



Responsiveness, Emotions, and Tasks of Teachers in the New Normal of Education in the Philippines

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ABSTRACT

The responsiveness of teachers is essential in a work-from-home arrangement. Therefore, the purpose of this study is to determine the responsiveness, emotions, and tasks of teachers to identify the support they need at home to be effective and efficient in dealing with their duties and responsibilities in the new normal of education. The total population of ninety-six teachers in different grade levels and subject areas that participated in the experimental research answered the google form link for two grading periods. All teachers' overall responses were analyzed and tabulated by determining the frequency, average, and rank scores. Based on the findings, most teachers are responsive in reporting the daily accomplishment of tasks. Teachers feel connected with the school despite their work from home arrangement while checking students' output is the primary task they carry in the new normal of education. The study suggests the following recommendations. Improve teacher monitoring by providing instructional supervision and feedback. Provide additional avenues for teachers to report their daily accomplishments in addition to the Internet. Empower Master Teachers and Head Teachers to provide consistent technical assistance. Increase their resilience by providing mental health and psychosocial support. Develop strategies to improve the time management of teachers in checking student outputs. Help teachers allocate more time with feedbacking with parents and learners, conduct remedial lessons, and reaching out to learners.

Keywords: Teachers' Emotion, Teachers' Tasks, Teacher's Response, New Normal Of Education

1. Introduction

Teachers are one of the keys to the effective implementation of the curriculum. Since the beginning of the COVID-19 pandemic, teachers' role has expanded and drastically changed from classroom-based teaching and learning to a virtual learning environment. These changes have affected teachers' physical, mental and emotional responses in performing their duties and responsibilities. The outcomes of the teaching and learning processes are influenced by the redefining of teachers' multifaceted roles.

The role of the teachers becomes increasingly important in ensuring that students remain interested and motivated. Since school year 2020-2021, the majority of teachers have worked from home. For those who have not been accustomed to technologies such as computers, the Internet, software applications, and online resources, this new environment in which teachers must complete their assignments is overwhelming.

To ensure that teachers are efficiently and effectively doing their tasks without close supervision, there must be constant communication with the school head and teachers. Teachers must be responsive to the communications coming from the school and report their accomplished tasks. The Department of Education issued DepEd Memorandum No. 054, s. 2020 entitled "Reiteration of Advisory on Work Arrangements in the Department of Education in Light of Recent Developments in the COVID-19 Situation" provides teachers' work arrangements. "*Monitoring of deliverables and submission of individual*

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weekly accomplishment reports shall be implemented and required from personnel who are on a work from home arrangement. The time and attendance or the actual time log (in and out), regardless of alternative work arrangement, shall be monitored using the Office/School/CLC Workweek Plan and Individual Daily Log and Accomplishment Report, as approved by the Head of Office. Personnel reporting for duty, whether on-site or off-site, shall check-in with their immediate supervisor through the agreed mode of communication to record their actual time log (in and out); and reflect the same in the Individual Daily Log and Accomplishment Report. No record of time log and accomplishment shall mean that no work has been rendered/performed for the day, thus subjecting the personnel to absence.

Personnel shall ensure that they are available during the agreed working hours and readily accessible through agreed modes of communication in order to respond to directives, requests, and queries." The memorandum suggests that teachers during work from the home arrangement must see that they can function well and report their accomplishments to the school authorities.

The daily tasks of facilitating student learning, deviating lessons for different learners, managing classroom management, undertaking assessment procedures, and creating instructional materials were prominent in the pre-pandemic era. Also, communication with parents, home visits, school assistance, instructional activities, and coaching students in competitions occur during the season.

Garg and Parakh (2005) correctly observed that a teacher's role in a distance education system differs significantly from a teacher in a traditional system. Distance educators must undertake learning transactions while bearing in mind the complexities of physical distance and technical specifications and the continuing challenge of delivering information in a way that promotes learning (Schulte, 2010). The ODL method involves more difficult tasks for instructors than is the norm. Teachers must play varied roles in open and distance learning, such as teacher, professor, tutor, and coach, to best serve their students' (Kanwar & Pillai, 2001).

As a result of the pandemic, teachers' daily activities such as interacting with parents and giving assistance to struggling learners have been made into their regular jobs. Due to most students being in small groups, teachers spend most of their time devoting time to that to classroom materials and providing support. Also, school leaders must recognize teachers' primary function, which affects the students' ability to learn. Teachers must communicate with the school and each other school members to be successful facilitators of learning.

