# Teaching Competency and Adaptation of Teachers in the New Normal

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**Abstract**

In light of the COVID-19 pandemic, higher education institutions worldwide have swiftly embraced blended learning, a pedagogical approach that integrates in-person and digital teaching methods. This study explores educators' teaching competency and adaptation in this new normal, analyzing how they navigate the challenges and opportunities presented by the blended learning environment. Although it poses both challenges and opportunities for enhancing education, its effectiveness ultimately hinges on the ability of individual faculty members to adapt to this new way of teaching. This study determined the teaching competency and adaptation among Junior High School (JHS) and Senior High School (SHS) teachers in the district of Ivisan, Sapian, Sigma, Mambusao, Dao, and Cuartero, Capiz, for the school year 2022-2023. The study utilized a quantitative research design with a descriptive-correlational method to collect data about socio-demographic profiles, teaching competency levels, and adaptation levels of teachers in the new normal. The research also examined significant differences in teaching competency and adaptation concerning socio-demographic profiles and explored the relationship between teaching competency and adaptation. The study reveals that Junior High School (JHS) and Senior High School (SHS) teachers demonstrated a strong level of teaching competency and adaptation to the new normal of teaching. Nonetheless, variations in teaching competency were observed concerning age and highest educational attainment, while innovation showed the lowest score among the indicators of adaptation. Based on the study's findings, providing targeted professional development opportunities for JHS and SHS teachers is crucial to enhance their adaptability and flexibility in the new normal of teaching while also encouraging innovative teaching practices through the effective use of technology. This research emphasizes the importance of recognizing the interdependence between teaching competency and adaptation, underscoring the need for continuous professional development and specialized support to effectively navigate the new normal's challenges. Further investigation into age-related and educational attainment factors contributing to variations in teaching competency can lead to tailored strategies addressing the unique needs of different groups of teachers, fostering a more inclusive and effective educational landscape in the new normal.

**Keywords:** blended, teaching, competency, adaptation

# 1. Introduction

The COVID-19 pandemic has significantly impacted global education delivery in universities and colleges, leading to the adoption of blended learning as a crisis response strategy. Blended learning combines in-person and digital instructional approaches, becoming more prevalent in higher education. While it presents challenges and opportunities for improved education, the key to its success lies in the competency and adaptation of individual faculty members to the new normal of teaching.

According to Adedoyin and Soykan (2020), the effectiveness of blended learning relies significantly on the competence and adaptability of faculty members in embracing this approach. This entails the acquisition of digital literacy skills, adjustment of teaching methods to suit the online environment and creation of innovative assessment and evaluation techniques. Furthermore, Adedoyin and Soykan propose that blended learning should be perceived as a lasting component of higher education, transcending its initial implementation as a mere temporary response to the pandemic.

The Philippines is experiencing a dynamic and rapidly evolving situation in this context. The Department of Education (2022) has emphasized the need for educational adaptation and competency to address issues of access, equity, and academic quality in light of the current global crisis. To ensure continuity in education, blended learning programs that incorporate information and communication technology (ICT) have been introduced by educational institutions. These programs enable remote teaching using various resources, such as Google, video lectures, television broadcasts, internet channels, and modules.

The success of this transition to the new normal relies heavily on the continuous innovation efforts of educators and the active engagement of all stakeholders. Government agencies like the Department of Education (DepEd), Commission on Higher Education (CHED), and Technical Education and Skills Development Authority (TESDA) are instrumental in creating new methods of educating students and instructors by integrating various teaching technologies. These agencies are addressing the challenges posed by the new normal by developing innovative approaches and techniques.

The research objective of this study is to assess the teaching competency and adaptation of Junior High School (JHS) and Senior High School (SHS) teachers in the Ivisan, Sapian, Sigma, Mambusao, Dao, and Cuartero districts during the school year 2022 – 2023 under the new normal of education.

The conceptual framework guiding this study encompasses two main elements: the independent variable, which pertains to the socio-demographic profile of the teachers, and the dependent variable, encompassing teaching competency and teaching adaptation.

