Assessing Public Elementary Teachers' Competence in Planning, Management, and Instruction Amid Adaptive Education during the COVID-19 Pandemic

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***Abstract*—This study evaluated public elementary school teachers' performance in planning, management, and instruction amid adaptive education during the COVID-19 pandemic. The purpose was to assess how effectively teachers adapted their practices to the situation and to determine whether relationships existed among the three performance domains. It was hypothesized that no significant relationships would be found. A mixed-methods explanatory-sequential design was employed. Quantitative data were collected from thirty-two teachers in two public elementary schools using a validated survey instrument measuring competency in planning, management, and instruction. Statistical analyses were applied, including weighted mean, chi-square test, and Spearman-Rho correlation. Qualitative data were gathered through in-depth interviews and analyzed thematically to explore teachers' lived experiences. Results indicated that teachers demonstrated high-performance levels in all three areas, with mean scores of (M = 4.65) in planning, (M = 4.55) in management, and (M = 4.48) in instruction. No significant relationships were found among the three domains (p > 0.05). Qualitative findings revealed common challenges such as limited digital skills, high workloads, poor internet connectivity, and constrained resources, though teachers showed resilience and adaptability. In conclusion, while teachers performed satisfactorily, professional development focused on digital competence and crisis-responsive teaching strategies is recommended. Limitations of the study include the small sample size and localized scope. Future research should expand across broader contexts and adopt longitudinal designs further to understand teacher competencies' evolution in adaptive education environments.**

***Keywords*—teaching performance, planning, management, instruction, COVID-19 adaptive education**

I. Introduction

The COVID-19 pandemic has dramatically transformed the global educational landscape, compelling schools worldwide to transition from traditional face-to-face instruction to alternative modes such as online learning, modular distance learning, and blended approaches [1]. In the Philippines, the Department of Education responded by exploring flexible learning modalities to ensure the continuity of the teaching-learning process despite varying resources and access. This transition, however, posed significant challenges to teachers, pushing their competencies in lesson planning, classroom management, and instructional delivery to adapt to unprecedented conditions. Teachers' ability to meet diverse student needs while maintaining effective instruction became critical in sustaining educational quality during the pandemic [2, 3].

In the Philippines, the Department of Education has utilized various systems to assess teachers' performance over time, adapting approaches to ensure quality education. One such system is the Results-Based Performance Appraisal System for Teachers (RPAST), which evaluates teachers' contributions and effectiveness in achieving educational objectives. The Teacher Performance Evaluation System (TPES) emphasizes assessing instructional practices, classroom management, and professional responsibilities. Another notable framework, the Results-Based Performance Management System - Individual Performance Commitment and Review Form (RPMS-IPCRF), aligns with the Civil Service Commission's Strategic Performance Management System (SPMS) and measures teachers' performance using specific objectives, key result areas (KRAs), and means of verification (MOVs). The Philippine Professional Standards for Teachers (PPST) is the benchmark for evaluating teacher performance, providing a comprehensive outline of the skills and competencies required across various career stages. This system aligns teacher development with global standards and addresses the demands of 21st-century learning, reflecting the Department of Education's commitment to ensuring excellence in teaching [4, 5].

Prior research underscores the essential role of teachers' instructional competencies in shaping student outcomes. Studies indicate that a teacher's proficiency in planning, managing, and delivering instruction significantly influences student engagement and performance, regardless of the learning modality [6–8]. However, these competencies were primarily assessed using frameworks designed in pre-pandemic contexts, such as the Results-Based Performance Management System (RPMS), Individual Performance Commitment and Review Form (IPCRF), and the Philippine Professional Standards for Teachers (PPST). While these systems provided baseline evaluation tools, they may not fully capture teachers' nuanced challenges during the adaptive education period.

Existing literature has highlighted various challenges teachers encountered during the pandemic, including increased workloads, limited access to technology, insufficient training in digital tools, and issues related to student engagement [9–11]. However, a noticeable gap remains in holistically evaluating how teachers' planning, management, and instruction competencies interrelate under these adaptive circumstances. Most studies focus on isolated aspects of performance or student outcomes, with little emphasis on how these three domains might influence one

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another when educational delivery is disrupted.

Addressing this gap is vital. Understanding the interplay between planning, management, and instruction and capturing teachers' real-world experiences can provide empirical foundations for refining teacher performance standards, shaping targeted professional development programs, and guiding policy decisions in future crisis contexts. Specifically, this study seeks to determine the level of performance of public elementary school teachers in a district in the Philippines across these three domains during the adaptive education period. It also investigates whether significant relationships exist among these variables and explores teachers' lived experiences to validate the quantitative findings.

II. Literature Review

The COVID-19 pandemic dramatically transformed global education, compelling a shift from traditional, face-to-face learning to adaptive modalities such as online, blended, and modular systems. This sudden and sweeping transition highlighted the critical importance of evaluating teachers' competencies during crises, as they became central figures in maintaining learning continuity amidst unprecedented challenges [12, 13]. This literature review aims to explore and synthesize existing perspectives on teacher performance, focusing specifically on their roles in planning, management, and instruction in adaptive education settings. By examining these dimensions, the review aims to highlight the complexities educators faced and how their capabilities influenced the success of educational delivery during a global crisis.

The pandemic necessitated a rapid transition from traditional classroom settings to alternative learning modalities. Online platforms, blended learning, and modular systems emerged as the primary methods of instruction, enabling education to continue despite widespread disruptions. These changes signaled a paradigm shift in teaching and learning practices, which underscores the adaptability of educators in the face of unforeseen challenges [14, 15].

