

EXPLORING TEACHERS' PERSPECTIVES ON ADAPTING EDUCATION IN A POST-PANDEMIC ERA: A QUALITATIVE STUDY

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ABSTRACT

This qualitative study titled "Exploring Teachers' Perspectives on Adapting Education in a Post-Pandemic Era: A Qualitative Study" examines teachers' varied perspectives and thoughts on how to adjust education in the wake of the worldwide COVID-19 pandemic. Using a qualitative research design through phenomenology, this study explored the perspectives of the teachers on the impact of changes in educational practices and student learning in a covid-19 post-pandemic classroom. Specifically, it sought to explore the: (i) ways and means that teachers did to adapt trends of education in the post-pandemic era; (ii) different student learning approaches and other educational practices employed in the Covid-19 post-pandemic classroom; and (iii) teachers' perceptions on the impact of the educational practices and student learning approaches in a Covid-19 post-pandemic classroom. The research participants were chosen through a purposive sampling technique. Participants were chosen based on the following selection criteria: (i) they are regular or permanent public elementary teachers; (ii) they have been in the service for at least five years; and (iii) they are currently teaching in the pos-pandemic classroom. Using the thematic analyses, several themes and significant findings were discovered. Such themes were: 1) there were strategies teachers used to address the challenges and changes in their post-pandemic classroom; 2) there were specific challenges the students faced in terms of learning in a post-pandemic classroom; 3) there were impact of the COVID-19 pandemic in the educational practices of teachers; 4) there were specific changes in the educational practices and student learning in a post-pandemic classroom; 5) there were descriptions of the changes in the educational practices and student learning in a post-pandemic classroom; 6) the key impacts of the said changes in the educational practices and student learning in a post-pandemic classroom; 7) there were ways and means how the teachers adapt their instructional methods to accommodate different learning styles of learners in a post pandemic classroom. With all of these results and findings, this study sheds light on teacher flexibility, instructional design, teamwork, and student involvement, which contributes to practical and theoretical debates in education over how to handle post-pandemic classroom obstacles to teaching and learning. In light of these issues, it can better grasp the complex and ever-changing character of education in the wake of a worldwide catastrophe.

KEYWORDS: *Teacher's Perspectives, Adapting Education, Post-Pandemic, Qualitative Study*

INTRODUCTION

The COVID-19 pandemic caused disturbances in the education systems of countries all around the world on a scale never seen before. Because of the urgency with which schools were required to implement remote and hybrid learning models, both students and instructors were left to struggle with the implications of this change (An, 2021).

Therefore, it is crucial that educational leaders and frontliners understand the viewpoints of teachers on adapting education in this post-pandemic era specifically on student learning and practices in the academe as we are now in full zest in returning to classrooms after the said pandemic (Douglas, 2021). With this, this study will qualitatively investigate the viewpoints shared by teachers, highlighting both the positive and negative transformations, student learning situations, and current teaching and learning practices navigating the future of education.

According to Engzell and Verhagen (2021), the post pandemic effects required a rapid change of educational practices, which prompted educators to adopt innovative teaching methods and technologies to be still relevant to the type of learning each student nowadays want. This resulted in a shift in educational practices. A large number of teachers have started using and combining teaching strategies such as using online platforms, virtual classrooms, and interactive tools in order to keep their pupils interested in learning from a distance. This transition fostered creativity, collaboration, and the development of skills necessary for digital literacy not only among students but also among their educators.

Consequently, to adapt with the present type of education in the post-pandemic era, Hamilton and Gross (2021) posited that individualized learning opportunities were also made available to teachers during this post pandemic period. Because teachers were better able to cater lessons to the specific requirements of individual pupils, remote and hybrid models made it possible to provide more individualized training. Some teachers provided students with recorded lessons and facilitated asynchronous learning in order to cater to the varied learning styles and schedules of their pupils.

In addition, the post pandemic time nowadays brought attention to the significance of providing socioemotional assistance to learners going to the old face to face classes. In their classrooms, teachers understood the importance of placing a priority on the physical and emotional health of their students. They used a variety of methods by having class activities focused on social and emotional learning in order to cultivate a feeling of community among the kids and attend to their emotional requirements.

As time goes by in this Covid-19 post-pandemic classrooms, changes in educational practices and student learning have to change at some aspects. In effect, the changes in educational practices that occurred during the pandemic had a mixed impact on student learning. While there were students who flourished in the new learning environment, there were also students who struggled to adapt to the face to face instruction. Students' levels of interest, engagement, and overall academic success suffered as a direct result of the abruptly implemented face-to-face classes in most of the DepEd schools (Imran, et al, 2021).