According to Sutton (2004), teachers show different emotions ranging from anxiety to joy and pride. Teachers may experience happiness when an instructional objective is met and students follow directions, frustration when students cannot grasp a concept, anger with misbehavior, disappointment with lack of effort, and anxiety when competence is challenged. Teachers report that these emotions often arise from management and disciplinary classroom interactions. They try to regulate these emotions frequently because they believe it helps them achieve their goals. It suggests that teachers' feelings affect how they carry out daily tasks, which is very important in the pandemic because students need all the support they can get from teachers.

The research was carried out to assess teachers' responsiveness, emotions, and accomplishment of daily tasks. The study will assist school administrators and policymakers in developing strategies to help teachers become more resilient and, as a result, enhance learning performance amid the pandemic's detrimental effect on the educational system.

2. Review of Related Literature

Emotions influence our lives in our personal and professional lives and they guide our behavior (Korkmaz, 2005; Turkay et al., 2011). Anger, sadness, joy, love, hatred, and other similar emotions are felt almost every day in nearly every organization. These emotions have a profound influence on other people in the organization and the organization itself (Kozak et al., 2014). These emotions also impact employee relationships in almost every aspect, from their perceptions of authority in the organization to their career goals (Özçelik, 2008).

Emotions appear in dramatic events and appear in our daily duties but they stay undetected; they also influence employees' professional performances (Grama, 2009). When managers demonstrate genuine concern for their employees' emotions and demonstrate this concern in practice, their performance improves (Özçelik, 2008).

According to Toegel, Kilduff, and Anand (2013), when employees experience negative emotions, they expect their leaders to intervene and assist them. Thiel, Griffith, and Connelly (2015) conducted research to support this proposition, demonstrating that leaders observe employees' behavior and assist them in reducing negative emotions.

Distance learning researchers and educators emphasize the shifts in the teacher's role when traditional learning formats are replaced by a computer-mediated learning environment (Bonk et al., 1999; Rossman, 1999). Distance learning necessitates a high level of interaction between teacher and student, as Sherry (1995) believes is necessary. Numerous facets of the teacher's role in a virtual learning environment have been identified, including the following: Goldstein and Simka (1999) emphasize the importance of technical assistance and support in gaining access to the Internet and maintaining online communication channels; they also highlight the critical role of the teacher as a moderator, encouraging and bolstering motivation to participate in discussions, breaking down psychological barriers, and paving the way for developing a computer-mediated learning environment. Cohen (1999) addressed the issue of effective teaching without eye contact, noting that teachers must be mindful of the difficulties inherent in a lack of communication with and among students and that a teacher operating in a virtual environment must be able to "come across on screen."

According to Tagg and Dickenson (1995), providing appropriate and specific feedback is a critical component of distance learning. Tagg argues that individual distance learners must believe that their investment is worthwhile and that someone is "sitting and responding constructively" throughout their respective learning experiences. Wegerif (1998) emphasizes the facilitator's critical role in fostering social learning and guiding joint online course collaborations.

According to Wegerif, the social dimension of asynchronous learning via the Internet is critical in determining participants' perceptions of being "insiders" or "outsiders," and ultimately, in participants' perceptions of the course's success. Rossman (1999) emphasizes the teacher's critical role in moderating asymmetric forums: he believes that the teacher's awareness of the difference between the learning environment of an asymmetric discussion and that of a

traditional classroom is critical because distant teaching requires "correct performance" on the part of the teacher, who must support and guide learners in three areas. Garg and Parakh (2005) assert that a distance educator must engage in a variety of activities that require interpersonal communication and organizational skills, in addition to a proactive attitude toward change.

According to the Department of Education (DepEd), parents and guardians serve as Module-ators, Bundy-clocks, and Home Innovators. As a Module-ator, they are responsible for collecting and submitting printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the start and end of each week, as agreed upon by parents and school. As a Bundy-clock, they are responsible for monitoring their child's schedule and workweek plan. Due to the volume of subjects or activities to be completed, they must ensure that the program is adhered to to avoid cramming or delays in submission, which will affect the child's performance. Finally, as a Home Innovator, they must provide a productive learning environment where their child can focus more on learning. It should be a well-lit, well-ventilated room with little or no distractions (Sumaoang et al., 2020).

3. Research Questions

The study sought to determine teachers' responsiveness, emotions, and tasks in the Philippines' new normal of education. Specifically, it solved the following problems:

1. What is the level of responsiveness of teachers in the new normal of education in terms of the subject area and grade level?
2. What are teachers' emotions based on their responses to their tasks in the new normal of education with respect to the subject area and grade level?
3. What are the tasks carried out by teachers based on their responses in the new normal of education?