However, the transition was not without obstacles. Teachers across the globe encountered significant difficulties, including unequal access to technology, the digital divide, and logistical challenges in implementing new teaching methods. Additionally, the increased workload, coupled with heightened stress and health concerns, directly impacted the well-being and performance of educators [16]. These challenges underscored the immense personal and professional pressures placed on teachers during the pandemic. Furthermore, Robosa *et al*. [17] emphasized the challenges faced by public school teachers amidst the COVID-19 pandemic, including stress, resource limitations, and the digital divide. In line with this, Caraan *et al.* [18] explored teachers' difficulties in remote areas, including health concerns and the burden of self-reproducing modules. Ultimately, these findings emphasized the need for better support systems for educators.

As a result, planning emerged as a critical skill during the pandemic, requiring teachers to design flexible lesson plans that could accommodate diverse student needs and rapidly changing circumstances. The necessity of planning during a crisis became evident as traditional approaches were replaced with innovative and adaptive strategies. For instance, Honra *et al*. [19] examined how teachers adapted their planning strategies to address diverse student needs and rapidly changing circumstances during the pandemic. These strategies included flexible lesson design, prioritization of essential content, integration of technology, and contingency planning.

Regarding management, educators had to rethink classroom structures to fit virtual and modular environments. This included managing resources effectively, organizing learning sessions, and ensuring students remained engaged despite remote learning conditions. As exemplified by the study of Chatzipanagiotou and Katsarou [20], school leaders and educators adapted management strategies during the pandemic, focusing on resource allocation, time management, and maintaining structure in virtual and modular environments. However, issues and challenges in teaching management were undeniable during the COVID-19 pandemic. Robosa *et al.* [11] found that maintaining effective communication with students and parents in a remote learning environment was a significant hurdle. Additionally, Alcaide-Pulido *et al.* [21] argued that challenges in teaching management often stemmed from the lack of support mechanisms. Many teachers reported insufficient support from educational institutions, including inadequate training for online teaching and limited access to mental health resources, thereby affecting their ability to manage teaching processes effectively.

The final dimension, instruction, emphasized the ability of teachers to deliver content effectively across varied platforms. To ensure continuity in learning, educators adopted creative instructional methods, integrating technology and multimedia tools while fostering active participation and engagement. This transition revealed the capacity of teachers to maintain instructional quality in challenging contexts. According to Alolaywi [22], educators encountered obstacles while adapting to online teaching environments, including the difficulty of keeping students engaged and motivated, as well as dealing with disparities in access to technology and internet connectivity. However, Pacala [23] highlighted the importance of personalized teaching instruction to promote student engagement and performance during the COVID-19 pandemic.

Ultimately, with adaptive education during the COVID-19 pandemic, the adaptability of teachers worldwide proved to be highly significant. It is through their ability to adapt that they ensured not only the continuity of education but also its quality. For instance, the study of Munda [24] highlighted that teachers demonstrated a high level of adaptability in areas such as self-awareness, personal management, problem-solving, decision-making, attitude, and knowledge of competencies. Interestingly, the study found that male teachers and those with more teaching experience (16–20 years or over 30 years) exhibited higher adaptability levels. In line with this, the study of Huitt [25] explored the concept of pedagogical resilience among teachers in Thailand and the Philippines during the pandemic. It revealed that resilience was shaped by teachers' personal, professional, and social attitudes toward teaching and learning. Despite having no prior experience in remote or online education, teachers

displayed resilience by being flexible and adaptive. They built relationships with colleagues and designed pedagogical strategies to address challenges in online and remote education. These competencies, according to Tigelaar *et al*. [26], allowed teachers to address challenges such as technological barriers, varying student needs, and the emotional well-being of learners [26].

While this study focuses on the Philippine context, its findings resonate with global trends. For example, research in Thailand during the pandemic emphasized that teacher resilience was significantly shaped by institutional support and peer collaboration, particularly in remote and rural settings [27]. In the United States, studies highlighted that teachers with access to localized decision-making and flexible learning tools adapted more successfully to distance education [28]. In contrast, countries with centralized systems and rigid curriculum structures reported greater challenges in maintaining instructional continuity.

These comparisons illustrate that while the challenges faced by Filipino educators are context-specific, they also reflect broader issues of pedagogical adaptability, institutional flexibility, and digital equity. Positioning our findings within this international discourse enhances their relevance and affirms the global urgency of rethinking teacher support mechanisms during crises.

III. Materials and Methods

A. Theoretical Framework

This study is anchored on multiple theoretical frameworks that collectively emphasize the dynamics of teaching and learning, highlighting the critical role of teachers and students in the education process. The Transactional Model of the Teaching-Learning Process, as proposed by Huitt, categorizes teacher behavior into three key subcategories: planning, management, and instruction. Planning involves the preparation a teacher undertakes to engage with students in the classroom effectively. Management focuses on maintaining class control to create an environment conducive to learning, while instruction encompasses the strategies and activities utilized by the teacher to guide and facilitate student learning. Complementing teacher behavior, the model also highlights student behavior, encompassing all actions and interactions students undertake within the classroom environment [29].

Further enriching this framework, Tigelaar, Dolmans, Wolfhagen, and Van der Vleuten (2008) developed a comprehensive model of teaching effectiveness. Their framework outlines major domains of an effective teacher, including the "person as a teacher," which emphasizes the significance of a teacher's personality traits in fostering learning. Other domains include expertise in content knowledge, the ability to facilitate learning processes, organizational skills, and a commitment to lifelong learning. Central to this framework is the acknowledgment of professional practice components, such as planning and preparation, the classroom environment, instruction, and professional responsibilities [30].

The theoretical foundation is further supported by John Dewey's Progressivism Theory, rooted in the social doctrine of democracy. This perspective emphasizes the primacy of students' interests, desires, and attitudes, advocating for a learner-centered approach rather than a content-driven one. Dewey's theory underscores the importance of students' active participation in the learning process, recognizing their ability to draw upon prior experiences to navigate and adapt to new challenges [31]. By integrating these frameworks, the study grounds itself on robust theories that underscore the holistic interplay between teacher behaviors, instructional effectiveness, and student engagement.