The chaos that the pandemic generated brought to light the significance of teaching pupils how to remain resilient and adaptable in the face of adversity. Students that were able to manage the changes and embrace technology exhibited increased problem-solving skills, increased levels of self-motivation, and the ability to adjust to varied learning contexts, according to their teachers (Herold, 2021).

On the other hand, the study of Harriman (2021) simply underscored that in a school that has survived a pandemic, the possible breakdown of social and emotional relationships is another source of concern. The educators are aware of the significance of re-establishing a learning atmosphere that is encouraging and welcoming to all students, one in which the pupils may interact with one another and form relationships that contribute to the improvement of their education as a whole.

In addition, the reliance on technology during distance learning brought to light the requirement for continuous professional development for educators. They express a desire for training and resources to strengthen their technology skills, better online instruction, and effectively integrate digital tools into their teaching methods (Harriman, 2021).

In this post-pandemic classroom, the study of Magomedov, et al. (2020) discovered that teachers are still emphasizing the need of a blended learning strategy, which incorporates the most beneficial aspects of both in-person and online training. This allows students to successfully navigate the future. They feel that hybrid models can provide increased levels of flexibility, personalized instruction, and student involvement. On the other hand, they emphasized the importance of making face-to-face interaction and socialization a priority in order to cultivate a sense of belonging and to promote holistic development.

Nevertheless, Dorn, et al. (2021) found that teachers nowadays are calling for focused support, increased resources, and tailored instruction to meet the unique needs of their pupils in order to overcome the learning gaps that exist and offset the damage that the pandemic will have. They suggest the deployment of comprehensive assessment methodologies in order to determine the strengths and weaknesses of the students and to build individualized solutions in accordance with research findings.

Basically, it couldn't be denied that the pandemic caused by COVID-19 resulted in considerable changes to educational procedures and the way students learned. As we move closer to a post-pandemic classroom, the opinions of teachers offer insight on the good improvements that have taken place as well as the persistent problems that remain (Koochang and Harman, 2021).

As we move forward, it will be essential to ensure that our educational system is both accessible and effective. This may be accomplished by embracing innovative teaching approaches, addressing learning gaps, placing a priority on socio-emotional support, and cultivating a blended learning approach. Educators can mold the future in a way that improves student learning and well-being in spite of the unpredictability of the situation by drawing lessons from the difficulties and experiences of the past (Harriman, 2021).

In this research, it answered the specific questions pertaining to: 1) the strategies teachers used to address the challenges and changes in their post-pandemic classroom; 2) the specific challenges the students faced in terms of learning in a

post-pandemic classroom and; 3) the impact of the COVID-19 pandemic in the educational practices of teachers.

METHOD

Research Design

For the purpose of carrying out this investigation, a qualitative research approach was used. In this study, qualitative research was undertaken in order to establish the significance that participants attribute to the many research challenges that they have experienced in the past or are currently going through (Grundmeyer, 2012). This study aims to establish the significance that participants attach to the many research challenges that they have faced in the past or are presently going through.

The researcher conducted qualitative research as a means of offering an interpretation of the findings of this qualitative study as well as making sense of the findings itself (Aspers & Corte, 2019). To be more particular, the researcher is going to look at the scenarios in their natural settings in order to give a description of the typical times as well as the challenging periods. In addition, qualitative research is adaptable, allowing the researcher to construct and deconstruct the technique according to the needs of the study, making it possible for the research to go back and forth between a variety of various implementations. Therefore, if the data are not saturated, which is a need for triangulation, the researcher can confirm the reliability of the data by retracing her steps. This is only possible if the data have not been completely collected. This is a possibility only if all of the data have not yet been acquired in their entirety. The qualitative approach of phenomenology that the researcher will use to explore people's lived experiences in regard to a phenomenon is outlined by Creswell (2013). The researcher will be responsible for carrying this out. In a manner of speaking, the objective of this qualitative research method is to throw light on particular occurrences or conditions.

Participants

The participants of this study were teachers selected through purposive sampling. Fifteen (15) participants were included in the study, chosen based on the following criteria: (i) they were regular or permanent public elementary teachers; (ii) they had been in the service for at least five years; and (iii) they were currently teaching in post-pandemic classrooms. Patton (1990) noted that qualitative research does not adhere to strict rules regarding sample size. However, Leedy and Ormrod (2010), as cited in Coy (2019), suggested that a sample size of five to twenty-five (5–25) participants is sufficient to achieve data saturation. For this study, 15 participants were deemed appropriate.

Exclusion criteria encompassed individuals who did not meet the inclusion parameters, such as administrators, learners, parents, and stakeholders. Regarding withdrawal, participants retained the right to withdraw from the study at any time, as outlined in the informed consent process.

Purposive sampling, as described by Creswell (2018), is a non-probability sampling technique wherein the researcher exercises judgment to select participants best suited to the study's objectives. It is sometimes referred to as judgmental or expert sampling.

