



CHANGING LEARNING MODALITIES: FROM THE NARRATIVES OF SCHOOL HEADS

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ABSTRACT

As classes begin for the current school year, there are several difficulties and worries that need to be addressed by all parties involved, including authorities. The gradual transition back to the standard method, which includes a change in learning modalities aim to understand the nature of challenges brought by the pandemic through changing of learning modalities based on the school heads experience. This qualitative- phenomenological inquiry primarily aimed to understand the experiences, challenges, strategies and insights of school heads in the changing of learning modalities which was conducted in Monkayo District, Monkayo Davao de Oro. Using purposive sampling, there were 10 informants of the study, transcripts of the interview were processed. Results of the study revealed on the highlighted themes, adjustment and innovation to address common problems, difficulty in providing learning materials, problem on internet connection, lack of learning resources, become resilient, collaboration and teamwork, being resourceful, reaching learners in online innovation, culture shock, effectiveness of teaching strategies, inability of parents to teach, provision of health protocols, setting supervisory plan, support from LGU and stakeholders, teacher's dedication of work, sad reality of Philippine education, importance of resourcefulness and time management, always trust in god, need to adopt blended learning, be always flexible.

KEYWORDS: *modalities, experiences, challenges, insights, phenomenological research Coping strategy.*

INTRODUCTION

The changing of learning modalities to address common problem specially during the pandemic to post pandemic has been a roller coaster ride specially to the school heads. As a leader of a school, one of its primary concerns is to deliver and implement necessary actions and intervention to adhere with the a sustainable management. The resiliency of educational system on providing immediate response to recent school needs depend on the school heads prior knowledge and skills on how they will going to adjust and adapt preferred modalities based on the contextualized approach which was set fort that is considered the most convenient mode in a specific school setting and situation. Several predicaments arise in the changing effect that this coming school year 2022-2023 start the limited face-to-face classes nationwide and later will be in full operation, the challenge for the school heads on the changing of learning modalities will be measured on how they are going to manage situation and respond to the issues and concern prior to the opening of classes and carry out educational goals this year.

In the Philippines, according to Estrellado (2021) the transition to post-pandemic education progressively changing to resume limited face-to-face classes. However, dealing with the effects of changing educational environments continues to be a new problem. Today, as we are gradually adjusting to the changing

learning modalities Inexperienced school heads face a new problem because due to a modest restriction on rising vaccination rates, it will start operating fully and make the threat of pandemics treatable and preventable. Considering the freewill of students and parents preferable modalities, school heads promote distance learning and blended learning that require educational technologies in the teaching and learning process. Smartphones and laptops were no longer forms of wants but became necessities. But the battle goes on, particularly for the marginalized and remote communities who cannot afford to own any type of educational device to be used for online instruction. As a result, they are compelled to physically participate in the limited face-to-face classes in order to complete their education.

The changing of learning modalities brought a serious concern especially in school management and implementation plan of Union National High School-Mt. Diwata Annex, School head was confronted with difficulties due to compliance of the changing learning modalities. However, school-based management was only to follow the mandate in line with the guidance of the higher authority, the planning and implementation of school programs and policies, and management as a whole. While taking into consideration that the Department of education was contextualizing instruction



where the school or locality best fit t any of the programs or modalities to the target standard.

REVIEW OF RELATED LITERATURE AND STUDIES

Changing learning modalities. Despite the challenges posed by the epidemic, the Department of Education (DepEd) ensures that the K–12 curriculum is implemented successfully to ensure that learning reaches every learner. Upon the issuance of the DepEd Order No.034 s. 2022. enclosure No. 1 (IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES FOR THE SCHOOL YEAR,2022-2023). Encourage rigorous adherence to public health guidelines while putting in place measures that guarantee the delivery of high-quality education throughout this health crisis. The Department of Education (DepEd) offers the following option where students and school best fit prior for the opening of classes; Alternative Delivery Modes (ADM), Blended Learning, Co-curricular Activities, Curricular Activities, Distance Learning, Exit Assessment, Extra-curricular Activities, Homeschooling program, In-person Classes, In-Service Training (INSET), Parent-Teacher Conference, School day. Either of the option The Department of Education (DepEd) intends to give the schools and the school heads enough time for gradual transition of the learning approach.

The changing of learning modalities on the educational environment had also raised a significant issue about how to adapt to the different environment while still holding the dread of the pandemic danger, which is still changing and evolving into new variants. The educational sector faces different mourns prior to the opening of classes, school year 2022-2023, according to Pacheco (2019) and Benito (2017) that crises drive innovation processes because they create new and different needs for people, through pandemic it offers new avenue where students, teachers, parents, school administrator and stakeholders, all that is involved in the teaching learning process met their digital personality were they actually create them as to converse through media flat form.