B. Hypothesis

This study tested the null hypothesis (H_0) that there is no significant relationship between teachers' performance in planning, management, and instruction during the COVID-19 adaptive education period. The alternative hypothesis (H_1) posits that considerable correlations exist among these three domains.

C. Research Design

The study used an explanatory-sequential research design. It followed the explanatory-sequential research design of Creswell and Plano Clark. The employment of this design was applicable in this study because the researcher collected and analyzed quantitative data before the collection and analysis of qualitative data. This design is the most appropriate in the study since the qualitative data explained and contextualized the quantitative findings.

D. Research Environment

Essentially, the locale of this study is two elementary schools in Oslob District, Cebu Province, Philippines. Oslob is situated on the southeastern coast of Cebu and is about 117 kilometers from Cebu City. It is a fourth-class municipality belonging to the Second Congressional District of the province of Cebu, and according to the 2020 census, it has a population of 29,264 people. Oslob is bordered to the north by the town of Boljoon, to the west by the cities of Ginatilan and Samboan, to the east by the Cebu Strait, and to the south by the town of Santander.

The first school is situated in Poblacion, Oslob, Cebu, and is a nine-minute walk from the national road. It has a population of 40 teachers and is the biggest among the elementary schools in the Oslob District. The second school is located at Barangay Tumalog, Oslob, and is on the top of a rugged mountain. It is 14 kilometers away from the town and 6 km away from the highway. The school was a newly established integrated school that is now catering to grades 7–10.

E. Participants and Sample

Table 1 presents the distribution of participants from two public elementary schools in Oslob District, Cebu, Philippines.

Table 1. Distribution of participants

Schools	Total number of teachers	Sample teacher respondents	Percentage %
School A	40	23	71.88
School B	14	9	28.13
Total	54	32	100.0

As reflected in Table 1, the participants of this study are selected elementary teachers of the Oslob District. School A has the largest population among the elementary schools of

the Oslob district. Out of a teacher population, twenty-three participants were selected for this study. School B had nine participants, out of fourteen teachers, chosen for the study. These two schools were selected due to their diverse geographic and demographic contexts—one situated in a suburban area and the other in a remote mountainous region—providing a comprehensive view of varied teaching challenges during the pandemic.

To achieve the research goal, the participants were purposely selected according to criteria. Thirty-two elementary teachers had been selected for this study. Purposive sampling was used, which is an intentional selection of the participants based on their ability to elucidate a specific theme and concept. The participants were asked for consent, and their actual names were considered confidential. It refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in the sample. In other words, units are selected "on purpose" in purposive sampling. This sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives [32]. Particularly, it is helpful for this study as we find information through a survey questionnaire and make the most out of limited resources.

Additionally, the sample size of 32 participants is consistent with mixed-methods studies, where in-depth insights and representativeness of varied contexts are prioritized over sheer numerical scale. Further, the sample size used in the qualitative part of the study is smaller than that in quantitative research methods since it is concerned with garnering an in-depth understanding of the phenomenon. It is focused on meaning and centered on the how and why of the issue, process, situation, subculture, scene, or set of social interactions. Participants in this part were identified based on the following criteria: 1) Must be graduates of the Bachelor of Elementary Education major in General Education and Special Education. 2.) can be either male or female, and 3.) must have taught for at least one year in a public school.

While the sample offers rich, context-specific insights into teachers' performance, the findings' transferability is supported by the detailed description of the setting and participants. However, generalizability to broader populations should be approached with caution, as the study's localized scope and purposive sampling limit the extent to which results can be universally applied.

F. Data Gathering Procedures

The data-gathering procedures of this study were carefully planned and executed to ensure the systematic collection of both quantitative and qualitative data essential to evaluating the teachers' level of performance in planning, management, and instruction during the COVID-19 pandemic. The entire process was divided into three phases: pre-data gathering, actual data gathering, and post-data gathering.

The pre-data gathering phase began with securing the necessary permissions and ethical clearances. A formal letter of request was submitted to the Schools Division Superintendent of the Department of Education in Cebu Province, explicitly addressing the Oslob District, to obtain approval to conduct the research in the two identified elementary schools. Additionally, approval was obtained from the respective school principals, ensuring their full cooperation throughout the process. Ethical considerations were prioritized by ensuring that all participants were informed of the study's objectives, the confidentiality of their responses, voluntary participation, and the option to withdraw at any time without any consequences. Informed consent forms were distributed and signed before the commencement of data collection.

To ensure the validity and reliability of the instruments used, the survey questionnaire and interview guide were subjected to expert validation. The survey instrument, which was adapted from the standardized Results-Based Performance Management System (IPCRF-PPST), underwent content validation by two university professors specializing in education and teacher evaluation. Similarly, the semi-structured interview guide was reviewed to ensure clarity, relevance, and alignment with the study's objectives. An orientation session was also conducted to explain the data collection process, ensuring that participants fully understood their role and that the confidentiality measures were in place.

The actual data-gathering phase commenced with the distribution of the validated survey questionnaires to the 32 purposively selected teacher participants from the two schools under study. Participants were given ample time to complete the questionnaire, which assessed their performance levels in the areas of planning, management, and instruction. Following the survey, the researcher proceeded to conduct one-on-one semi-structured interviews with selected participants. The interviews were aimed at providing deeper insights into the teachers' lived experiences, challenges, and strategies during the pandemic. Interviews were conducted either face-to-face or virtually, adhering to health and safety protocols. With participants' consent, interviews were audio-recorded to facilitate accurate transcription and analysis.

Upon completion of the data collection, the post-data gathering phase focused on organizing, analyzing, and interpreting the collected data. Quantitative data from the survey questionnaires were tabulated and subjected to statistical analysis. Weighted mean and average mean computations were used to determine the teachers' level of performance. Furthermore, the Chi-Square Test and Spearman Rho Correlation were utilized to examine the relationships among the variables of planning, management, and instruction. The Chi-Square Test was applied to test for associations between categorical variables derived from performance ratings. Given that the data consisted of ordinal responses converted into categorical groupings for interpretation (e.g., performance levels such as 'Exemplary' or 'Advanced'), the chi-squared test was appropriate for identifying whether performance in one domain was significantly associated with another.