The independent variable: Socio-demographic profile

The socio-demographic profile of the teachers encompasses several dimensions, including age, sex, civil status, teaching position, and highest educational attainment. These factors are considered the independent variables in this study as they are manipulated and controlled to assess their influence on teachers' behavior and readiness to adapt to the challenges of the new normal.

The dependent variable: Teaching competency and Teaching adaptation

The dependent variable is twofold, comprising teaching competency and teaching adaptation. Teaching competency encompasses personal, instructional, and flexibility factors. Personal factors refer to teachers' skills, knowledge, and attitudes contributing to effective teaching in the new normal. Instructional factors involve pedagogical strategies and classroom management techniques for remote or blended learning environments. Flexibility factors pertain to the teachers' ability to adjust and accommodate diverse learning needs in the new normal.

Teaching adaptation encompasses innovation, learning mode, and learning engagement. Innovation denotes the teachers' capacity to utilize technology and novel approaches to enhance the learning experience. Learning mode pertains to the method of instructional delivery adopted by teachers, whether fully online, blended, or other variations. Learning engagement assesses students' active participation and interaction in the virtual learning environment.

Independent Variables Dependent Variables

**LEVEL OF TEACHING COMPETENCY**

Personal

Instructional

Flexibility

**SOCIO-DEMOGRAPHIC PROFILE**

Age

Sex

Civil Status

Teaching Position

Highest Educational Attainment

**EXTENT OF ADAPTATION**

Learning Mode

Learning Engagement

Innovation

Figure 1: The schematic diagram showing the framework of the study.

# 2. Literature review

The role of teachers in education has always been crucial. With the emergence of technology and new teaching models, especially for younger teachers, it has become even more critical for teachers to possess the necessary competencies and adaptability to ensure successful learning outcomes. In this regard, teaching competency can be understood as a teacher's ability to effectively facilitate student learning and development through personal, instructional, and flexible approaches. Instructional readiness is essential to prepare effectively for teaching. It refers to the disposition of a prepared and well-organized teacher who has undergone the necessary training, seminars, and professional development opportunities to enhance their knowledge and skills (Bhail, 2013).

Personal competency refers to a teacher's attitudes, values, and beliefs towards teaching and learning and their ability to create positive student relationships. Instructional competency encompasses a teacher's knowledge and skills in delivering content, selecting appropriate materials and assessments, and designing instructional strategies that are engaging and effective. Flexibility in teaching involves the teacher's ability to adapt to different learning modes, engage learners in different ways, and innovate their teaching approaches to serve their students better (Jones, 2023).

Moreover, teachers need to be able to adapt to different learning modes, such as blended learning or online learning, and to be able to engage learners in various ways, such as synchronous and asynchronous instruction and utilizing digital tools and resources. Additionally, teachers must be able to innovate their teaching approaches to better serve the unique needs of their learners, especially in the context of diverse classrooms with a wide range of learning styles, backgrounds, and abilities.

In the Philippines, the National Competency-Based Teacher Standards (NCBTS) has evolved into the Philippine Professional Standards for Teachers (PPST), which encompasses various domains, such as social regard for learning, learning environment, diversity of learners, curriculum and instruction, assessment and reporting, personal and professional development, as well as research and innovation. The PPST framework emphasizes integrating 21st-century skills and values education into teaching to support the holistic development of learners (Department of Education, 2017).

It has highlighted the importance of teaching competency and adaptation in the context of online and remote learning. It has become even more critical for teachers to be flexible, innovative, and adaptable in their teaching approaches to ensure that students receive a quality education despite the challenges posed by the pandemic (Dhail, 2013).

According to Ghail (2012), the COVID-19 pandemic has forced a rapid shift to be online and blended learning, posing challenges for teachers who must adapt to new pedagogical approaches and digital technologies. In this context, age has been identified as a factor that may influence teachers' competence in the new normal. Younger teachers have an advantage due to their greater familiarity with technology and online learning platforms. However, Ghail notes that age is not a determinative factor, as training, support, and resources also play critical roles in shaping teachers' competence in the new normal.