Data Analysis

The researcher first coded the interview transcripts using the theoretical lens on which this study is based in order to conduct a thorough analysis of qualitative data. This is the phase of the analysis in which the researcher identifies topics, issues, similarities, and differences by interpreting the participants' narratives. This procedure can assist the researcher in comprehending the world and how participants construct reality in relation to their personal perspectives (Sutton & Austin, 2015).

This research had the duration for at least 10 months comprising two (2) semesters in an academic year.

After the codes had been identified and classified, the researcher can begin the process of theming the data set, which is the process of assembling codes from transcripts in a coherent and meaningful way. As a result, when organizing the findings for presentation, the themes could be utilized as the heading of a section in the report, while the codes can be placed beneath, supported by the researchers' interpretation (Sutton & Austin, 2015).

Reading the textual data from the interview transcripts and outlining the parts of the text that appear to be related to the predetermined codes described by the theory in the study are the steps in carrying out Colaizzi's descriptive phenomenological method. Based on the predetermined codes for clustering, the data codes would then be classified or thematized (Hsieh & Shannon, 2005; Assarroudi, Heshmati-nabavi, Armat, Ebadi, & Vaismoradi, 2018).

RESULTS AND DISCUSSIONS

Strategies teachers used to address the challenges and changes in their post-pandemic classroom

The analysis revealed three essential themes. It can be gleaned that the teachers are still able to sustain flexible learning despite the fact that the COVID-19 pandemic was already over. Moreover, the role of ICT cannot be denied as the teachers use it as one of their strategies to address the challenges in their post pandemic classroom. Finally, inclusive education was promoted by teachers in their respective classrooms to cater the diverse needs of their learners. These themes were evident in the following IDI statements:

One of the new or adopted educational practices that I have been implementing in my post-pandemic classroom is the Blended Learning. Educational institutions like us have increasingly embraced a blended learning approach, which combines traditional face-to-face instruction with online learning. This approach provides flexibility for students and

teachers and ensures continuity of learning in the event of disruptions. We used this approach to our balik aral learners. These educational practices reflect a shift towards more inclusive, flexible, and technology-enhanced approaches to learning in the post-pandemic world. By embracing innovation and adaptability, educational institutions aim to better meet the diverse needs of students and prepare them for success in an evolving global landscape. (IDI1, Q1.1.1)

On the theme the role of ICT, IDI2 said that:

For teachers adapting to technology like us, we had to quickly adapt to new technologies for online teaching. Technology for teaching is being incorporated in our classrooms more quickly because of the pandemic. (IDI2, Q1.1.1)

Furthermore, IDI3 supported on the theme “inclusive education” by stating that:

Recognizing the value of an inclusive and supportive classroom environment in raising student engagement, we, teachers also place a high priority on developing good relationships with their students. Additionally, allowing for flexibility in learning paths and attending to each student's unique learning needs helps to maintain interest and involvement in the learning process. (IDI3, Q1.1.1)

The results agree with the findings of Abadia (2020) which stated that Teachers have implemented many strategies to adapt to the post-pandemic classroom environment, with a focus on inclusive education, technological integration, and flexible learning, in response to the challenges and changes that have arisen. Recognizing that students' needs and circumstances vary greatly, flexible learning has evolved as a cornerstone technique. To better meet the needs of students with a wide range of learning preferences and styles, educators have rethought their lesson plans and adopted a more flexible approach. This adaptability also applies to the mode of delivery of teaching, letting teachers effortlessly switch between face-to-face and online methods as needed. The objective is to make sure that education is accessible and successful by giving students a learning experience that can be tailored to their specific needs.

Moreover, Alcayaga (2020) also supported by stating that after the pandemic, incorporating technology into the classroom became a must. The use of a variety of digital tools has allowed educators to raise the quality of both real-time and delayed student learning. Educational apps, collaboration platforms, and virtual classrooms have made it easier to communicate, share material, and engage in interactive learning. Not only does this technological integration help with disruptions, but it also gives students the skills they need to thrive in a society that is becoming more and more tech-dependent.

Finally, Barroga (2020) added that as more and more educators work to meet the unique needs of their pupils, the concept of inclusive education has emerged as a top

priority after the pandemic. Educators have embraced inclusive approaches that emphasize accessibility and equity in response to the pandemic's worsening inequalities. This necessitates creating a welcoming environment for students of varying backgrounds and skill levels, using principles of universal design in the classroom, and modifying lessons accordingly. The goal of inclusive education is to ensure that all students, regardless of their demographics or individual learning styles, are provided with the resources they need to thrive.