Meanwhile, the Spearman-Rho correlation was used to measure the strength and direction of monotonic relationships between the ordinal variables, as it does not assume a normal distribution and is well-suited for small sample sizes. This test was beneficial for evaluating whether increases in performance in one domain (e.g., planning) were consistently related to increases or decreases in another (e.g., instruction).

On the other hand, qualitative data from the interviews were transcribed and analyzed using Braun and Clarke's six-step thematic analysis approach. This involved familiarizing with the data, generating initial codes, searching for themes, reviewing and defining the themes, and finally, writing up the analysis. The integration of both quantitative and qualitative results provided a comprehensive understanding of the teachers' performance and experiences, leading to informed conclusions and relevant recommendations.

G. Research Instrument

The instrument used in this study is the survey questionnaire adapted from a standardized Results-Based Performance Management System (RPMS). The Individual Performance Commitment and Review Form (IPCRF) Development Plan, aligned with the Philippine Professional Standards for Teachers (PPST), contains the key domains based on the National Competency-Based Teacher Standards (NCBTS). In every domain, the different indicators where the participants checked the desired competencies are listed. This is divided into three components: planning, management, and instruction. Since the instruments are modified standardized competencies, the scoring of the respondents was based on their responses. The instrument's content validity was established through expert review by two university professors specializing in teacher evaluation. Additionally, a reliability test was conducted, resulting in a Cronbach's alpha of 0.89, reflecting a high level of internal consistency.

The second part of the survey questionnaire is the interview questions, which are directed to determine the experiences of the participants in performing their duties and responsibilities based on the standards for planning, management, and instruction during the COVID-19 pandemic. It is a semi-structured interview guide, which is validated by two experts who are university professors.

H. Data Analysis

This study used two types of analysis. The data collected on the first part of the instrument were analyzed using the statistical treatment presented below. The following statistical tools were used in the study and interpretation of data:

The Weighted Mean was used to determine the response of teachers' level of performance. On the other hand, the Average Mean was utilized to determine the average teachers' level of performance. Ultimately, based on the teachers' level of performance, each of the objectives shall be rated using the rating scale specified in Table 2.

Table 2. Performance rating scale for teacher competency assessment in adaptive education

Weight	Parameter	Response Category	Interpretation
5	4.21–5.0	Exemplary Performance	Outstanding
4	3.41–4.20	Advanced Performance	Highly Competent
3	2.61–3.40	Satisfactory Performance	Competent
2	1.81–2.60	Developing Performance	Moderately Competent
1	1.0–1.80	Emerging/Needs Performance	Fairly Competent

The scoring procedure outlined in Table 2 plays a critical role in evaluating the performance of public elementary teachers in planning, management, and instruction in the adaptive education context during the COVID-19 pandemic. The table provides a clear and systematic method for categorizing teacher performance, translating raw scores into a scale of competence that reflects the overall adequacy of teaching practices.

The scoring system employed was a 5-point scale, where teachers' performance was rated based on their responses to a series of indicators. This allowed for a nuanced understanding of teacher competence across various dimensions of their professional responsibilities. The Weight column assigned numerical values to each range of performance, enabling the quantitative evaluation. These numerical values were translated into descriptive categories, which situated teachers within a competency framework.

The highest rating, Outstanding (represented by the Exemplary Performance category), applied to teachers who achieved scores ranging from 4.21 to 5.00. This category signified exceptional performance, characterized by teachers who demonstrated mastery of planning, management, and instructional practices. Teachers in this category were not only highly skilled but also adaptive, exhibiting resilience and could deliver high-quality education in a time of disruption. The classification of "outstanding" reflected their ability to manage the complexities of remote or hybrid learning environments with confidence and competence.

Teachers who fell into the Advanced Performance category, corresponding to the Highly Competent interpretation, are those whose performance scores fell within the range of 3.41 to 4.20. While still performing at a high level, these educators might face occasional challenges in fully realizing their potential. However, they demonstrated substantial competence in adapting their teaching strategies to the dynamic educational context during the pandemic. Their abilities in planning, classroom management, and instruction were consistently strong, though not without room for improvement or further development.

The Highly Competent label suggests that these teachers were proficient in their teaching practices, though there might be some areas that could benefit from refinement or additional support. For instance, despite their overall effectiveness, teachers in this category might need further development in areas such as technological integration or managing diverse learning needs, especially in remote learning environments.

The Satisfactory Performance category, which corresponded to the Competent interpretation (ranging from 2.61 to 3.40), represented a satisfactory level of performance. Teachers who belonged within this range were able to meet basic expectations but might struggle with certain aspects of their role. In the context of adaptive education during the pandemic, teachers rated as Competent might demonstrate sufficient understanding and execution of their duties. Still, they faced significant barriers such as technological limitations, lack of adequate training, or challenges in engaging students in non-traditional learning settings.

While these teachers fulfilled their responsibilities and provided acceptable education, they might require additional professional development or resources to enhance their teaching practices. The Competent classification highlighted the importance of targeted support to elevate teachers' abilities and remove obstacles that hindered their effectiveness.

The Developing Performance rating, interpreted as Moderately Competent, applied to teachers who achieved scores within the range of 1.81 to 2.60. This category represented educators whose performance was below expectations and might indicate areas of significant concern. Teachers in this range likely struggled with various aspects of planning, classroom management, or instruction. The challenges they faced could stem from a variety of factors, such as inadequate access to resources, insufficient digital skills, or a lack of training in adaptive teaching methods.