Teachers and students faced significant challenges in rapidly adapting to online-teaching when utilizing online platforms (Rahiem, 2021; Sangeeta & Tandon, 2020). None of the affected parties consider the new strategy to be the best alternative or one that is easy and comfortable. Even in the presence of technology, some gadget owners struggle harder to maintain use in order to conform to the shift in learning strategy. For a comprehensive understanding of the compliance with the shifting learning modes, school heads must have prior knowledge and personal experience with the usage and requirements of digital resources as components

However, One of the main uncertain and urgent challenges brought on by the pandemic that have impacted educational institutions, students, programs, instructors, staff, and those

who govern these institutions is the shift to digital learning (Kruse et al., 2020). In anticipation of potential exposure to new variants, digital learning is still the greatest alternate method of delivery to continue the teaching and learning process for this academic year. As defined by Prinsloo and Slade (2004), Educational triage weighs the effectiveness or impact of an intervention against the number of students who require care, the extent of that care, and the resources at its disposal. As a result, this learning setup proved to be challenging for teachers, who particularly struggle to hold their students' attention. The paradigm change took even the professors off guard.

Experiences of school heads on the changing learning modalities. School heads are aware of the fierce competition between students' desire to return to traditional classroom settings where they can actually learn at their own pace without being distracted by online advertisements that interest them, and students' desire to switch to digital learning.

The current time, which is creating new needs, will be the driving force behind advances in education and schools. It is crucial to have a clear understanding of the educational goals of the institution so that any changes and innovations may be made ethically and with the benefit of the students in mind (Cornish, 2019). Schools and administrators must create inspiring innovations in either an online or face-to-face environment, taking into account the various student perspectives in the post-pandemic and in the changing of learning modalities . The school must provide equal opportunity to all students, encouraging them to fully engage in the face-to-face classes where they are all obligated to show up in person.

Hausiku (2015) development and leadership training of the school heads must be the main focus if we are to increase learner performance in classrooms. Since there is no school for school heads or principals' school. Instead, many who want to be principals come from the teaching profession itself. The primary ticket on becoming school heads is the experience as a school teacher where they engage with the fundamental pedagogy and curriculum implementation, As years pass and more experience is gained, different experiences lead to diverse knowledge.

To becoming principals, candidates should have anticipated socialization experiences such as seeing other principals do their duties in addition to their own prior employment in educational or non-educational sectors (Crow, 2007). School leaders should not rely solely on their existing expertise; instead, they should seek out ideas, acknowledge the limited availability of information, and enlist the aid of senior school leaders who may be of great service in general. Posits that novice school heads do not come in "as blank slates" School administrators are sometimes expected to have superhuman abilities (Brill, 2006). It goes without saying that school administrators will be able to act in any situation, but this is especially true when school management is in need. There is no



such thing as a coincidence in becoming the head of a school; the position is intended for all school leaders to carry out.

Adjustment of school heads on the changing learning modalities. pursuant to the different learning modalities offered by the Department of Education (DepEd), teachers and School heads must be equipped with prior knowledge and literacy specially for Online Distance Learning Modality as the topmost learning modality Manalo & Bundalian (2022) Resilience on teaching and information distribution begins with the school head in order to handle typical challenges and concerns affecting the conduct of the learning process. Some instructors in Lebanon received professional development and training on the use of educational technology, while others lacked these abilities and were forced to make the abrupt switch on their own, Yamak and Chaaban (2022). It can be challenging for teachers and school heads who are digital natives but are not accustomed to using technology as a teaching tool to move to an online flat form as a mode of delivery.

One of their top priorities was to make the necessary adjustments to deal with the current demands of the educational transition while still providing instruction focused on students' learning requirements. New school settings and intervention to specific challenges making schooling extremely difficult, many countries have created digital teaching aids and/or undertaken online instruction to continue their education (Cao, Zhang, Chan, & Kang 2021). Since most teachers in most countries are now digitally literate but not technologically proficient owing to a shortage of resources like computers and devices that may be used in classroom education, part of the adjustment heightened the need for technical literacy.

School heads should support hybrid learning programs that offer options for physical and virtual learning environments, synchronous and asynchronous content delivery, self-paced and programmed courses, communication tools, feedback systems, and assessment techniques, among other learning process components.

Learnings of school heads on the changing learning modalities. While navigating the field, both students under parental supervision and teachers with the ability to extend learning toward a secure learning environment try to make unique interventions and judgments about what will work for them and their students and what will not (Hollweck & Doucet, 2020). If cultures change, institutions must adapt as well. This is based on their experiences during the epidemic and the many difficulties they had in addressing the threat of the pandemic and now as they face another chapter of educational transformation. Vieira (2020). Academic institutions innovate in such a way that these modifications are the product of a synthesis of numerous potential outcomes and creative ideas, including the ongoing conflict between tradition and options for different learning modalities. This conflict is particularly evident as a result of decisions that are occasionally constrained

by outside factors, occasionally by technological limitations, and occasionally by changes to procedures and practices. In order to learn how to become an effective school head, they also perform their own private research and rely on their prior experiences as teachers or assistant administrators. Therefore, the new school head' individual abilities and experiences will be a major factor in how well they fulfill their duties as school heads. (Maatouk 2020).

Mirandilla-Santos (2016) Spoke on the issue of the scarce resources that Filipino students have limited access to as they migrate to blended learning and an educational environment that is largely digital. One of the major gaps on the transition is the readiness of the school to adapt new approaches among possible learning modalities. Undeniably, As the educational environment continues to change in the post-COVID era and while searching for future implications, a secure return to full implementation of face-to-face learning requires enough coordination and consistency among the government, educational institutions, students, and other stakeholders.