4. Methodology

The study involved the use of an experimental research method. This was done by gathering teachers' responses to an online google form link to monitor the teachers' responses, emotions, and accomplished tasks for the day.

Teachers from Guronasyon Foundation Incorporated National High School in Barangay Bilibiran, Binangonan, Rizal took part in the report. The study used complete population sampling, with 96 teachers making up the entire population. Thirteen Filipino teachers, twelve English teachers, eleven Math teachers, fourteen Physics teachers, twelve social science teachers, fifteen Technology and Livelihood Education teachers, twelve Music, Arts, Physical Education, and Health teachers, and seven Values Education teachers are all present in this context. On the other hand, they are divided into five groups based on their grade level assignments: twenty-five teachers in grade seven, twenty-three teachers in grade eight, twenty-three teachers in grade nine, and twenty-five teachers in grade ten. The study covered a period of two grading periods from November 2020 to March 2021.

The google form link was accomplished daily to determine the accomplished tasks and their emotional state while doing the different tasks. The data gathered were summarized and tabulated using the frequency of responses.

The accomplished tasks of teachers are based on the checklist of monitoring teachers conducted by the school. Teachers' emotions are identified by selecting from the set of emotions where teachers could express their feelings.

The average responses are determined by the total number of responses and the number of teachers in each group. The mean value's rank determines the teachers' group with the most number of responses.

5. Results and Discussion

Table 1 presents the responses of teachers in terms of the subject area.

Table 1 Responses of Teachers in Monitoring of Daily Task by Subject Area

Subject Area	7	8	9	10	Sum	Average	Rank
FILIPINO	170	201	253	236	860	66.15	1
ENGLISH	155	135	103	104	497	41.42	8
MATH	192	161	111	172	636	57.82	5
SCIENCE	144	328	209	25	706	50.43	6
AP	130	193	224	234	781	65.08	2
TLE	206	220	312	198	936	62.40	3
MAPEH	176	114	131	156	577	48.08	7
ESP	135	72	113	109	429	61.29	4
					5422	56.48	

The table shows that Filipino teachers are the most responsive in reporting school activities, with an average response of 66.15. At the same time, AralingPanlipunan teachers' average response is 65.08, Technology and livelihood teachers has 62.40, EdukasyonsaPagpapakatao has 61.29. Subject area teachers in Math, Science, MAPEH (Music, Arts, Physical Education, and Health), and English with an average of 57.82, 50.83, 48.08, and 41.42, respectively, attained the lowest level of response in reporting school-related accomplishments.

The result implies that some teachers need to give more attention to their home tasks to ensure proper learning facilitation. Raghuram et al. (2000) suggest that organizations can increase employees' adjustment with lower self-efficacy by developing appropriate training programs, such as specifying the rules the employees should adopt while working from home. These rules are mainly concerned with having a boundary between work and non-work time and ensuring an office set-up at home, where the employee can work without distractions.

The findings could also indicate that teachers are confident enough in their responsibility as teachers and can work without close supervision. It is attributed to the subject area heads and master teachers who closely monitor teachers' activities at home. Lupu (2017) and Ford & Butts (1991) mention the productivity factor and suggest that the reason behind it is the long periods of uninterrupted time for concentration on their tasks. Also, the lack of interruptions, increased engagement, increased motivation, employee satisfaction, better employee dedication, increased work energy, reduced time, and disruptive elements.

Table 2 presents the responses of teachers in terms of the subject area.

Table 2 Responses of Teachers in Monitoring of Daily Task by Grade Level

Level	F	E	M	S	A	T	M	E	SUM	AVE	RANK
GR 7	170	155	192	144	130	206	176	135	1173	46.92	3
GR 8	201	135	161	328	193	220	114	72	1424	61.91	2
GR 9	253	103	111	209	224	312	131	113	1456	63.30	1
GR 10	236	104	172	25	234	198	156	109	1234	49.36	4

The shows that Grade 8 teachers, with an average response of 59.33, are the most responsive in reporting daily school-related tasks. It is followed by Grades 9, 8, and 10 with an average value of 58.24, 48.88, and 47.46. The results imply that grade 8 teachers are active with their communication with the school. They believe that it is essential that teachers coordinate their tasks to implement the school learning continuity plan. The results may also imply that other grade levels need close monitoring to ensure that they carry out the school's strategies to improve learning outcomes. Peters et al. (2004) mention a survey conducted with 66 managers against working from home as they think the practice increases the managers' burden with additional responsibilities and decreases the interaction between employer and employee. As mentioned, being away from colleagues and the office may lead to a "lack of identity with the company's culture and the absence of team spirit, " which negatively impacts productivity (Ford and Butts 1991:22).

