the new teaching methods even though they were not entirely prepared for the change, making sure that pupils can still study even in the current environment.

Ways in which Experiences Made Informants Better Teacher during the Transitioning
Undoubtedly, the outbreak puts instructors' ability to adapt and be flexible in times of crisis. As a result, they are motivated to devise new and unique initiatives for connecting with their students and colleagues. Additionally, instructors received specific training to provide adequate education in light of the COVID-19 pandemic. Teachers, on the other hand, cannot simply disregard uncontrollable situations. Regardless of how difficult it is, teachers continue to make learning possible while aiding themselves and students in adjusting to the new normal (Agayon et al., 2022).

In addition, according to Lubart et al., (2013) persevering through uncertain obstacles and experimenting with previously unimaginable possibilities are frequently necessary to generate creativity. Hence, teachers were able to create ways, looked for possibilities and make themselves motivated in dealing with uncertainties.

Table 2
The formulated themes and central ideas on challenges faced by teachers during the abrupt transition from traditional classroom to new normal set-up

Themes	Central Ideas
Specific Challenges Encountered in the New Normal Education Set-up	Teachers experienced challenges such as unavailability of learning materials and the slow internet connection.
Challenges in the Traditional Classroom Continued in the New Normal	Classroom management and the delivery of quality of education has been the challenge of the teachers even in the transition.
Effect of Challenges to One's Teaching	Teachers were encouraged to be more innovative and resilient

Challenges faced by teachers during the abrupt transition from traditional classroom to new normal set-up
From the data collected, three (3) themes emerged: (1) specific challenges encountered in the new normal education set-up, (2) challenges in the traditional classroom continued in the new normal, (3) effect of challenges to one's teaching.

Specific challenges encountered in the new normal education set-up
Teachers ensure students get the most out of the lessons during the outbreak. Nevertheless, educators have faced a lot of constraints and challenges because of the COVID-19 outbreak, but they have continued to serve by producing modules that serve as learning aids for students in the classroom (Alea et al., 2020). On the other hand, teachers were asked to do lot and various paper works in order to still deliver quality education amidst pandemic.

Caratiquit (2022) stated that teachers face a number of limits and obstacles as a result of the considerable changes in the new educational system. When modular training was employed in traditional learning continuity, several issues developed. Teachers, on the other hand, are responsible for their pupils' development and progress.

According to Macaraeg et al. (2021), the modular distance learning model has resulted in more work, increased health hazards, and increased expenses, prompting teachers to request contributions of bond paper and ink to print on to keep up with demand. These only underscore the fact that there are concerns with printed self-learning modules that must be addressed. (De Villa & Manalo, 2020).

Challenges in the traditional classroom continued in the new normal
Teachers encountered issues and difficulties during traditional classroom that have been continued in the new normal education set-up such as in delivering quality education even in traditional classroom. On the other hand,
students may interact and express their opinions only through virtual means, such as chatrooms or social media, and cannot communicate physically.

According to Bozkurt & Sharma (2021), to ensure the continuity of education, emergency remote teaching and learning were implemented. It is also arguably difficult on the part of teachers and students because of the online restrictions and problems they encountered. As mentioned by Liyanagunawardena and Williams (2021), the teachers were facing various difficulties partly due to the imposed restrictions but in most instances, these were due to the online medium selected to provide lessons.

Effect of challenges to one's teaching
The result proved that every challenge has a potential result, whether favorable or unfavorable. To continue providing high-quality education in the face of the epidemic, teachers must decide how to respond and handle the problem.

One of the instructors' strengths is their capacity to adapt when faced with hardship. Numerous roadblocks arise during this trying period, and educators are still adjusting to their new normal. As a result, instructors adopt a variety of coping strategies and innovations to overcome daily problems (Robosa et al., 2021).

In addition, in actuality, each faculty member at COVID-19 had a very distinct experience switching to online instruction (Arora & Chauhan, 2021). Teachers' classroom management abilities improved along with their level of weariness and cynicism (Sokal, et. al, 2021). When teaching (or working) from home for the first time, there are a lot of additional factors to take into account, such as maintaining a healthy work-life balance, disruptions at home, challenges keeping a personal connection with students, inability to read students' body language and distinguish their tones, and less control over students' attendance (Daumiller et. al, 2021).

Table 3
The formulated themes and central ideas on coping mechanisms of teachers in transitioning from traditional classroom to normal education set-up

Themes	Central Ideas
Strategies Incorporated in the New Normal Education Set-up	Using of digital technologies, online learning resources and the use of various learning materials
Innovations Incorporated in the New Normal	Development of self-learning activity sheets and video lessons
Adjustment and Response Made to the Abrupt Transition	Teachers made themselves more flexible and collaborate well with their co-teachers
Effect of Parental Support in the Transition	Parents as a resilient partner of teachers and as an essential support

Coping mechanisms of teachers in transitioning from traditional classroom to normal education set-up
From the collected data, four (4) themes emerged : (1) strategies incorporated in the new normal education set-up, (2) innovations incorporated in the new normal, (3) adjustment and response made to the abrupt transition, (4) effect of parental support in the transition.