Teaching competency and adaptation are crucial in ensuring favorable learning outcomes in the current educational landscape, especially when integrating technology and new teaching methodologies. It is imperative for teachers to possess the necessary personal, instructional, and flexible competencies to facilitate student learning and development effectively. They should be capable of adapting to various learning modes, engaging learners through diverse approaches, and innovating their teaching methods to cater to the unique needs of their students (Wayne & Youngs, 2013).

# 3. Research Method

The researcher used the quantitative research design employing the descriptive-correlational method. The quantitative research design utilized in gathering the data for the socio-demographic profile; level of teaching competency; level of adaptation; the significant difference in the level of teaching competency when respondents are grouped according to their socio-demographic profile; and the significant difference in the extent of adaptation of the respondents when grouped according to their socio-demographic profile (Creswell, 2013).

The respondents in this study were JHS and SHS teachers hailing from the districts of Ivisan, Sapian, Sigma, Mambusao, Dao, and Cuartero, Capiz during the SY 2022-2023. The researcher used a simple random sampling procedure (Ghael, 2018).

Slovin's formula is a statistical method commonly used to calculate the sample size required for a given population when conducting research. It helps researchers ensure that the selected sample is representative enough to draw valid conclusions about the entire population. The formula is expressed as:

n = N / (1 + N \* e^2)

Where:

n = Sample size

N = Total population size

e = Margin of error (expressed as a decimal)

By applying Slovin's formula to the target population of 867 junior and senior high school teachers, the study arrived at a sample size of 274 participants, which was deemed sufficient to achieve reliable and meaningful results in the research on teaching competency and teacher adaptation in the context of the New Normal.

A researcher-made questionnaire is used to gather the necessary data for this study. It consists of three parts. Part 1 of the questionnaire is the socio-demographic profile of the respondents, such as age, sex, civil status, teaching position, and highest educational attainment. Part 2 is the level of teaching competency, such as personal, instructional, and flexibility. Part 3 is the extent of adaptation, such as learning mode, learning engagement, and innovation. The researcher employed a Likert scale with five response alternatives: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree, to assess teaching competency and adaptation of teachers in the context of the New Normal. Participants were asked to indicate their level of agreement or disagreement with specific statements related to teaching practices and adaptability during this period of change. This study used a response scale with a corresponding score interval, verbal interpretation, and meaning for each verbal interpretation. The Likert scale is used extensively in Psychology, usually to scale attitudes. Each item presents the test taker with five alternative responses (sometimes seven), usually on an agree-disagree or approve-disapprove continuum (Likert, 1932, as cited in Cohen, 2018). Additionally, a scoring scale was used for the level of teaching competency to interpret the study results thoroughly. The scale comprises a scoring interval, verbal interpretation, and meaning for each verbal interpretation.

The questions were constructed for parts 1, 2, and 3 of the instruments consisting of one hundred twenty (120) questionnaires. The purpose of conducting the pilot test with thirty (30) selected teachers from Manuel F. Onato Memorial belonging to something other than not part of the actual study was to evaluate and measure the credibility of the questionnaire used in assessing teaching competency and adaptation of teachers in the new normal. By administering the pilot test to this group, the researchers aimed to identify any potential issues, ambiguities, or flaws in the questionnaire, ensuring that it effectively measures the intended constructs and provides reliable and valid data for the study.

Two distinct scoring scales evaluated the respondents' teaching competency and adaptation levels. The first scoring scale focuses on teaching competency and includes five score intervals with corresponding verbal interpretations. A score of 5 (4.45 – 5.00) indicates very high teaching competency, where teaching practices are handled with ease. A score of 4 (3.45 – 4.44) indicates high teaching competency, where there is little difficulty in handling teaching practices. A score of 3 (2.45 – 3.44) indicates moderate teaching competency, with some mild difficulty in handling teaching practices. A score of 2 (1.45 – 2.44) indicates low teaching competency, with frequent difficulty in handling teaching practices. Lastly, a score of 1 (1.00 – 1.44) indicates very low teaching competency, with excessive difficulty in handling teaching practices.