The findings also imply that communication with Grade-Level Coordinators and Head Teachers must be developed to execute school plans. Concerning the study, efficient communication is essential for working from home practices as the team members are interdependent. It is a challenge for the supervisors to coordinate them, as they are physically in different places (Greer et al., 2014).

Table 3 presents the emotions of teachers towards work.

Table 3 Emotions of Teachers in Accomplishing Daily Tasks

Emotions	Frequency	%	Rank
Connected	1167	21.52	1
Motivated	887	16.36	2
Reflective	791	14.59	3
Prepared	487	8.98	4
Cheerful	479	8.83	5
Interested	305	5.63	6
Relaxed	295	5.44	7
Sleepy	290	5.35	8
Confident	196	3.61	9
Thoughtful	170	3.14	10
Unsure	170	3.14	10
Unhappy	75	1.38	12
Confused	43	0.79	13
Frustrated	32	0.59	14
Irritated	22	0.41	15
Discouraged	11	0.20	16
Shy	1	0.02	17
Judgemental	1	0.02	17

The table shows that most teachers' emotions are connected 21.52%, motivated 16.36%, and reflective 14.59%. The table also shows that most teachers' emotions are positive towards accomplishing their task. However, few teachers who need emotional support are judgmental 0.02%, discouraged 0.2%, irritated 0.41%, frustrated 0.59%, confused 0.79% unhappy 1.38% and unsure 3.14%. These imply that most teachers received enough support emotionally to carry out their daily tasks. It is attributed to the school and teachers' coordination using different programs and projects and regular feedback through instructional supervision. Pescosolido (2002) asserts that leaders can exert influence over their employees' emotions in two ways. The first is to model appropriate emotional responses to workplace events and to transfer them to employees. The other is to foster emotional connections between employees and to boost their motivation (Humphrey et al., 2008). In relation to the current study, the school must make use of the findings regarding teachers' emotions in order to identify potential sources of support.

Table 4 presents the daily tasks accomplished by teachers.

Table 4 Reported Daily Task of Teachers

Task of Teachers	Frequency	%	Rank
Checking of Students Output	3041	25.62	1
ODL/ MDL Class	2364	19.92	2
Prepare Instructional Materials	1477	12.44	3
Monitoring of ODL/MDL Classes	1444	12.17	4
Attended Meetings	1286	10.83	5
Preparation of Reports	767	6.46	6
Clerical Works	497	4.19	7
Attended LAC Session	276	2.33	8
Skeletal Work Force/ School Reporting	222	1.87	9
Remedial Classes	181	1.52	10
Communicate with Parents	120	1.01	11
Home Visitation	108	0.91	12
School Volunteer for SLM Preparation	77	0.65	13
On Official Business	9	0.08	14

The table reveals that checking of output is the primary task accomplished by teachers with a value of 25.62%. The regular class instruction follows this through ODL/ MDL classes with 19.92%, preparation of instructional materials 12.44%, monitoring students 12.17%, and attending meetings 10.83%. Some minor tasks accomplished by teachers include preparing reports 6.46%, clerical works 4.19%, attending LAC sessions 2.33%, physical school reporting 1.87%, remedial classes 1.52%, communicating with parents 1.01%, home visitation 0.91%, volunteering in SLM preparation 0.65%, and other official business 0.08%. It implies that most of the teacher's burden is on the checking of student outputs. There is a limited time allotted in conducting remedial classes, communication with parents, and home visitation, which is essential for students in modular distance learning.

6. Conclusions

The following conclusion is drawn based on the results of the study:

1. The majority of teachers are responsive in reporting the daily accomplishment of tasks.
2. The majority of teachers are feeling connected with the school despite their work from home arrangement.
3. Checking students' output is the primary task carried out by teachers in the new normal of education

7. Recommendations

The following are the recommendations of the study:

1. Enhance the monitoring of teachers through instructional supervision and feedback.
2. Provide other means of reporting teachers' daily accomplishments other than the use of the Internet.
3. Encourage Master Teachers and Head Teachers to provide supervision and technical assistance regularly.
4. Provide regular mental health and psychosocial support to increase resilience among teachers.
5. Develop strategies to improve the time management of teachers in checking student outputs.
6. Allow teachers to allocate more time with feedback with parents and learners, conduct remedial lessons, and reaching out to learners.

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