Alcontin (2021). Eight out of twelve said that they favored face-to-face instruction in a conventional classroom over online instruction. The ideal basis for online instruction, in comparison to other modalities, would be the students' experience using the numerous capabilities provided by digital platforms. The thought of all the concrete things students engage in at school, gaining real-world experience that may be turned into useful tools for their future resources, thrill them the most. For a successful learning outcome—becoming a helpful member in the community—students must be provided with practical skills along the way.

OBJECTIVES

The study aimed to explore the experiences, challenges, insights, and coping strategies of a school head in the changing learning modalities. Specifically, this sought to address the following research questions:

1. What are the experiences of the school heads in the changing learning modalities?
2. What are the challenges encountered by the school heads in the changing of learning modalities?
3. What are the coping strategies of the school heads in the challenges encountered?
4. What are the insights gained by the school heads in the changing of learning modalities?

METHOD

This study a qualitative study employing a phenomenological approach because it sought to explore the experiences, challenges, coping strategies, and insights of a school head in the changing of learning modalities. According to Giorgi, (2012) that Phenomenology is a method for qualitative research that describes how individuals react to a certain situation. It made it possible for the researcher to consider other people's viewpoints, perceptions, and feelings on the occurrence or



situation of interest. The researcher explored the experiences, challenges, coping strategies, and insights of a school head in the changing of learning modalities.

This study was carried out in the premier municipality of Monkayo in the Davao de Oro province. There are 21 rural barangays in the municipality. Furthermore, the municipality has 15 secondary schools and 37 elementary schools, both public and private, spread among its 21 barangays. The results of this study will thus emphasize the experiences, difficulties, coping strategies, and insights of a school head in changing learning modalities.

Additionally, the Municipality of Monkayo is a part of what is now known as Davao de Oro's northern hinterland. 1917 saw the creation of the Monkayo Municipality District. On September 4, 1954, Monkayo became a separate district and founded as Municipality by the virtue of Presidential Executive Order No. 65 issued by the Republic of the Philippines' then-President Ramon Magsaysay. The Honorable Angelo Ortiz served as the first mayor. There are 21 barangays in the municipality. Under the local government of Monkayo, there are 37 elementary schools, 15 secondary high schools, and one existing college institution.

This was specifically done in the Monkayo district. The Monkayo district was split into Monkayo east and west for the 2019–2020 academic year. Meanwhile the participating school heads are coming from Mt. Diwata Elementary School, Union National High School- Mt. Diwata Annex, Union National High School, Tubo-tubo National High School, Babag National High School, Samuag Elementary School, Monkayo National High School, Tuburan Elementary School, Casoon National High School and Anagase Integrated School.

“Haven of gold” the most famous mountain of gold known for its abundance of life. The Mt. Diwata Elementary School located at the mountain peak of the municipality, recently has 487 enrolled pupils with 18 teachers including the school head.

Union National High School- Mt. Diwata Annex “The pillar of Hope” is an annex school of Union National High School situated on the top of the mountain which was started earlier in 2000. Due to safety issues on the school site, the school was moved to Purok Duranta, Union, Monkayo, Davao de Oro in 2019. There are 72 recently enrolled students in the General Academic Strand (GAS) and Technical Vocational and Livelihood track (TVL), with specializations in Bread and Pastry Production (BPP) and Food and Beverage Services. The institution has 18 teachers, five of whom previously taught senior high school students (FBS). and 13 from junior high school department.

“Cradle of human virtue” Union National High School, formerly Union Municipal High School in the year 1965 has 23 teachers 4 of them are from senior high department offering

General Academic Strand (GAS) with a total population of 469 both junior and senior high school.

Tubo-Tubo National High School, “The Home of Excellence” located at Monkayo east district, 8 kilometers from the heart of Monkayo, offering Bread and Pastry Production (BPP) and food and Beverages Services (FBS) there are 96 students in senior enrolled in the institution. The senior high school department is composed of six teachers in which one of the senior high teachers was the target participant in this study.

Babag National High School known for being the “Portal of Laurels” in Monkayo east district, travelling over 22 kilometers from the heart of Monkayo, the institution has 24 teachers six of them are senior high school teachers and a total of 708 students 95 of its population were senior high school enrolled in Organic Agriculture Production which belong to Technical Vocational Track strand.

“The nexus of Flourishing, Illuminating, Nurturing, Enabling Graduate” the Samuag Elementary school located at the heart of barangay Savacion with 380 enrollee and 16 teachers determined and firm for their school brand to produce Fine Graduates with their consistent enhance reading program for 4 years.

Monkayo National High School, “The Breeding ground of Achievers” the mother school in Monkayo West district. A total of 3,987 students with 134 junior high school teachers and 47 senior high schools teachers where the work station of the researcher is located. A total of 1,042 senior high students are currently enrolled to the institution on the different tracks, General Academic Strand (GAS), Humanities and Social Sciences (HUMMS), Accountancy and Business Management (ABM), Science, Technology, Engineering and Mathematics (STEM) and Technical and Vocational Track (TVL) offering the following specializations, Electrical and Installation Management (EIM), Bread and Pastry Production (BPP), Beauty Care and Wellness (BC) and Computer Systems Services (CSS).

“Great place for education” the Tuburan Elementary School was located at Barangay Casoon 7 kilometers from Poblacion Monkayo, the school was established in 1971, with 114 enrolled students and 7 teachers the school continue to inculcate values and that a school must be a great place to learn.