The second scoring scale focuses on teaching adaptation in the new normal and includes five score intervals with corresponding verbal interpretations. A score of 5 (4.45 – 5.00) indicates very high teaching adaptation, where teachers demonstrate exceptional abilities to adapt their teaching styles and methods to meet the diverse needs of students in the new normal. A score of 4 (3.45 – 4.44) indicates high teaching adaptation, where teachers are highly skilled at adapting teaching styles and methods to meet the needs of diverse learners in the new normal. A score of 3 (2.45 – 3.44) indicates moderate teaching adaptation, where teachers are able to adapt their teaching styles and methods but may need additional support or guidance. A score of 2 (1.45 – 2.44) indicates low teaching adaptation, where teachers face difficulty in adapting teaching styles and methods to meet the diverse needs of students in the new normal. Lastly, a score of 1 (1.00 – 1.44) indicates very low teaching adaptation, where teachers face extreme difficulty in adapting their teaching styles and methods, resulting in negative outcomes in student learning and achievement.

The instruments were presented to an expert panel for validation. The expert panel responsible for validating the instruments consisted of highly qualified individuals with extensive experience and expertise in education, specifically in teaching competency and adaptation of teachers in the new normal. The panel was carefully composed to ensure diverse perspectives and insights. Each expert panel member possessed at least a doctorate in education, curriculum development, or related disciplines. Moreover, they had a proven track record of research and practical experience in teaching and learning methodologies.

The validation process involved the expert panel thoroughly examining the instruments designed to assess teaching competency and adaptation in the context of the new normal. They reviewed the clarity, relevance, and appropriateness of the questions and criteria used to measure teachers' abilities to adapt to the challenges posed by the new normal teaching environment. By drawing upon this esteemed group's collective wisdom and knowledge, the validation ensured that the instruments were reliable, valid, and well-suited to capture the essential aspects of teaching competence and adaptation required in the ever-changing educational landscape. The reliability of the research instrument is Cronbach's Alpha 0.950, which indicates a high level of internal consistency among the instrument’s items.

The data-gathering procedure for this study involved obtaining a permit from the school division superintendent to gather data on teachers per school and conduct questionnaires between December 1-15, 2022. A permit was also secured from the school principals in the district of Ivisan, Sapian, Sigma, Mambusao, Dao, and Cuartero, Capiz before administering the questionnaire to the respondents. The questionnaire was administered after reliability testing from 30 JHS and SHS teachers of Manuel F. Onato Memorial School. Permission was obtained from the teachers who served as respondents to answer the questionnaires.

The descriptive data were subjected to statistical analysis using various tools, including frequency count, percentage mean, standard deviation, one-way analysis of variance, and Pearson's r. An alpha level of 0.05 was utilized as the threshold for statistical significance in the study. Pearson's r, a commonly used correlation coefficient, was employed to measure the strength and direction of the linear association between two variables..

# 4. Result and Discussion

**4.1 Level of Teaching Competency of the Respondents**

The level of teaching competency of junior and senior high school teachers is expressed in Table 1, with a grand mean of 4.560 verbally interpreted as very high competence.

|  |  |  |
| --- | --- | --- |
| Level of Teaching Competency | Mean | Verbal Interpretation |
| Personal | 4.57 | Very High Competence |
| Instructional | 4.67 | Very High Competence |
| Flexibility | 4.44 | High Competence |
| Grand Mean | 4.56 | Very High Competence |

Table 1. Level of teaching competency of the respondents

The level of teaching competency of junior and senior high school teachers with the highest mean of 4.67 and verbally interpreted as very high competence, this suggests that teachers are demonstrating a high level of competence in terms of their ability to plan and deliver effective lessons in the new normal. They may have adapted well to the new teaching methods such as online teaching, blended learning, and incorporating technology in the classroom which is necessary during the new normal of teaching. They may have been able to effectively plan, design and deliver instruction in a way that engages students and helps them to learn.