While these teachers demonstrated basic competence in fulfilling their professional responsibilities, their performance might not be sufficiently effective in meeting the diverse needs of students, especially in a crisis-driven educational context. The Moderately Competent classification underscored the necessity for targeted interventions to help these teachers improve their practices and overcome the barriers they faced. This might involve specific professional development programs or enhanced mentoring to improve pedagogical effectiveness.

Finally, the Emerging/Needs Improvement category, which corresponded to the Fairly Competent label, was applied to teachers whose scores ranged from 1.00 to 1.80. This category likely represented the lowest level of performance, where teachers exhibited substantial gaps in their skills or failed to meet the basic expectations of planning, management, and instructional delivery. Teachers in this category might struggle significantly in all aspects of their role, and their performance might have a direct impact on student learning outcomes.

The Fairly Competent classification signaled a need for urgent intervention. Teachers in this category might benefit from intensive professional development, more frequent supervision, or structural support to address specific challenges. Given the context of the COVID-19 pandemic, such support could involve digital training, access to technological resources, or personalized instructional coaching. These teachers must be provided with the necessary resources and guidance to reach a higher level of competence and effectiveness.

IV. Results and Discussion

The researchers have come up with the following findings based on the gathered, presented, and analyzed data. This section presents the tabulated data sourced from the questionnaire and teachers' experiences in the areas of planning, management, and instruction, which were gathered through the interview. Moreover, this section presents the result of teachers' level of performance, which is also composed of three strands adapted from the standardized Individual Performance Commitment and Review Form (IPCRF) and the Philippine Professional Standards for Teachers (PPST) indicators, namely: planning, management, and instruction.

A. Planning

Table 3 presents teachers' performance in the area of planning. It presents the indicators for planning, managing, implementing, participating, selecting, designing assessments, applying knowledge, establishing a safe and secure environment, compliance with policies, and adherence to the Philippine Professional Standards for Teachers (PPST).

Table 3. Statistical summary of teachers' performance in instructional planning during adaptive education

One Sample T-Test at alpha = 0.05	
Mean	4.646875
Standard Deviation (SD)	0.152367076
Count (n)	32
Standard Error of the Mean (SEM)	0.026934948
Degrees of Freedom (df)	31
Expected Mean (EM)	4.2
T-statistics (t)	16.59089884
p-value	5.70444E-17

Table 3 presents a detailed analysis of teachers' performance in planning during the COVID-19 pandemic, with the results indicating a notably high level of competency. The mean score of 4.65, derived from a sample of 32 teachers, falls within the "Exemplary Performance" category, exceeding the expected benchmark of 4.2, which denotes "Advanced Performance." The t-statistic of 16.59 and the exceedingly low p-value (5.7×10^{-17}) confirm that the difference between the observed mean and the benchmark is statistically significant. These results affirm that teachers not only met but substantially exceeded expectations in their planning responsibilities during one of the most challenging periods in contemporary education. The slight standard deviation and standard error indicate consistency across the responses, suggesting a uniformly high level of planning performance among participants.

This finding is significant within the broader discourse of teaching effectiveness, particularly in crisis contexts. It reflects the capacity of teachers to adapt instructional plans to emergent conditions, such as school closures, technological disruptions, and shifting learner needs. It is reasonable to infer that the teachers' success in planning included crafting flexible lesson designs, aligning content with newly adapted self-learning modules, anticipating barriers to instruction, and incorporating learner-centered strategies even within constrained environments. Moreover, this strong performance implies adherence to the Philippine Professional Standards for Teachers (PPST), specifically its domains related to curriculum planning, assessment design, and responsiveness to student diversity. In this sense, teachers demonstrated not only professional competence but also resilience and agency. Correspondingly, this follows the study of Honra [16], which found that professional development activities for teachers had achieved mastery in instructional planning, delivery, knowledge of the subject matter, rapport with students, and classroom management.

B. Management

Table 4 presents the teachers' level of performance in management, specifically assessing their skills in classroom management, monitoring, maintaining learning environments, adapting and implementing learning programs, and applying personal teaching philosophies during the COVID-19

pandemic.

Table 4. Statistical summary of teachers' performance in classroom management during adaptive education

One Sample T-Test at alpha = 0.05	
Mean	4.55625
Standard Deviation (SD)	0.20310096
Count (n)	32
Standard Error of the Mean (SEM)	0.035903517
Degrees of Freedom (df)	31
Expected Mean (EM)	4.2
T-statistics (t)	9.922426389
p-value	3.85861E-11

The data in Table 4 present a statistically significant difference between the observed mean in management (M = 4.55625) and the expected benchmark (M = 4.2), as evidenced by a t-statistic of 9.92 and a p-value of 3.86E-11. This finding places the respondents squarely within the "Exemplary Performance" category, suggesting a high degree of proficiency in management-related competencies during the COVID-19 adaptive education period.

Beyond statistical confirmation, the significance of this result lies in the functional implications of teacher management under crisis conditions. The elevated mean indicates that respondents successfully maintained the structural and logistical coherence of their classrooms, even when the classroom itself was redefined as a virtual or home-based space. Unlike conventional classroom environments, management in remote or modular contexts entailed real-time adaptability, communication with parents, flexible scheduling, and oversight of asynchronous learning tasks that are often administrative as much as pedagogical.

That teachers consistently performed at a high level in this domain indicates a convergence of organizational discipline and instructional agility, suggesting that they were not merely reactive but proactively restructuring routines to accommodate new learning realities. Management became less about maintaining physical order and more about sustaining academic momentum amid fragmentation and disruption.

This is further affirmed by the uniformity of the scores, as reflected in the relatively low standard deviation, indicating consistent performance across the sample. Such homogeneity is notable given the diversity in teacher backgrounds, resource access, and student demographics, implying a baseline of managerial competence that transcends individual variance.