Casoon National High School “Prolific schools of visionaries” located at purok 1, Casoon, Monkayo Davao de Oro, with 316 enrolled learners, 230 for junior high school and 86 for senior high school offering animal production with 14 dynamic teachers shared the common bond for work who loves to stay at school and work every time

Anagase integrated school “Domicile of dreamers” located at purok 16, Casoon, Monkayo Davao de Oro, 156 enrolled



learners for elementary and 191 for junior high school. The school held strong partnership with internal stakeholders, parents for their immediate support to the learning process.

This qualitative study explore the confronting predicaments of school heads on the change of learning modalities. Using purposive sampling, the researcher chose two females and eight males, a total of 10 participants who has been a school head during and before the epidemic and gives birth to different learning modalities. Their role as a school leader and effective intervention and appropriate action to satisfy academic requirements.

The researcher employed an in-depth interview to school heads regarding their experiences in the changing learning modalities in gathering the data and information for this study. The participants were allowed to use English, Filipino, and Vernacular or mixed of these three languages in answering the research questions. The researcher also prepared the interview guide with the research questions.

The study's researcher additionally obtained written authorization from the identified informants prior to the interview's conduct. When conducting the interviews, the researcher and the informants followed the bare minimum of health precautions. Physical contact between the researcher and the informants was avoided, and social distance was seen. Face masks are also worn by the researcher and the informants as part of the safety precautions in the new normal. The researcher started the in-depth interview after receiving the research informants' consent.

The analysis used deductive reasoning to understand the findings. The deductive method of qualitative data analysis involved the researcher's interpretation of the data using a preconceived framework.

The researcher employed transcription to make sense of the details after gathering data in the field. Transcribing everything was the initial stage in the data analysis process. The process used to transform all data into text was transcription.

After transcribing the data, the researcher referred to the study's objectives or questions and organized the information in according on it.

Coding is the greatest approach to process data in a way that is more efficient. Organize the information into simple concepts. In qualitative research, coding is the process of classifying data into principles, attributes, patterns, or emergent themes.

Data validation is one of the tenets of sound research. Since data is the foundation of research, it is crucial to guarantee that it is error-free.

Trustworthiness and Credibility

To reinforce the trustworthiness and credibility of the collected data, the following frameworks were used:

Credibility. Analyses and method reviews were done simultaneously. I worked to analyze the findings accurately with fair considerations all through the study procedure. For further study credibility my advisor's discussions and comments were recorded and collated.

Additionally, as I am a teacher of Monkayo District, I was already acquainted with the traditions of the participating informants, the School Heads. Purposive sampling was used in the research to choose the school heads, who were selected for the study because they are competent and had different experiences as school heads during the changing of learning modalities. I used In-depth interviews in the data collection. Earlier than the interview In order to motivate participants to tell the truth from the start of the data collection, a permission letter was sent to them. The results of this investigation show probable information that was accurate and derived from the informants' interview responses. The original viewpoints of the informants were closely observed for transcribing and interpretation.

Transferability. This is the extent to which the study's results can be applied adapted to different circumstances and places. The outcomes of this experiment may be applied to a larger population. In addition to the School Heads, other schools might also benefit from this research since, despite the differences, we all have the goal of providing the best for the school.

Dependability. The researcher has the necessary tools to verify reliability, data collection, methodological documentation, and research decision-making that is appropriate. The results of this study were exclusively based on the participant data that was gathered. The data obtained from the study's informants validated every interpretation and recommendation that was made.

Confirmability. In this, conformability was stressed as a means of ensuring objectivity. Considering that an in-depth interview (IDI) was done in person, the study was designed to minimize the impact of interviewer biases. Through the changing of learning modalities, the researcher aimed to give an experiences, challenges, coping strategies, and insights of a school head. The data and interpretations of the results were taken directly from the data, not from the researcher's imagination.

Ethical considerations

All participants was given a consent for their permission to participate in the study as a part of the research procedure. objectives of the study was also presented to them prior for the conduct of the procedure, and that their involvement will not



have any negative effects on anybody. All data was gathered with the primary purpose of the study. In order to conduct the study honestly and to avoid or lessen prejudice and self-deception, the researcher made a commitment.

Furthermore, in phenomenological analysis, the method for obtaining information usually includes conversational methods, with the unstructured interview being described as a valuable approach when gathering data on sensitive topics (Fielding & Thomas, 2001). Potential participants are instructed that the interview would last about 1 hour maximum, with their permission, an audio recording was used to gather data more accurately.

In interviewing the informants, the researcher was extra careful with the questions and due respect was given importance to this study. At first, some informants were hesitant to participate in the IDI due to their hectic schedules. But because of generous and supportive heart I was then conducted. Provide reassurance to them regarding the confidentiality of their responses, they later gave the researcher the chance and showed comfort in answering the interview questions.

The researcher will also required to maintain confidentiality. Additionally, with the informants' full agreement, all data will be marked and coded numerically while maintaining their anonymity. Confidentiality towards the results and findings including the safeguard of the participants, coding system were used. Meaning the participants' identities were hidden (Maree and Van Der Westhuizen, 2007). As recommended by these authors, all materials including videotapes, encoded transcripts, notes, other should be destroyed after the data were being analyzed.