Challenges the students faced in terms of learning in the post-pandemic classroom

The thematic analysis on this part of the study was able to reveal three essential themes. Learners faced challenges in the post-pandemic classroom particularly in terms of educational resources accessibility, their academic motivation and the huge worldwide problem on literacy skills. The said themes were evident in the different IDI statements stated below:

Some challenges that my pupils encountered in learning after the pandemic is on the lack of access to some educational resources which are very important in supporting their learning activities. (IDI4, Q1.1.2)

On the learners' academic motivation, IDI2 revealed that:

One of the major challenges that my learners are encountering is on the sustainability of their motivation. They get bored and tired easily on their lessons.. (IDI10, Q1.1.2)

With the challenges pertaining to the learners' literacy skills, IDI10 added that :

My students have poor reading skill and numeracy skills. We need to design individual activity that can help our students improve their skills in reading and numeracy. (IDI10 s, Q1.1.2)

These findings are congruent with the findings of Dacuycuy and Ulep (2021) who stated in their study that a wide range of difficulties have affected students' educational experiences in the classroom after the pandemic. Unequal access to educational resources has been a prevalent topic. There were already gaps in students' access to technology and the internet before the move to online and distant learning. Participating in virtual classes, submitting assignments, and accessing crucial learning materials became more challenging for individuals without dependable devices or a consistent internet connection. Inequalities in educational attainment have been exacerbated by this digital gap.

Additionally, on the challenges encountered by the learners in terms of academic motivation, Habacon and Tullao (2020) revealed that in the wake of the post-pandemic, students have faced a new and significant obstacle: maintaining their academic focus. Some pupils' motivation has dropped because of the pandemic's interruptions, which have included changes to learning spaces and ways of instruction. Their overall involvement with learning has been impacted by the absence of face-to-face connection, extracurricular activities, and a feeling of routine. Students' desire to engage

in class discussions, finish tasks, and keep their interest in academics has been affected by their struggles to feel connected to their education.

Finally, the theme pertaining to the literacy skills of the students, Jimenez and Acabado (2021) stressed because of the increased need for self-directed study and data processing brought on by the shift to online and distant education, literacy rates have been affected. Adapting to new technology, understanding and synthesizing material given in different digital formats, reading, writing and navigating online platforms were all obstacles that students had to overcome. Students struggled to acquire the necessary competences to confidently navigate the virtual learning environment, even while the necessity for strong digital literacy skills grew more apparent.

Impact of the COVID-19 pandemic in the educational practices of teachers

The participants in this study revealed three themes that pointed to the impact of the COVID-19 pandemic in the educational practices of the teachers. Such themes were on the role of applying creative teaching strategies in the classroom, the role of ICT integration in the everyday lessons and teacher's adaptability to the different changes in curriculum and instruction.

These themes are supported by the research participants:

My educational practices have been impacted a lot by the covid-19 pandemic. After the pandemic, I can now design collaborative learning during class activities to enhance learning and cooperation among my pupils. I can have games small and big group discussion. I can now give individual and group activities. My teaching strategies were improved. (IDI11, Q1.1.3)

Furthermore, on the theme about the role of ICT integration in the lesson, IDI2 shared that:

The pandemic hastened the use of hybrid learning, which blends online and in-person instruction. This strategy, allows for flexibility and accommodates a variety of learning style. With this, I found myself being impacted by the pandemic specifically in terms of integrating ICT applications in my lessons making them more creative and engaging. (IDI2, Q1.1.3)

Finally, on the theme "teachers' adaptability" it was highlighted in IDI2 which states that:

Teachers must be flexible. They have to find innovative ways to make lessons interesting and interactive, as the traditional classroom dynamics were disrupted. (IDI2, Q1.1.3)

These findings corroborate with the findings of Lavadia and Castillo (2021) which stated that after the COVID-19 pandemic ended, the classroom was never the same, and the virus changed education forever. The increased importance of innovative

methods of instruction is one great challenge. Educators have been forced to think outside of the box and try new pedagogical approaches due to the sudden rise of hybrid and remote learning models. Innovative pedagogical practices, like project-based learning, gamification, and multidisciplinary methods, have encouraged educators to think outside the box when developing stimulating and interactive class materials. This creative emphasis not only makes students more engaged, but it also helps teachers become more flexible and resilient.

Moreover, in support the theme pertaining to the role of ICT integration in everyday lessons, Mancao and Mancao's (2020) findings stated that after the pandemic, information and communication technologies (ICT) were integral to the daily lessons taught in classrooms. Nowadays, technology is no longer seen as an adjunct to education; rather, it is an integral part of how we teach. Content delivery, interactive conversation facilitation, and personalized learning experiences have all been enhanced by teachers' use of digital platforms, collaborative tools, and multimedia resources. Information and communication technology (ICT) is more than just a backup plan; it can revolutionize education by boosting productivity and creativity in the classroom. Consequently, kids are exposed to a classroom that is more technologically advanced, preparing them for the challenges of the modern era.