The lowest mean of 4.44 and verbally interpreted as high competence was with the respondents’ flexibility. This means that while the teachers are still highly competent in this area, they may have some room for improvement in terms of adapting to unexpected changes or challenges in the classroom during the new normal of teaching. It could be possible that the new normal of teaching has brought new challenges for example the teachers in terms of flexibility, such as conducting classes online, dealing with the uncertainty of the situation, and dealing with the different challenges that come with teaching in a virtual environment.

Generally, the result implies that the respondents have demonstrated a high level of teaching competency in the new normal of teaching, particularly in terms of their ability to plan and deliver effective lessons.

**4.2 The Extent of Teaching Adaptation of the Respondents**

Results revealed that the extent of teaching adaptation of junior and senior high school teachers had a grand mean of 4.51 and was verbally interpreted as very high adaptation. It is expressed in Table 2.

|  |  |  |
| --- | --- | --- |
| Extent of Adaptation | Mean | Verbal Interpretation |
| Learning Mode | 4.49 | Very High Adaptation |
| Learning Engagement | 4.60 | Very High Adaptation |
| Innovation | 4.44 | High Adaptation |
| Grand Mean | 4.51 | Very High Adaptation |

Table 2. The extent of teaching adaptation of the respondents.

The extent of adaptation of the respondents, with the highest mean of 4.60, is verbally interpreted as a very high adaptation on learning engagement. It suggests that teachers have successfully engaged their students despite the challenges of the pandemic, demonstrating their dedication to education in the new normal.

The lowest mean of 4.44, verbally interpreted as high adaptation, indicates that the respondents may have room for improvement. A low score on this statement could be due to several factors, such as lack of knowledge or experience in using these methods, lack of time, or lack of access to necessary resources or technologies in the new normal.

Generally, the respondents' results demonstrated a high level of adaptation to the new normal, particularly in learning engagement in the new normal.

**4.3 Difference in the Level of Teaching Competency of** **the Respondents according** **to their Socio-demographic** **profile**

To aid the presentation, analysis, and interpretation of data for problem statements 3 and 4, the socio-demographic profile of the respondents is first presented in Table 3.

Table 3. The socio-demographic profile of the respondents.

|  |  |  |
| --- | --- | --- |
| Variable | Frequency | Percentage |
| Age |  |  |
| 21 – 35 Y/O | 138 | 50.36 |
| 36-54 Y/O | 122 | 44.53 |
| 52-65 Y/O | 14 | 5.11 |
| Total | 274 | 100.00 |
| Sex |  |  |
| Male | 79 | 28.83 |
| Female | 195 | 71.17 |
| Total | 274 | 100.00 |
| Civil Status |  |  |
| Single | 126 | 45.99 |
| Married | 137 | 50.00 |
| Widowed/Separated | 11 | 4.01 |
| Total | 274 | 100.00 |
| Teaching Position |  |  |
| Teacher I | 132 | 48.18 |
| Teacher II | 74 | 27.01 |
| Teacher III | 55 | 20.07 |
| Master Teacher I | 10 | 3.65 |
| Master Teacher II | 3 | 1.09 |
| Total | 274 | 100.00 |
| Highest Educational Attainment |  |  |
| Bachelor Degree Holder | 157 | 57.30 |
| Master’s Degree Holder | 106 | 38.69 |
| Doctorate Degree Holder | 11 | 4.01 |
| Total | 274 | 100.00 |

**Age.** Out of 274 respondents, the highest frequency is observed in the age group of 21-35 years, which accounts for 138 (50.36%), followed by the age group of 36-54 years, constituting 122 (44.53%). The age group of 52-65 years has the lowest frequency of respondents, making up only 14 (5.11%).

**Sex.** Of the 274 respondents, the majority were female, 195 (71.17%), while male respondents accounted for 79 (28.83%).