FINDINGS AND DISCUSSION

This study focused on the experiences, challenges and strategies employed and insights by the school heads in the changing of learning modalities. In addition, using purposive sampling, ten school heads from Monkayo District were selected as participants of the study.

The responses from all participants were subjected to content analysis where the themes across all responses were drawn. Codes had been used in order to keep the identities of the research participants hidden. The presentation of the result was done according to the order of specific research questions used to gather information in this study.

Experiences as School Head in the Changing of Learning Modalities

The themes in this section were coming from the specific research question 'What are your experiences as school head in the changing of learning modalities?' The responses generated seven themes: adjustment and innovation to address common problems, difficulty in providing learning materials, lack of motivation among students, problem on internet connection,

surprised and afraid, lot of experiences, enjoying the experience.

Adjustment and Innovation to Address Common Problems.

This theme explained the common adjustments of the school heads in addressing common problems. The participants mitigation and remedies to sustain and continue the delivery of learning through the different modalities that the students may choose. Informant 1 explained about the possibilities of different modalities and role of everyone involved in the teaching learning process.

Difficulty in Providing Learning Materials. The participants explained about their difficulties in providing the sufficient learning materials for the students in the different learning modalities,

Lack of Motivation among Students. The research informants viewed common factor that greatly affect the student's interest in the learning process. Students participation became almost optional due to health, personal and domestic responsibility determined by parents. Moreover, informant 2 admitted that they also fail to initiate program that will foster independent learning;

Problem on Internet Connection. In preventing possible virus transmission from one another, online delivery is the most practical mode among the modalities, students can easily access learning materials through links and sites given by the teachers. Reinforcement of learning process is also easier. However, informant 2 expressed his disappointment;

Surprised and Afraid. Taking into account as school head the responsibility of implementing directives and guidelines from the Department of Education is one of the top priorities. While facing the challenges, school heads cannot deny the fact of being hesitant and doubt for what will happen ahead.

Lot of Experiences. The pandemic brought not only virus and threat to human but also it gives opportunity to learn things on the different types of modalities that the learning can be facilitated. A hands-on experience that everyone was involved in the different modalities.

Enjoying the Experience. with the idea that there was nothing else for it but to put up with it and take the rest in stride. The pandemic never took all of basic human rights despite the adjustments made by the school heads and teachers to meet learning standards. Teachers and school head never forget to become happy even in simple things.

Lack of Learning Resources. In the agile transition of learning modalities that no one was expecting to be in the situation of epidemic crisis school heads become more innovative by directing teachers not to rely on single approach for the learning delivery.



Reason for Considering it Helpful in the Changing of Learning Modalities

This section highlighted the results to the specific research question ‘What reason do you have why you considered it helpful in the changing of learning modalities?’ under the 1st major research question ‘What are the experiences as school head in the changing of learning modalities? The following were the created themes as results, which are; very helpful, experiences itself, not commonly use, helpful for teachers, resiliency, determination and consideration.

Very Helpful. Through the use of widely used technological tools, the suggested and available materials serve to achieve the goals and enable the process. All three informants relayed their experiences in the utilization of the given materials to reinforce the teaching and learning.

Experiences Itself. Experience empowers teachers and school heads to do better in the field.

Not Commonly Use. Appreciating the difference of traditional approach valuing holistic learning process and students’ interactions with other school factor.

Helpful for Teachers. The pandemic brought but chaos, uncertainty to human lives threatening health and affect the norms of the society. Informant 3 urged that pandemic also gave opportunity for the teachers, school heads and learners to grow and learn with the new climate that adds to individual competency.

Resiliency. As innovation changes no matter how big or small, education has its continuous development parallel to the current trends and demand, informant 8 was able to navigate his leadership and become flexible in the time of pandemic;

Determination and Consideration. As a school head in the time of troubles and facing hard situation, informant 8 emphasized that school head must be the primary source of enlightenment and positive guidance for the whole working group in school.

Challenges Encountered in the Changing of learning modalities

The themes were: learning materials production, number of learners, parent’s questioning grade, reaching learners in online innovation, culture shock, effectiveness of teaching strategies, inability of parents to teach, provision of health protocols, learner’s interest in learning, learning gap, attaining quality education, availability of monitoring tools, readiness intervention, learner’s readiness.

Particular Challenge Found Difficult to Deal with

Themes from this section were coming from the specific research question ‘What particular challenge you find it difficult to deal with?’ The responses generated eight themes:

limited learning materials, promoting quality education, reaching learners in social media, internet connection, supervision of learner’s learning competency, learner’s learning gap, individual’s emotion, risk management.

Factors that had Caused the Challenges Being Encountered

This section highlighted the results to the specific question 2.3 ‘What factors caused the challenges you have encountered?’ under the 2nd major question ‘What are the challenges encountered by the school heads in changing the learning modalities?’ The following themes served as a result which were: the pandemic, internet connectivity, human factor, lack of resources funds, bad weather, emotional factor.

Coping Strategies Used Dealing with Challenges Encountered

This section, themes were created from the responses of the specific question 3.1 ‘What are the coping strategies you have used dealing with the challenges you have encountered?’ The following were the themes essential to the study: attaining sustainability, seeking assistance, being optimistic, supervision and monitoring of teacher, conduct of reading program, reviewing lesson, utilization of resources, knowledge and preparedness.