On the third theme about teachers' adaptability, Natividad, et al. (2021) supported it by stressing that the ability of educators to adjust to the changing circumstances of the classroom in the aftermath of the epidemic has become crucial. Educators had to be very adaptable and resilient since the epidemic forced them to quickly switch between in-person, hybrid, and online learning. Teachers have shown flexibility by responding to students' changing needs, rethinking their own lessons, and incorporating a variety of teaching strategies. This flexibility is a proactive strategy for building an educational ecosystem that can handle future uncertainty while also responding to current issues.

Teachers' perceptions on the impact of changes in the educational practices and student learning in a post-pandemic classroom

The second research question of this study aimed to explore the teachers' perceptions on the impact of changes in the educational practices and student learning in a post-pandemic classroom particularly on the: 1) specific changes in the educational practices and student learning in a post-pandemic classroom; 2) descriptions of the changes in the educational practices and student learning in a post-pandemic classroom; 3) the key impacts of the said changes in the educational practices and student learning in a post-pandemic classroom.

Changes in the educational practices and student learning in a post-pandemic classroom

The careful thematic analyses for this research question generated two themes pertaining to the specific changes in the educational practices and student learning in a post-pandemic classroom. Specifically, these themes were pointing on the changes in

the instructional delivery brought about by the technology and the careful attention on the mental health of teachers and learners.

The IDI participants supported the said findings particularly on the technology in the instructional delivery by stating that:

Continued use of technology is one of the major changes in our educational practices after the pandemic. After the pandemic, students and teachers rely on technology for communication, learning support and other learning-related activities. For example, the use of cellphones has brought us teachers and learners near to virtual educational resources. (ID4, Q2.1.)

On the challenge on students' mental health, IDI7 stressed that:

Students' struggles with the effects of interrupted learning, potential knowledge gaps, and constant adaptation to various instructional styles may affect their mental health and impede their academic progress and engagement. Furthermore, as they negotiate the uncertainties of post-pandemic education, educators and students may have greater worries about their mental health and general wellbeing. Therefore, it's good to note that the DepEd is doing its best to protect the mental health of the kids. (IDI7, Q2.1.)

These themes agree with the findings of Palad (2020) which posited that a more tailored educational experience is made possible by the interactive character of modern technologies. A more student-centered approach that acknowledges and accommodates different learning styles and preferences is fostered by this flexibility, which addresses the numerous learning skills within a classroom. Technology in the classroom also encourages students to work together to solve problems. Students are no longer limited by geographical distance when they may participate in group projects, discussions, and knowledge-sharing activities through virtual collaboration technologies. Teamwork, communication, and computer literacy are vital 21st-century abilities, and this collaborative aspect not only reflects real-world work contexts but also cultivates them. Teachers are given new resources to make lessons more interesting and interactive by integrating technology into the delivery of instruction. An immersive approach to explaining complicated ideas and bringing abstract concepts to life is possible with the use of virtual simulations, augmented reality, and interactive multimedia tools. By allowing students to engage in hands-on learning, these technologies not only captivate pupils but also enhance their comprehension of the subject matter.

On mental health theme, it was emphasized by Torres and Lamela (2021) that optimal mental health is associated with more efficient learning and better use of technology in the classroom. Students and teachers alike must prioritize maintaining a healthy mental state since it is the bedrock of all other cognitive abilities, including the ability to regulate emotions and engage in social interactions. Improved focus, drive, and perseverance—three cornerstones of effective learning—are nurtured in an atmosphere that supports excellent mental health.

As Abadia (2020) added, the importance of mental health is magnified in the context of technology-driven education delivery. The availability and sharing of information has been revolutionized by the incorporation of technology in education. Inadequate management of this technological transition, however, may amplify existing stress and anxiety. Keeping one's mental health in check in this digital world requires overcoming obstacles like cyberbullying and information overload while also encouraging people to develop positive relationships with technology. In addition, having an open mind and a flexible attitude are intimately related to being able to adapt to and welcome technology innovations. Educators and students alike may confidently and enthusiastically traverse the ever-changing landscape of educational technologies when they have a growth mindset. Critical thinking, problem-solving, and creative thinking are vital for making the most of educational technology, and it encourages their growth.