**Civil Status.** Out of 274 respondents, the majority of the respondents were married, accounting for 137 (50.00%) of the sample, followed by single respondents 126 (45.99%) and widowed/separated respondents 11 (4.01%).

**Teaching Position.** Of the 274 respondents, the majority of the respondents were Teacher I 132 (48.18%), followed by Teacher II 74 (27.01%) and Teacher III 55 (20.07%). A small percentage of the respondents were Master Teacher I 10 (3.65%) and Master Teacher II 3 (1.09%).

**Highest Educational Attainment.** Out of the 274 respondents, the majority of respondents, 157(57.30%), had a Baccalaureate Degree, while 106 (38.69%) of the respondents had a Master's Degree. A small percentage of the respondents, 11 (4.01%), had a Doctorate Degree.

These selected profiles of the respondents were used to help in determining whether there are significant differences in their level of teaching competency and extent of adaptation which gain insight into teaching competency and adaptation among the respondents.

The difference in the level of teaching competency of the respondents when grouped according to age, sex, civil status, teaching position, and 4.

Table 4. The difference in the respondents' teaching competency level when grouped according to socio-demographic profile.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variables** | **Sum of Squares** | **Mean Square** | **F-value** | **Sig-2(tailed)** | **Probability** |
| **Age**  Between Groups  Within Groups | 0.56  30.07 | 0.29 | 2.64 | 0.02\*\* | s\*\*\* |
| **Sex**  Male  Female | 4.55  4.56 | 0.01 | 0.31 | 0.76\* | n.s.\*\*\*\* |
| **Civil Status**  Between Groups  Within Groups | 0.42  30.23 | 0.09  0.11 | 0.75 | 0.59\* | n.s.\*\*\*\* |
| **Teaching Position**  Between Groups  Within Groups | 0.37 30.29 | 0.07  0.11 | 0.65 | 0.66\* | n.s.\*\*\*\* |
| **Highest Educational Attainment**  Between Groups  Within Groups | 0.76  29.90 | 0.38  0.11 | 3.42 | 0.03\*\* | s.\*\*\* |

\*p<0.05 - Not Significant \*\* p>0.05 – Significant

\*\*\*s. – Significant \*\*\*\*n.s.-Not Significant

As shown in Table 4, There was no significant difference in the level of teaching competency of the respondents when grouped according to sex, civil status, and teaching position. When grouped according to age, 37-50 years old was found to be significant. When grouped according to highest educational attainment, bachelor’s degree holders versus master’s degree holders were found to be significant.

**Level of teaching competency and age.**The results revealed a significant difference in teaching competency between the 21-36 years old group and the 37-50 years old group, with a 2-tailed significance level of 0.04 and a probability of significance of less than 0.05. However, no significant difference in teaching competency was found between the 21-36 years old group and the 51-65 years old group, with a 2-tailed significance level of 0.96 and a probability of significance greater than 0.05. Additionally, no significant difference in teaching competency was found between the 37-50 years old group and the 51-65 years old group, with a 2-tailed significance level of 0.77 and a probability of significance greater than 0.05.

This difference could be attributed to the exposure and familiarity of younger teachers to technology and online learning platforms, making them more adept at adapting to the new normal. However, no significant difference in teaching competency was found between the younger and older groups, indicating that age is not the only factor determining competency in the new normal. It highlights the importance of providing support and resources to all teachers to help them adapt and become competent in this new learning environment.

It supports the study of Bhail (2013) that exposure and familiarity with technology and online learning platforms positively impact the adaptation of younger teachers to the new normal. However, age alone is not a determining factor for teaching competency in this new environment. It suggests that providing support and resources to all teachers, regardless of age, is crucial in helping them adapt and become competent in this new learning environment. It includes ongoing professional development opportunities, access to technology and resources, and a supportive learning community.