Importantly, this performance must be viewed not only in terms of task execution but also as a marker of professional resilience. As supported by Magracia [33], high levels of pedagogical competence, especially in classroom management, are closely linked to how teachers navigate non-traditional learning environments. In this context, effective management reflects not just procedural control but a capacity for structured improvisation, emotional labor, and systemic navigation.

In sum, the exemplary performance in management during the pandemic underscores the multifaceted nature of teacher professionalism. It reveals that management, when decoupled from its traditional spatial context, becomes a complex balancing act of oversight, empathy, and logistical precision—demands that the respondents met with distinction.

C. Instruction

Table 5 presents the area of instruction. It delineates the indicators of communication, using a range of classroom strategies, performing related work, utilizing assessments, applying a range of successful strategies, and using research-based knowledge.

Table 5. Statistical summary of teachers' performance in instructional delivery during adaptive education

One Sample T-Test at alpha = 0.05	
Mean	4.48125
Standard Deviation (SD)	0.144663124
Count (n)	32
Standard Error of the Mean (SEM)	0.025573069
Degrees of Freedom (df)	31
Expected Mean (EM)	4.2
T-statistics (t)	10.99789785
p-value	3.15187E-12

Table 5 presents the public elementary teachers' level of performance in the domain of instruction during the COVID-19 pandemic, a time when remote, blended, and modular learning approaches upended conventional teaching methods. Instruction, as defined in this study, encompasses a range of competencies, including effective communication, use of diverse instructional strategies, performance of related tasks, utilization of assessments, application of successful teaching methods, and the integration of research-based knowledge into practice. The instructional domain is critical, particularly in crisis contexts, as it directly influences students' engagement, comprehension, and academic resilience.

The results of Table 5 reveal that the teachers' instructional performance achieved a mean score of 4.48125, which falls within the "Exemplary Performance" category according to the study's scoring parameters. This suggests that, on average, teachers maintained a high standard of instructional delivery despite the extraordinary circumstances they faced. The accompanying standard deviation of 0.1447 indicates relatively low variability among the responses, reflecting a strong consistency in instructional competence across the participant group. Teachers' abilities to maintain effective instruction during the pandemic highlight a significant degree of professional resilience and pedagogical adaptability.

From a statistical standpoint, the one-sample t-test conducted to compare the sample mean with the expected mean of 4.2 yields a t-statistic of 10.998 and a p-value of 3.15187E-12. The exceedingly low p-value ($p < 0.05$) indicates that the observed instructional performance is significantly higher than the benchmark expectation. Hence, the null hypothesis is rejected, confirming that the instructional capabilities of the teachers during adaptive education significantly exceeded the minimally adequate level. This finding statistically substantiates the claim that public elementary teachers were not merely functioning at a basic level but instead were excelling in instructional delivery under crisis conditions. For instance, the study of Dilna *et al*. [34] examines teacher performance through the lens of performance and expectancy theories. It highlights high instructional efficiency, professional competence, and dedication among teachers, even in resource-constrained contexts. The findings emphasize teachers' flexibility, innovative strategies, and collaboration as key factors in their

effectiveness.

Nevertheless, while the mean score is high, it is slightly lower than the scores for planning (4.65) and management (4.55) reported in previous tables. This slight decrement suggests that instructional tasks, which require real-time student interaction and dynamic feedback, were more susceptible to disruption than planning or management tasks. Instruction was arguably the area most vulnerable to external factors such as poor internet connectivity, limited student digital literacy, and the lack of real-time engagement inherent in distance learning environments. Therefore, the relatively lower instructional mean, while still "Exemplary Performance", may reflect structural barriers rather than deficiencies in teacher effort or competence.

Furthermore, the findings align with the study by Pressley [35], which concluded that teachers effectively adapted to new learning delivery methods, particularly in printed modular modalities, vividly illustrating that despite the challenges posed by the COVID-19 pandemic, educators demonstrated resilience in managing instruction, motivating students, and facilitating meaningful learning assessments.

In conclusion, Table 5 demonstrates that public elementary school teachers performed at a high level in instructional delivery during the COVID-19 pandemic, overcoming significant systemic barriers. Their outstanding performance in instruction is a testament to their adaptability, professional commitment, and pedagogical ingenuity. However, the slight dip compared to planning and management underscores the need for systemic support, including improved digital infrastructure, professional development focused on online pedagogy, and broader strategies to enhance student engagement in remote learning environments. These findings not only affirm teachers' resilience during a global crisis but also highlight critical areas for strategic investment to bolster instructional quality in future disruptions. Teachers' Overall Level of Performance

This particular point shows the overall teachers' level of performance measured under planning, management, and instruction. Table 6 presents the comparison of the weighted mean of the three areas under study, along with their interpretation.

Table 6. Summary of teachers' performance across planning, management, and instruction

Indicators	Weighted Mean	Interpretation
Planning	4.65	Outstanding
Management	4.55	Outstanding
Instruction	4.48	Outstanding
Grand mean	4.56	Outstanding

Table 6 provides a consolidated view of the overall teaching performance of public elementary school teachers across the three core domains of planning, management, and instruction during the COVID-19 adaptive education period. The results demonstrate a consistently high level of performance across all domains, with an overall grand mean of 4.56, which classifies the collective performance within the "Exemplary Performance" range. This average not only indicates that teachers were able to meet professional standards across multiple dimensions of teaching practice but also that they exceeded expectations in a particularly complex and constrained educational context.

Among the three domains, planning recorded the highest mean score at 4.65, suggesting that teachers exhibited exceptional proficiency in anticipating learner needs, aligning lesson goals with national standards, and developing responsive instructional plans during the crisis. This is consistent with the findings in Table 3 and underscores teachers' strong inclination toward proactive preparation despite uncertainties. Management, with a mean of 4.55, closely followed planning and pointed to educators' competence in maintaining structure, handling logistical concerns, and organizing instructional delivery in remote or modular formats. It reflects teachers' capacity to sustain order, establish learner routines, and monitor progress amidst the challenges posed by distance learning, as elaborated in Table 4.