Nevertheless, Alcaayaga (2020) added that effective mental health plays a crucial role in the delivery of teaching, impacting both teachers and students in significant ways. The basis for good instruction is a setting that promotes positive mental health. Educators who put their mental health first are better able to handle the stresses of the job, overcome obstacles, and keep their classrooms interesting and supportive for students. Students can learn from their emotional resilience, which highlights the significance of self-care and coping strategies in dealing with academic and personal stresses. A student's mental wellness is the bedrock of their academic success. Cognitive functions including attention, memory, and problem-solving abilities are all improved when one is in a pleasant mental state. When students feel safe and supported emotionally, they are more likely to learn with passion and interest, which creates a welcoming classroom environment that helps teachers do their jobs well. In addition to lowering anxiety and feelings of isolation, which can impede learning, prioritizing mental health helps people feel more connected to others and part of a community. The quality of relationships and communication in educational delivery is greatly affected by the emotional well-being of both instructors and students. Teachers who are mentally well are better able to connect with their pupils on a deeper level, encourage open dialogue, and build a nurturing classroom climate. A more lively and interesting learning environment is the result of this since it motivates students to speak up, ask questions, and be an active part of the class.

Descriptions of the changes in the educational practices in a post-pandemic classroom

In this specific part of the study, the researcher would like to investigate the descriptions of the changes in the educational practices and student learning in a post-pandemic classroom. Specifically, the themes being discovered revealed that the educational practices of the teachers in the post-pandemic era are learner-centered. In a learner-centered classroom, the instructor plays the role of guide rather than authority figure, with the students taking center stage in the educational process. Even though learner-centered classrooms are louder than regular classrooms, kids in them are typically more invested in their work and do better in the end.

This discovery has been very evident in the statements of the participants:

The change of educational practices on student learning has the vital impact for us to adjust with our teaching styles and be more learner-centered teachers. Being learner-centered, it can develop self-confidence and independence in learning (IDI13, Q2.2.2).

IDI12 added that:

Teachers should acknowledge importance of learner-centered classroom to a incorporative digital tools and other online resources which are all interactive platforms just to support the diverse learning styles and engage students in meaningful ways. Teachers are encouraged to design their own learning activities, making video lessons, making some of the learning activity sheets just to provide or give the needs their learners. (IDI12, Q2.2.2)

The findings above are congruent to the findings of Ulep and Cortez (2021) which stated that in contrast to the conventional, teacher-centered paradigm of education, the learner-centered classroom shifts the focus from the instructor to the student. The significance of customizing instruction to each student is highlighted by this method, which acknowledges that learners have distinct backgrounds, learning styles, and requirements. The goal of the learner-centered classroom is to make learning more engaging and relevant to each student by moving the emphasis from the instructor as information dispenser to the student as an active participants. Students are motivated to actively participate in their own learning in a classroom that is learner-centered. Participation like this encourages students to take pride in their work and hold themselves accountable for their own education. The educational experience becomes more relevant and meaningful when students get the chance to explore subjects that match their interests. Students are more likely to feel committed in their learning when it corresponds with their hobbies and curiosity, thus this level of autonomy not only boosts motivation but also encourages a deeper knowledge of the subject matter.

Nevertheless, An (2021) added that Collaboration and communication are also highly valued in the learner-centered approach. Collaboration, idea sharing, and thoughtful debate are all highly encouraged in this classroom. Working together in this setting is a lot like working in the real world, where the ability to communicate and work well with others is crucial. Participants in group projects and activities not only gain subject-matter expertise, but also crucial interpersonal skills that are applicable in many contexts. Beyond that, a learner-centered classroom respects that each student has their own unique way of taking in information. Because no two students have the same learning style, teachers in inclusive classrooms use a wide range of pedagogical approaches and resources to meet the requirements of their students. This inclusive approach guarantees that all students, irrespective of their preferred method of learning, are given the chance to understand and effectively apply subjects. Differentiation and adaptability in teaching strategies are key to this approach since they allow for the unique needs of each student.

Impacts of the changes in the educational practices of teachers in a post-pandemic classroom

On the exploration for impact of the changes in the educational practices of the teachers in a post-pandemic classroom, it was found out that the themes commonly refer to increased digital literacy, improved student engagement and the development of the characteristic of being flexible among learners and teachers.

These findings are clearly supported in the following IDI statements:

In blended learning which requires technology, learners were able to use cellphones, laptops and internet to learn from educational resources. With this their digital literacy was enhanced. They have the ability to use digital technology for study in a safe and appropriate way; access, manage, comprehend, integrate, communicate, and evaluate information and produce information. (IDI10, 2.2.3)

Furthermore, on student engagement, DI9 shared that:

Learning in a post-pandemic classroom improves learners' communications skills. Through their communication skills, everyone is encouraged engage in group activities. (IDI9, Q2.2.3)

On flexibility, IDI8 said that:

The COVID-19 pandemic up to these post-pandemic times, had taught us to be more flexible in every change in the curriculum, instruction and etc. as mandated by DepEd . (IDI8, Q2,2.3).