People help to overcome these challenges

The themes in this section were coming from the specific question 3.3 ‘How did the people help you overcome these challenges?’ The following were the merged theme in the conduct of the interview which are: through collaboration and teamwork/*bayanihan*, support from LGU and stakeholders, support of parents, co-school heads advices, teacher’s dedication of work, family and teacher’s support.

Through Collaboration and Teamwork/*Bayanihan*.

Collaborative efforts in the community where the school belongs, stakeholders are one of the foundations of the education to become effective. By the continuous effort and commitment of the parents, teachers and the community to provide quality and accessible education for all.

Support from LGU and Stakeholders. Building strong ties and good relation to the stakeholders as a necessary school policy that must be maintain, because they are the only institution that can extend immediate support in times of need and urgent circumstances.

Support of Parents. Parents provided the main source of energy for the functioning of the school at a new level, putting their own safety and the safety of their children at risk.

Teacher’s Dedication of Work. In taking steps on how to meet the objectives the motivation must start from where the instruction starts, the effort of putting extra miles for the students to get the desired learning competency.



Family and Teacher's Support. Simple yet genuine fact that can make impossible to possible, the most incomparable support among all that a person can have

Insights Gained with the Challenges Experienced of School Heads in Changing Learning Modalities

What lessons did you learn from these experiences and challenges you have encountered?' The question summarized their insights and their realizations for the changing of learning modality. The responses generated nine themes: sad reality of philippine education, be persistent in all challenges, lots of virtues, importance of resourcefulness and time management, learning, a continuous process, endurance and patience virtues, need to be physically and mentally tough, always trust in God, and need to enhance ability.

Insights and Realizations Gained from this Whole Experience

The themes from this section was coming from the specific research question 'What insights and realization did you gain from this whole experience in changing the learning modalities?' The informants' response generated ten themes: need for collaboration and teamwork, need to implement measures for remote learning, need to adopt blended learning, value and trust in colleagues, become firm and interactive, be always flexible, become resilient, strengthen faith to god, encourage colleagues, and address issues immediately.

DISCUSSIONS AND CONCLUSION

Since this study required a thorough investigation and in compliance with reliability and transferability concern in qualitative studies, the research employed the qualitative phenomenological research design. Thus, the researcher had undergone in-depth investigation through one-on-one interview with the research participants and triangulated the data and information using participant observation.

Experiences as School Head in the Changing of Learning Modalities. The emerging themes in this structured theme are adjustment and innovation to address common problems, difficulty in providing learning materials, lack of motivation among students, problem on internet connection, surprised and afraid, lot of experiences, enjoying the experience. These were the common experienced of school heads in the changing of learning modalities. The findings revealed that school heads must adhere on the situation through conduct timely interventions. Conserve available resources and ensuring the sustainability of the production. Encourage student's involvement instead of their parents to build students teachers relation not only through online platform. Understanding the student's capability in reaching digital instruction most specially those who has under privilege family. Support system to teachers who are in a state of adjustment to the new setting. Accepting circumstances as part of the job turning it into an opportunity to become better leader, and becoming more of a teacher a facilitator.

Experiences Found Helpful in Changing the Learning Modalities. The changing of learning modalities in compliance to health protocols during the post pandemic reveal different experiences in the implementation period. The whole experience both good a bad in the perspective of school heads and teachers had become an additional quality to their resume. As they continue to strive for the delivery of learning, experience as the best teacher. Teachers starts to learn new things brought by the situation. Become a teacher of oneself and a teacher to another teacher. Making used to things that are already acquired turned it into remedial tool to teach and learn. Having a concrete base line for the learning delivery that everyone cannot refuse in the absence of other technical resources. School heads can have more hands coming from the teachers as a support to whatever plan they are working, with collaborative effort shared among the pillars of the schools. Being resourceful consider to be the best intervention to respond immediate action to address difficulties occur in the delivery of different learning modalities.

Reasons for Considering it Helpful in the Changing of Learning Modalities. There are many reasons to consider in changing of learning modalities as helpful, such as, information and technology which basically the primary tool in having good communication during the community lockdown, the printers, computers and laptops which actually the abused devices in the reproduction and production of learning materials. E-learning and blended learning have grown in popularity and popularity in schools, colleges, and universities (Madej, 2015). Teachers find it very helpful in reaching and monitored students through social media platform, and materials was channel through group chat and google drive to lessen the printing task and burning of available resources.

The finding revealed that availability of resources and possible support makes the realization of the learning delivery become successful. The adjustment period pauses the entire activity made all concerns to think out of the box in order to cope with challenges and able to continue the learning process. The quality of teaching, research, and services of teachers in any institution depends on information sources and services. Information availability, accessibility, and use are essential to the teaching, research, and service activities (Adeoye & Popoola, 2011). It is really a factor to mobilize any program with the help of the available resources.