Notably, instruction received the lowest average among the three areas, with a mean of 4.48, though it still fell within the "Exemplary" category. This slight decline may reflect the inherent difficulties in transitioning from traditional face-to-face teaching to remote instruction, particularly in areas with poor digital infrastructure or limited access to devices. Challenges such as low student engagement, poor internet connectivity, and difficulties in real-time feedback mechanisms may have constrained teachers' ability to execute instructional strategies with the same efficacy as their planning and management tasks. Despite this, the performance remained powerful, indicating a high level of instructional adaptability even in the face of technological and pedagogical limitations.

The collective data presented in Table 6 point to a teaching force that not only adapted but thrived under unprecedented conditions. It implies that while certain areas—like instruction—may have required more complex adjustments, public elementary teachers were nonetheless able to uphold high standards of professional practice across all measured domains. The overall high performance also reflects the successful application of pedagogical frameworks and national teacher standards such as the Philippine Professional Standards for Teachers (PPST), even when conventional learning environments were disrupted.

Furthermore, the alignment of all three mean scores within a narrow range (4.48–4.65) highlights a level of consistency in teacher competency, suggesting that the respondents did not overperform in one area at the expense of another. However, it is essential to consider that this aggregate performance, while commendable, may also mask subtle challenges and contextual disparities encountered by individual educators. These nuances are better understood through the accompanying qualitative data, which provides depth and texture to the quantitative outcomes.

In sum, Table 6 validates the hypothesis that public elementary school teachers were not only capable of navigating the crisis imposed by the pandemic but did so with a level of excellence that merits recognition. This comprehensive competency across planning, management, and instruction serves as a testament to the profession's capacity for resilience, innovation, and sustained commitment to learner success, even in the most challenging of times.

This is supported by the study [36], whose results revealed that the average teacher efficacy scores for both instructional and engagement were lower than TSES scores for

instructional and engagement in previous studies. The results also indicated that teachers teaching virtually had the lowest instructional efficacy scores compared to teachers teaching in a hybrid or all-in-person model. However, the results suggested no difference in engagement efficacy scores based on the instructional approach. There was also no difference in instructional and engagement efficacy based on previous accolades or teacher location. Relationship of the Teachers' Level of Performance During the COVID-19 Pandemic in the Variable as mentioned above.

To test the significant relationship of the teachers' level of performance during the COVID-19 pandemic in the variables above, the Spearman rho is being used through a software application (Minitab). Tables 7–9 show the relationships between the teachers' level of performance during the COVID-19 pandemic in the variables above.

Table 7. Correlation between teachers' planning and management performance during the COVID-19 pandemic

Planning vs Management	
Coefficient (r)	−0.1609
Count (n)	32
t-Statistics (t)	0.893038167
Degrees of Freedom (df)	30
p-value	0.378944821

@ 0.05 level of significance

The data in Table 7 indicate a weak negative correlation between planning and management ($r = -0.1609$), with a p-value of 0.379, exceeding the 0.05 threshold for statistical significance. On the surface, this result suggests that the teachers' competence in planning bore little relation to their capacity for classroom or instructional management during the COVID-19 pandemic. However, an analytical interpretation must move beyond surface-level description and probe the systemic, pedagogical, and contextual factors that might explain this dissociation.

From a systemic standpoint, the pandemic disrupted traditional educational hierarchies and workflows, effectively decoupling long-term instructional planning from real-time classroom realities. Teachers may have crafted pedagogically sound lesson plans. Still, these plans were frequently rendered ineffective by infrastructural limitations, such as unstable internet connectivity or inconsistent learner access to modules, which undermined implementation. Hence, the traditional assumption that better planning leads to better management does not hold under these crisis conditions, supporting the assertion that the relationship between these domains may be contingent on environmental stability rather than intrinsic causality.

Pedagogically, the nature of planning during the pandemic was altered. Lesson plans were often oriented around asynchronous, modular, or online delivery, whereas management required real-time problem-solving, often in households, not classrooms. Thus, planning and management operated within entirely different modalities, a phenomenon supported by prior work asserting the need for flexible management strategies in contexts where pre-planning cannot anticipate rapid disruptions [37]. Furthermore, research suggests that rigid adherence to over-engineered plans can obstruct adaptive management, especially when unpredictable constraints emerge during implementation [38, 39].

Moreover, the negative directionality of the correlation, albeit weak, opens interpretive space for an inverse functional relationship: teachers with more robust planning may have required less managerial intervention during lesson delivery. This reflects the "planning as mitigation" hypothesis, whereby planning front-loads cognitive labor to reduce downstream instructional burdens. However, in practice, this hypothesis did not manifest robustly, likely due to the mismatch between planned instruction and the unpredictable teaching realities during the pandemic.

From a human capital perspective, this disconnection might also reflect diverging teacher strengths. Some teachers excelled in administrative foresight and lesson design, while others thrived in situational classroom engagement and logistical flexibility. The professional capital literature underlines that instructional effectiveness arises from a mix of planning, pedagogical improvisation, and affective engagement—each independently valuable [40].

In sum, the weak, non-significant inverse relationship between planning and management in Table 7 is not merely a statistical outcome; it reflects a deep structural uncoupling of pedagogical domains in a crisis context. This challenges conventional instructional theory and underscores the need for teacher development models that emphasize modular flexibility, adaptive execution, and crisis responsiveness, rather than linear input-output assumptions about teacher planning and classroom management.

Table 8. Correlation between teachers' planning and instructional performance during the COVID-19 pandemic

Planning vs Instruction	
Coefficient (r)	0.011890845
Count (n)	32
t-Statistics (t)	0.065133443
Degrees of Freedom (df)	30
p-value	0.948499856

@ 0.05 level of significance

Table 8 analyzes the relationship between teachers' performance in planning and instruction during the adaptive education context of the COVID-19 pandemic. The Pearson correlation coefficient ($r = 0.01189$) reveals an extremely weak positive relationship between the two variables. Importantly, the associated p-value ($p = 0.948$) is far greater than the 0.05 level of significance, leading to the rejection of the hypothesis that a significant relationship exists between planning and instruction.