The above findings are relevant with the findings of Costley (2021) which underscored that post-pandemic classrooms place a premium on students' ability to use technology effectively. The ability to effectively use digital resources is now essential for both academic achievement and continued professional development. With the right digital literacy skills, students can make better use of the plethora of online resources at their disposal and draw more meaningful conclusions from them. Essentially, being literate in digital media opens doors to a treasure trove of knowledge, letting students in on a variety of viewpoints, facilitating their study, and enhancing their comprehension of different subjects. Students' capacity to use and assess information in the digital space is also improved by digital literacy. Students must be able to distinguish between reliable and false information because there are so many internet sources. Students with high levels of digital literacy are better able to evaluate information, identify biases, and make well-informed decisions. Not only does this kind of critical thinking help students succeed in school, but it also shapes them into responsible digital citizens by encouraging them to develop an innate capacity for discernment.

Furthermore, Douglas (2021) added that students' engagement in class is crucial since it determines how well they do in school and how much they learn. Students demonstrate greater interest, enthusiasm, and dedication to the educational process

when they actively participate in their learning. This kind of involvement goes beyond just participation; it indicates a more profound bond to the material, encouraging wonder and an earnest yearning to comprehend and utilize information. The development of an engaging and stimulating classroom atmosphere is greatly enhanced when students actively participate. When students are engaged and excited, the classroom comes alive as a place where thoughts are shared, inquiries are made, and group projects thrive. This upbeat environment does double duty: it improves the quality of education children get and fosters an environment where they feel safe sharing ideas and receiving feedback from their peers.

Finally, Dulak, et al. (2021) stressed that adapting to the dynamic and ever-changing educational world relies heavily on teachers and students being flexible in their learning. Responding to their students' varied needs and learning styles, teachers greatly contribute to creating a flexible learning environment. Teachers that are adaptable take into account their pupils' individual needs, interests, and learning styles. Teachers foster an environment that is conducive to learning for all students by using a range of strategies, responding to student comments, and being receptive to new ideas. Teachers also have a significant impact by setting a good example when it comes to flexibility. Teachers exhibit flexibility when they respond adaptably to unforeseen problems, incorporate new technologies, and modify lesson plans based on real-time assessment. Students gain an appreciation for resilience and an open mind through these examples, and they also learn that learning is dynamic and ever-changing.

Strategies teachers use to address the challenges in teaching and learning in the post-pandemic classroom

This research question focuses on exploring the insights of teachers particularly on the strategies teachers use to address the challenges in teaching and learning in the post pandemic classroom. Specifically, this part of the research question intends to explore the 1) specific strategies teachers employ in their post pandemic classroom and; 2) how the teachers adapt their instructional methods to accommodate different learning styles of learners in a post pandemic classroom.

On the strategies teachers employ in their post pandemic classroom

For this part of the exploration, it was revealed in the thematic analysis that in order for the teachers to strategize teaching after the COVID-19 pandemic, they used differentiated instruction in teaching. Furthermore, it was revealed that the role of parental support is a huge help in students' learning that's why, as a strategy, teachers invite the parents of their students to visit their kids at school and take part on the learning of the kids even at home.

These themes were evident in the statement of the IDI participants:

Differentiated instruction plays a great role in the learning of my pupils every time I teach them in class. Differentiating instruction makes learning more fun and engaging. On the other hand, tailoring instruction to meet the diverse learning needs of students can enhance engagement. Offering varied learning activities, and assessment methods which can accommodate different learning preferences and

abilities, keeping students actively involved in their learning. (ID11, Q3.3.1)

Furthermore, on the parental support, ID15 shared that:

Indeed, these days after the pandemic, we need full parental involvement and support for our pupils. Parental involvement in education is crucial. In my class, I invited parents to go to schools for them to be more actively engaged in supporting their children's learning leading to increased collaboration between school and families.. (ID15, Q3.3.1)

The results agree with the findings of Hamilton and Gross (2021) which stated that in order to acknowledge and address the wide range of student requirements, talents, and learning styles especially in the post-pandemic era, differentiated teaching plays a crucial part in the learning process. Recognizing that students learn in unique ways, differentiated instruction aims to modify lesson plans, course materials, and evaluation rubrics to meet the needs of all students. Educators hope that by doing so, they can make the classroom a better place for all students. Changing lessons based on how prepared each student is is an important part of differentiated instruction. One way to do this is to assume that every student comes to class knowing something different. Teachers can tailor the level of difficulty and depth of coverage to meet the needs of their students through the use of differentiated education. By catering to each student's unique requirements, this method promotes a more tailored educational experience.

In addition, Frederick (2017) added that changing up the ways things are taught in the classroom is a big part of differentiated education. Teachers can adapt their lessons to meet the needs of their students by using a variety of strategies, including visual aids, interactive exercises, group work, and the incorporation of technology. This variety of teaching methods accommodates the wide range of student preferences and strengths in the classroom, increasing participation and comprehension.