**4.4 Level of teaching competency and highest educational attainment.**

The comparison of Bachelor's Degree Holders and Master's Degree Holders shows a significant difference, with a 2-tailed significance level of 0.04 and a probability of the difference being due to a chance of less than 0.05. It suggests a statistically significant difference in the highest educational attainment between these two groups.

The comparison of Doctorate Degree Holders and Doctorate Degree Holders shows a non-significant difference, with a 2-tailed significance level of 0.17 and a probability of the difference being due to a chance of more than 0.05. It suggests that there is no a significant difference in the highest educational attainment between these two groups.

The comparison of Master's Degree Holders and Doctorate Degree Holders also shows a non-significant difference, with a 2-tailed significance level of 0.92 and a probability of the difference being due to a chance of more than 0.05. It suggests that there is a significant difference in the highest educational attainment between these two groups.

The overall competency and adaptation of teachers in the new normal indicate a significant positive correlation between higher education and better competency and adaptation. Teachers with higher education levels tend to better adapt to the new normal teaching environment and maintain their teaching competency. This suggests that higher education and continuous learning play an important role in teachers' ability to adapt and maintain competency in changing circumstances. While higher education may not guarantee better competency and adaptation, it is also important to note that it positively influences these areas. The results indicate that the teaching profession should invest in continuous learning and development opportunities for teachers to improve their competency and adaptation to the new normal teaching environment.

Ghail (2012) found that younger teachers, who are more familiar with technology and online learning platforms, tend to be more competent in teaching in the new normal. Age is an important factor; however, training, support, and resources also play a critical role. Teachers who receive adequate training and support are more competent in the new normal. It is crucial to provide support and resources to all teachers to help them adapt to the new learning environment. Ghail's study highlights the importance of age, training, support, and resources in determining teaching competency in the new normal. Educational institutions should focus on providing necessary training, support, and resources to enhance teaching competency regardless of age.

**4.5 Difference in the Extent of Adaptation of the Respondents according to their Socio-demographic profile**

The difference in the extent of the teaching adaptation of the respondents when grouped according to age, sex, civil status, teaching position, and highest educational attainment was formed and expressed in Table 5.

Table 5. The difference in the extent of teaching adaptation of the respondents when grouped according to age, sex, civil status, teaching position, and highest educational attainment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variables** | **Sum of Squares** | **Mean Square** | **F-value** | **Sig-2(tailed)** | **Probability** |
| **Age**  Between Groups  Within Groups | 0.46  43.00 | 0.23 | 1.43 | 0.24\* | n.s.\*\*\*\* |
| **Sex**  Male  Female | 4.48  4.52 | 0.04 | 0.69 | 0.49\* | n.s.\*\*\*\* |
| **Civil Status**  Between Groups  Within Groups | 0.93  42.54 | 0.18  0.16 | 1.55 | 0.33\* | n.s.\*\*\*\* |
| **Teaching Position**  Between Groups  Within Groups | 0.82 42.64 | 0.16  0.16 | 1.03 | 0.40\* | n.s.\*\*\*\* |
| **Highest Educational Attainment**  Between Groups  Within Groups | 0.64  42.81 | 0.32  0.16 | 0.13 | 0.30\* | n.s.\*\*\*\* |

\*p<0.05 - Not Significant \*\* p>0.05 – Significant

\*\*\*s. – Significant \*\*\*\*n.s.-Not Significant

As shown in Table 5, There were no significant differences in the extent of teaching adaptation of the respondents when grouped according to age, sex, civil status, teaching position, and highest educational attainment.

The study on teaching competency and teachers' adaptation to the new normal interprets these results as mean that demographic factors do not significantly affect the ability of teachers to adapt to the changes brought about by the pandemic. It suggests that factors such as age, gender, marital status, teaching position, and level of education do not play a significant role in determining a teacher's ability to adapt to new teaching methods and technologies. This information can help education administrators allocate resources and support equally to all teachers, regardless of demographic factors.