Challenges Encountered in the Changing of Learning Modalities. In the emerging themes there are lot of contributing factors in changing of learning modalities that become a challenge to the school heads and teachers. In a study, teachers worried about the equality of assessment between distance learning and face-to-face discussions in ensuring that the students are taking the tests under the same conditions and situations, and students can be able to submit equivalent written works and other indicators of achievement of objectives. Kearns (2012) opined that since pre-service instructors did not



receive remote learning training, it is difficult to imagine how to implement various evaluation methodologies. The experiences present a variety of factors that confront school heads and teachers, from the production of materials to the learning gap given that neither teachers nor students were prepared for this program.

Thus, flexible learning has been subjected to further evaluations and debates in terms of inclusivity and equity in educational opportunities. De Villa and Manalo (2020) argued challenges with learning delivery modes, especially in basic education. It is anticipated that less fortunate students will have less access to resources, contributing to socioeconomic disadvantage and the digital gap.

Particular Challenge Found Difficult to Deal with. Based on the in- depth interview of the informants in the study, most of the informants common concern in the changing learning modalities is on the production of learning material since most of the school and school heads preferred modalities was the modular or distance learning considering that not of the majority of the students can access online learning. It is the most less complicated approach among the modalities.

Analyzing the modular method of teaching, we can understand that this is more effective, recent and more technology-based teaching method in the present educational field. In recent years, the consent of modular curriculum has been under discussion in secondary schools. Modular approach provides more flexibility to distance teaching mode as well to learners. Sejpal (2013) contended that even with knowledge of the modular method's drawbacks with regard to reproduction, it remains the most sensible choice the school can make.

Factors that had Caused the Challenges Being Encountered. The emerging themes were the pandemic, internet connectivity, human factor, lack of resources funds, bad weather, emotional factor. Obviously, the pandemic is the major cause of conflict on the shifting of learning setting and pursuant to changing of learning modalities as an immediate intervention to the phenomenon. weak internet connection worsens the delivery and cause delay on the submission and update through online approach, scarce resources and limited budget for providing all the necessities for the delivery of the learning, neglected factor on weather condition due to preoccupied mind setting for the undertakings of educational transformation and personal adaptation of the situation.

Coping Strategies Used Dealing with Challenges Encountered. The emerging themes were attaining sustainability, seeking assistance, being optimistic, supervision and monitoring of teacher, conduct of reading program, reviewing lesson, utilization of resources, knowledge and preparedness. In attaining sustainability school heads widen their vision in terms of finding possible resources and alternative source as it is said to survive these challenges a

school head must possess and craft a sustainable plan that will last for longer time. Kohl et al. (2012) stressed a systematic approach to capacity building involves an assessment of existing capacity and resources, planning and target setting, intersectoral collaboration built on a strong foundation of leadership and advocacy, workforce development in teaching, research and practice, and monitoring of progress.

Management to Overcome these Challenges Encountered. The emerging themes were using strategies, holding on the line, setting supervisory plan, make initial intervention and assessment, child mapping, ask guidance to God, physically and mentally ready, being persistent. Using strategic action makes the challenges doable and help the intervention possible by following guiding principles. In addressing certain challenges, one must take accountable considering risk adherence to the intervention. Other academic administrators including supervisors and subject specialists also walk their way through the same narrow and difficult part of performing their tasks along various factors which hinders effective management and efficient work assignment implementation (San Miguel & Pascual, 2021). Schools consider to be the dean of learning; school heads lead and drove possibilities paving ways and making sure that learners learning will not be interrupted. Crafting interventions and make steps ahead of schedules to ensure functional workforce from the school initiated by the teachers and stakeholders.

People Help to Overcome these Challenges. This structured theme elicited four emerging themes; trough collaboration and teamwork, support from stakeholders, parents, co-school heads, teacher's dedication of work and family. Working with other heads extracting ideas and opinion, general awareness and solicit support in any forms that will lift the learning delivery into its full potential. Distributed leadership has become the default leadership response in this current crisis requiring more school leaders, at all levels, to connect, share, learn and network their way through issues (Azorin, 2020)

Insights Gained with the Challenges Experienced of School Head in Changing Learning Modalities The responses elicited nine emerging themes; sad reality of Philippine education, be persistent in all challenges, lots of virtues, importance of resourcefulness and time management, learning, a continuous process, endurance and patience virtues, need to be physically and mentally tough, always trust in god, and need to enhance ability.

The emerging theme showed that school heads challenges comes in different forms and situation, and there is no exact good approach to address all possible challenges that may occur along the way as leadership itself evolves.

According to Crum and Sherman (2008), successful high school principals who promote student success do this by developing personnel and facilitating their leadership capabilities,



delegating tasks in a responsible manner and empowering school teams, understanding the accountability structure and requirements, having a positive rapport with staff and using effective communication strategies, facilitating instruction, and managing the change process within their schools.

Insights and Realizations Gained from this Whole Experience.

The responses elicited ten emerging themes; need for collaboration and teamwork, need to implement measures for remote learning, need to adopt blended learning, value and trust in colleagues, become firm and interactive, be always flexible, become resilient, strengthen faith to god, encourage colleagues, and address issues immediately. School heads need to tough in all aspect of leadership and build strong foundation to sink deeper to teachers, parents, students and most of all from family.

Moreover, informants uttered collaboration and teamwork it is extremely important to combine student involvement with real world tasks and underscores the notion that one cannot obtain knowledge without collaboration and active participation. Béres et al. (2012) stress that students must put forth effort to learn, regardless of what the teachers and school administrators do to facilitate the learning process.