Furthermore, Harriman (2021) added that When parents are actively involved in their children's education, it has far-reaching effects on their children's social development, academic performance, and general health and happiness. Inculcating a love of learning begins with active participation from parents. By being involved in their child's schooling, parents show their children that studying is something they should strive to do throughout their lives. There are a lot of ways parents may be involved, such as having open discussions about school, showing enthusiasm for learning, and creating a supportive home atmosphere that prioritizes education. Having involved parents also has a major impact on their children's performance in school. Students whose parents take an interest in their schooling often do better academically, according to studies. Parents may be a great resource for their children's education by assisting with homework, making the home a good study space, and maintaining open lines of communication with instructors to know how their child is doing. When parents and teachers work together, they provide a stronger foundation for a child's education.

Nevertheless, Herold (2021) said that parental participation is just as important as academic support when it comes to encouraging healthy social and emotional

development in children. There is more of a seamless transition from home to school when parents are involved in their child's activities there. This bond helps the child feel safe and included, which is good for their health. A sense of community and shared responsibility for the child's growth and development are fostered when parents actively participate in their child's education by attending school events, conferences with teachers, and other community gatherings. The development of important life skills also requires parental participation. Responsibility, time management, and persistence are just a few of the characteristics that parents may impart in their children when they are involved in their schooling. When students practice and perfect these abilities at home, they supplement what they learn in the classroom and set themselves up for future academic and career success. At times of change, like when a child moves from elementary to secondary school, parental participation can make all the difference. A child's capacity to adjust to new situations, develop resilience, and keep a good attitude toward learning can be greatly impacted by the support and direction given by parents at these crucial moments.

How the teachers adapt their instructional methods to accommodate different learning styles of learners in a post pandemic classroom

This part of the study discovered that the role of good characteristics of teachers in promoting learning is crucial. Therefore, in order for teachers to adapt easily with the learners, they adjust, understand the learners well and the way they learn as they promote inclusive education. Another theme discovered is on learners' multiple intelligences. Teachers' should consider that learners learn in different ways and styles and that instructional methods must be adaptive, flexible and relevant.

The above themes were supported by the IDI participants as narrated below:

In my post-pandemic classroom, my educational practices have evolved with some considerations to adapt and be updated. Teachers must cultivate positive learning environment, open, teachable and consider individual differences. (IDI7, Q3.3.1)

IDI9 also underscored that:

As a teacher, I adapt and adjust my teaching methods and materials as we need to consider the very famous multiple intelligences of our pupils. When we do this, every learner will be given equal chances to learn, enjoy the class and perform. (IDI9, Q3.3.2)

The findings agree with the findings of Barroga (2021) stating that building a supportive and productive classroom begins with teachers who exhibit positive traits. An important quality is having a deep interest in the field. Students are more likely to be engaged and enthusiastic learners when they see teachers who are enthusiastic about what they teach. Encouraging pupils to explore further into the content, this passion becomes contagious and fosters a love for studying. A teacher's passion is a potent incentive because it sets students on fire with the kind of curiosity that leads to long-term involvement and good grades. The ability to communicate effectively is another essential quality. To convey information in a way that can be understood, it is

essential to use clear and simple language. Effective communicators in the classroom may help students with a wide range of learning styles understand and remember even the most difficult subjects. In addition, good communication includes making the classroom a welcoming and safe place where students feel safe enough to speak their minds and contribute thoughtfully to class debates. A teacher's patience is a virtue of paramount importance. Good educators know that their students learn at different rates and that they must be patient while they offer individualized assistance. When a teacher is patient and understanding, they provide an atmosphere where students feel safe to ask questions, get their questions answered, and make errors. A cheerful outlook and the ability to bounce back from setbacks are qualities that help create an environment where learning can flourish.

Finally, Jimenez and Acabado (2021) said that learning that takes many intelligences into account recognizes that people have different methods of processing information and interacting with the world. Intelligence, from the concept of many intelligences, is not a static quality but rather the product of various modalities. Among these intelligences are those associated with language, mathematics, space, music, movement, interpersonal dynamics, intrapersonal dynamics, and the natural sciences. Teaching and learning can be enhanced by acknowledging and utilizing these different intelligences in the classroom. Teachers that take students' unique intelligences into account are better able to meet their needs in the classroom. Activities requiring visual-spatial representation, like drawing or constructing models, may be particularly well-suited to a learner with high spatial intelligence. Conversely, group work and cooperative projects may be quite beneficial for a kid who has a high EQ for interpersonal relationships. Recognizing and celebrating the wide range of intelligences in the classroom allows teachers to better meet the needs of all students by building on their individual talents.

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