Strategies Incorporated in the New Normal Education Set-up
The use of technology by instructors is promoted in the twenty-first century, claim Jamon et al. (2021). In order to excel in the modern educational environment, they must be tech savvy. As a result, teachers utilize digital tools and online resources to continue to support learning in the face of emergencies like the Covid-19 outbreak.

The delivery of classes and themes in remote education utilizing computer- or internet-based technologies was managed and facilitated by teachers using ICT tools. ICT applications improve communication and collaboration between professors and students. Smartphones, SMS, online forums, chat, blogs, social media platforms, e-mail, and more allow students to communicate and work together to create an engaging learning environment (Caratiquit, 2022).

Innovations Incorporated in the New Normal
Teachers adopt a variety of coping strategies and innovations to overcome daily problems (Robosa et al., 2021). One popular way of distance learning is
video lectures. They can, however, be included in one's classroom curriculum. Such an innovative instructional strategy will captivate pupils and motivate teachers. People can also access additional beneficial tools and information for self-study during interactive video courses (ISpring, 2021)

Adjustment and Response Made to the Abrupt Transition
Collaboration is a well-known and officially adopted method in has not been around for very long in educational contexts. It has long been believed that a solitary activity in which the teacher is the sole practitioner and leader in their private classroom. (Hargreaves & O'Connor, 2017).

The findings demonstrated that teachers can adapt to new situations and respond fully. The new normal has also made it easier for teachers to get along with their coworkers and learn new things from them.

Effect of Parental Support in the Transition
The physical closure caused a quick transition to remote learning, putting greater emphasis on parents, responsible for their children's education, especially in the home (Aldossari & Chaudry, 2020). In addition, teachers must earn the support of the parents and partner with them to help the students learn with their modules. It is best to involve them in classroom conferences and keep them informed of the student's progress in school. The whole community may take part too (Capulso et al., 2021). to respond and handle the problem**.**

Strong relationships between educators and other external stakeholders, according to Caratiquit (2022), are essential. This will enable the entire school community to collaborate for the benefit of the kids, especially in the context of the new normal education. This shows that teachers and important stakeholders beyond the academic community are important to the school's program. Interaction between students and their families is prioritized throughout the new educational system.

Table 4
The formulated themes and central ideas on the insights teachers in transitioning from traditional classroom to normal education set-up

Themes	Central Ideas
Insights gained in the transition	Teacher must promotes meaningful learning amidst pandemic and should equip themselves to be more effective and efficient

Insights of teachers in the transitioning from traditional classroom to normal education set-up
From the collected data, one (1) theme emerged: (1) insights gained in the transition

Insights gained in the transition
Educators require fresh methods and resources to support their instruction. Students in the 21st century need to be knowledgeable about more than just the fundamentals, as Sahin (2009) pointed out. In order to use their knowledge and abilities, students should be able to "think critically, apply knowledge to new contexts, analyze information, comprehend new ideas, communicate, collaborate, solve issues, and make decisions" (Sahin, 2009, p. 1465). These learning abilities are essential in the twenty-first century because we need to equip our pupils with the more difficult aspects of the workplace.

The findings of this study indicate that teachers have a significant influence on how students learn in the new normal. Therefore, it can be concluded that teachers may need to fully grow in order to promote meaningful learning and meet all of the needs of the students in the middle of pandemic. This can be of enormous assistance to all teachers in ensuring high-quality instruction during pandemic.

Table 5
The formulated themes and central ideas on the programs can be crafted based on the findings of the study

Themes	Central Ideas
Best Program for the Teachers	Teacher must expose in trainings on different platforms and ICT

Best program for the teachers based on the findings of the study
From the collected data, one (1) theme emerged : (1) best program for the teachers

Best program for the teachers
Teachers emphasized the value of participating in various trainings. The implication of this could be teachers must attend to different trainings and seminars to ensure that they have the necessary skills and knowledge especially in dealing with uncertainties.

During COVID-19, teachers face many challenges. In a virtual environment, teachers who have never taught before are expected to provide instructions that support students emotionally and socially and promote home-school connections. In this sense, technology training through refresher course seminars enhances instructors' technological literacy, according to Ertmer and Ottenbreit-Leftwich (2006).

CONCLUSION
The new normal has been a great challenge for the teachers, students, and parents. They experience different challenges and difficulties in facilitating learning in this time of pandemic. To that effect, it would be a great help to expose teachers in different trainings specifically on the different online platforms and resources to become more knowledgeable and skillful that they can use to any uncertainties in the field of education. Hernandez (2021) pointed out that teachers should understand that increasing technological competence requires better and up-to-date equipment/devices to strengthen themselves in ICT through training and workshop which will hone their skills in different technological platforms in teaching and learning.

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