Implications for Practice

Based on the findings, the following implications for practice are offered.

On Experiences as School Head in the Changing of Learning Modalities. It can be reckoned that the research participants echoed the opportunity on working under this pressure, in making steps to respond similar occasion school heads must reconsider the fundamental of learning, upon upholding the prime objectives of the school, sustainable plan for would be best indicator prior to learning accommodation. School heads must be practically wise and prudent in decision making.

On Experiences Found Helpful in Changing the Learning Modalities. As noted in the findings of the study, the first line of support receive by the school heads or school were the local resources such; available facilities from the previous school year. The ability to take action was made possible by the stakeholders' and local government unit's support, as well as the students' and parents' desire to continue their education. Among the reasons, it was in high moral doing work with a bunch of support coming from external factor. A visionary school heads working beyond their limits, during the try and error process, ignore the negative while keeping the positive result.

On Reason for Considering it Helpful in the Changing of Learning Modalities. Where being tested by time and nature, learning as an infinite process it proves that in any means learning cannot be stopped and living with the reality lies upon within everyone. Challenges will always be in the way and running away from it is not a solution. Embracing change is

important since learning is constantly evolving and our world is changing quickly. To use virtual reality effectively, you should set aside manageable amounts of time each day.

On Challenges Encountered in the Changing of learning modalities. In view of the individual perspectives of the school heads, it may cause a lot of trouble and headaches to their part, but it can be a great tool on becoming tougher and prudent in making decisions for school undertakings. The whole experience paves the way of limitless possibilities in delivering the learning process. The opportunity offered by this phenomenon can be a crucial point in terms of independent learning that students can be deviated if will be guided properly. However, parents can be a determinant factor in absence of students' personal interest on how students assess themselves to learn alone.

On Particular Challenge Found Difficult to Deal with. As pointed out by the participants, that in coping with the enormous challenges it is best to stay calm and keep composure. the effects may vary but expecting worst to anticipate advance intervention and as a school head never lose hope to achieve objectives no matter what the odds are. School challenges will come and go but good leader will stay.

On Factors that had Caused the Challenges Being Encountered. In typical settings where focused is on the usual routine, no one had a vision on what will happen and when it will happen. The tenacity and observant to surroundings on what is happening in order to respond based on what is need to and we can do. Breaking into the walls of comfort zones, on doing extra miles no meet desired outcomes.

On Coping Strategies Used Dealing with Challenges Encountered. Every challenge has its equivalent intervention to wit. School heads need to determine first personal capacity and scope of resources and available had to be utilized. It is very important that school heads are aware of their resources and capability before taking steps towards specific problem or else it can be another problem to deal with. In taking actions to rush things and that there would be exact and right time for everything.

On Management to overcome these challenges encountered. As pointed out by the participants, a good strategic plan in implementation of intervention, mitigating affected factors to sustain the program fuels the success and overcoming the odds. Timely management of resources, time, sacrifices passion to teach were the familiar indicator in achieving positive outcome. Flexibility and resiliency as the main course that feeds the whole doubts on how we are going to surpassed the challenges adherent on the changing of learning modalities.

On People help to overcome these challenges. Meanwhile, never forget to express gratitude to those people who stood all throughout. Appreciate things either small or big the fact is that



the moral that boost the spirit of oneness an amazing Filipino traits that shine in the middle of discomfort. Give credits to their effort and sacrifices as their prizes and immediate reward.

On Insights Gained with the Challenges Experienced of School Head in Changing Learning Modalities. Despite of the challenges faced by the school heads in the changing of learning modalities that gives them distress and worries, put them in congested place where they cannot think or act fluently having preservation on possible result if it could be right of worst. School heads who faced similar and distinct situation should participate in forums and discussion particularly in exchanging thoughts about the challenges more often. it is encouraging that school heads in the changing learning modalities should be able to adapt to any changes, and suggestion that is applicable to their settings to eradicate self-confident breakdown.

On Insights and Realizations Gained from this Whole Experience. Upskilling and due recognition from those who did excellent intervention to achieve educational objectives or more during the changing of learning modalities. Providing timely trainings to reinforce realizations and current practice and develop concrete policy that will benefits all. In connection, school heads specially those not yet seasoned should be equipped with seminars and webinars to ensure that they blend to the new settings considering their humble experiences. This is to ensure that there is an innovative management and effective delivery of learning process

CONCLUSION

With the school heads experiences in the changing of learning modalities as main focus of the investigation, understanding the changing of learning modalities experiences, challenges, strategies and learning insights being experienced by the school heads in school was highlighted as well as their views on the school intervention and management to cope with the challenges encountered. The understanding of the school heads about the changing of learning modalities, drawn from their experiences in different challenges could reinforce the learning process based on their understanding about it.

Changing of learning modalities as offered to respond for educational compliance in dealing gradual transition back to normal approach to digest the effect of pandemic. It was found out in the study that online learning was amplified as it is the common choice of the students who has already an access and available devices.

However, the department of Education or the national government must address digital divide to cater students who are less fortunate to afford the necessary gadgets for online approach.

Moreover, as school heads are resilient in nature accompanied by good leadership skills and management, will do the initial intervention to the identified challenges together with the

teachers, parents and stakeholders for the betterment of teaching-learning environment.

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