The findings were supported by Dhail (2013), a significant positive relationship was found between the extent of technology use and the extent of teaching adaptation. This means that teachers more proficient in using technology are more likely to have successfully adapted to the new normal. This highlights the importance of providing teachers with adequate training and support in using technology for teaching. The results provide valuable insights into the factors that impact a teacher's ability to adapt to the new normal. Education administrators can better support and prepare teachers for success in the new normal by understanding the importance of technical proficiency and support systems.

**4.6 Relationship between the Level of Teaching Competency and Extent of Adaptation of Respondents**

The result of the computed Pearson’s r of the relationship between the level of teaching competency and extent of adaptation was formed and expressed in Table 6.

Table 6. Relationship between the level of teaching competency and the extent of adaptation of junior and senior high school teachers.

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | Pearson’s r | Sig. | Probability |
| Level of Teaching Competency |  |  |  |
|  | 0.85 | 0.00 | s.\*\*\* |
| Extent of Adaptation |  |  |  |

\*p<0.05 - Not Significant \*\* p>0.05 – Significant

\*\*\*s. – Significant \*\*\*\*n.s.-Not Significant

The computed Pearson’s r value of the relationship between the level of teaching competency and the extent of adaptation of junior and senior high school teachers was 0.85. The computed value had a significant value of 0.00. The results show that there is a significant relationship between the level of teaching competency and the extent of adaptation of the respondents. Hence, the hypothesis stating that “there is no significant relationship between the level of teaching competency and extent of adaptation of the respondents” was rejected. This would imply that the level of teaching competency of the respondents is associated with their extent of adaptation.

The respondents with a higher level of teaching competency are more likely to adapt to the new normal. It suggests that teachers who possess a higher level of teaching competency are more likely to adapt to the new normal. It has shown that teachers with a high level of competency are better equipped to handle new and challenging situations, such as those presented by the new normal (e.g., they may have a deeper understanding of the subject matter they are teaching, and they may be more adept at using technology to deliver instruction). They may be more adaptable and resilient in the face of change, which would enable them to navigate the new normal more effectively. Teachers who possess a higher level of teaching competency are more likely to have the skills and knowledge necessary to successfully implement new teaching methods and technologies. They are also more likely to be able to adapt to the changing needs of their students and provide them with the support they need to succeed.

This finding aligns with Wayne and Youngs (2013) that has found that teachers with a high level of competency are better equipped to handle new and challenging situations, such as those presented by the new normal. These teachers may have a deeper understanding of the subject matter they are teaching and may be more adept at using technology to deliver instruction. They may also be more adaptable and resilient in the face of change, enabling them to navigate the new normal more effectively. It is also important to note that teachers with a higher level of teaching competency are likelier to have the skills and knowledge necessary to implement new teaching methods and technologies successfully. They are also more likely to be able to adapt to the changing needs of their students and provide them with the support they need to succeed. Overall, the results of this study suggest that investing in teachers' professional development and competency may be an effective strategy for promoting the successful adaptation of teachers to the new normal.

# 5. Conclusion and Implications

Based on the findings of the study, the following conclusions have been drawn. The respondents can plan and deliver effective lessons in the new normal of teaching. The respondents manifest a very high extent of adaptation to their teaching style and methods in the new normal. Age and educational attainment are factors that may impact teaching competency. The socio-demographic variables may not have a significant effect on teachers' ability to adapt to changes in their teaching environment. Teaching competency and the extent of adaptation are mutually dependent.

# 6. Recommendations

Based on the findings and conclusions, the following recommendations are proposed. Flexibility is crucial for teaching competency, and providing professional development opportunities that include training on various teaching methods, adapting to the new normal, and utilizing technology can enhance teachers' flexibility. Teachers should be encouraged to experiment with new and innovative teaching methods to improve teaching competency. Training on different teaching methods can help teachers use various instructional strategies based on their student's learning needs and styles. Targeted support and resources should be provided to teachers based on their socio-demographic profile. Monitoring and evaluating the effectiveness of the recommendations is necessary. Investing in teachers' professional development is crucial for successful adaptation to the new normal, and further research is needed to improve teaching competency and adaptation.

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