Although a positive correlation would typically imply that higher planning quality leads to improved instructional delivery, the near-zero coefficient suggests almost no linear relationship between these two domains during the pandemic period. Statistically, changes in teachers' planning proficiency were not mirrored by corresponding changes in their instructional effectiveness. The weak and non-significant relationship highlights that effective planning alone was insufficient to guarantee effective instruction in a crisis-ridden educational environment.

This finding must be situated within the broader pandemic context. Teachers operated under severe constraints: unreliable internet connectivity, limited access to digital tools, and varying degrees of student engagement at home. Even if teachers meticulously designed lessons, external variables often rendered their plans obsolete or impractical. As a result,

instructional success hinged less on static plans and more on real-time adaptability. Teachers who were flexible, digitally literate, and emotionally responsive were better positioned to maintain instructional effectiveness, regardless of their original planning quality.

Moreover, many planning frameworks during the study period remained anchored to pre-pandemic norms, which did not necessarily prepare teachers for online delivery, modular distance learning, or asynchronous student interaction. Planning documents may have appeared robust on paper but failed to anticipate the practical challenges teachers faced when executing these plans remotely.

This decoupling underscores a key lesson for educational practice: crisis-responsive instruction requires a reconceptualization of planning. In emergencies, the most effective teachers may not be those who plan the most elaborately but those who can improvise effectively and adjust their instructional strategies in real-time. Static, inflexible lesson plans may hinder rather than help teaching under volatile conditions. Hence, instructional resilience, flexibility, and context sensitivity should be emphasized alongside traditional planning competencies in future teacher development programs.

Therefore, this result poses some implications for educators and educational institutions. Firstly, the emphasis on instructional strategies should be strengthened. If planning does not strongly dictate instructional effectiveness, then educators should shift focus on refining their teaching methods, classroom engagement techniques, and adaptability to student needs, instead [41]. Secondly, the focus on the role of teacher-student relationships, which highlights the importance of fostering supportive learning environments, should be considered. Research suggests that positive teacher-student relationships significantly impact learning outcomes, often more than rigid planning structures [42]. Another one is the consideration of flexibility in educational planning. Given the weak correlation, learning institutions may benefit from a more dynamic approach to planning, allowing teachers to adjust instructional methods based on real-time classroom interactions rather than strictly adhering to predetermined plans [43].

In conclusion, the findings of the study imply that while planning is essential, instructional effectiveness is influenced by multiple factors beyond planning alone. Hence, schools and teachers should maintain a balanced approach, one that integrates planning with adaptive execution strategies.

Table 9. Correlation Between Teachers' Instructional and Management Performance During the COVID-19 Pandemic

Instruction vs Management	
Coefficient (r)	0.201741776
Count (n)	32
t-Statistics (t)	1.128182051
Degrees of Freedom (df)	30
p-value	0.268184975

@ 0.05 level of significance

Table 9 examines the relationship between teachers' performance in instruction and management during the COVID-19 adaptive education period. The Pearson correlation coefficient (r = 0.2017) reveals a weak positive relationship between the two variables. However, with a p-value of 0.268—substantially higher than the 0.05 significance level—the relationship is statistically non-significant, prompting the rejection of the hypothesis that a meaningful correlation exists between instruction and management during this period.

A weak positive correlation suggests that higher competency in instructional delivery tended to accompany slightly better classroom management practices, and vice versa. However, the very low strength of the relationship, coupled with its statistical insignificance, indicates that teachers' ability to deliver instruction effectively was only marginally, if at all, associated with their ability to manage learning environments during the pandemic. These two domains appeared to function largely independently in the context of remote and modular education.

The absence of a strong relationship between management and instruction must be understood within the pandemic-specific context. Traditional classroom management strategies—such as maintaining attention, enforcing rules, or fostering participation—became impractical or irrelevant in remote and modular settings. Teachers could no longer easily monitor student behavior, redirect attention, or physically organize learning spaces. Management became primarily administrative (tracking submissions, contacting parents, troubleshooting module distribution), while instruction required technological improvisation and motivational strategies. As such, the very definition of "management" during adaptive education shifted, and it no longer guaranteed a supportive backdrop for instruction.

Moreover, systemic challenges such as a lack of parental support, inconsistent internet access, and student absenteeism meant that even the best management practices often failed to secure consistent student engagement. Teachers were forced to address management breakdowns after they impacted instruction, not proactively as would occur in traditional classrooms.

The decoupling of instruction and management during the pandemic reveals that crisis-responsive teaching demands a rethinking of management paradigms. Rather than controlling a learning environment in the conventional sense, pandemic-era teachers needed to cultivate relationships, maintain flexibility, and prioritize communication and empathy over orderliness. Instructional success relied less on discipline and structure, and more on personalized engagement, differentiated support, and creative outreach strategies.

Thus, management skills critical to adaptive education were not about maintaining order but about maintaining connections with students, parents, and communities. Instructional quality was increasingly determined by teachers' ability to adapt content and emotionally support students in unpredictable circumstances rather than by their ability to manage time and tasks.

The study of Hofkens and Pianta [44] aligns seamlessly with the notion that pandemic-era teaching required a shift in management paradigms. This research highlights how traditional control-oriented methods in education were replaced by strategies prioritizing communication, empathy, and flexibility to address the unique challenges posed by the pandemic. The study emphasizes the importance of creative outreach efforts and personalized engagement, which mirror

the idea that instructional quality was rooted in cultivating relationships rather than discipline or structure. It also underscores the increasing reliance on differentiated support to meet diverse student needs, reinforcing the notion that adaptability and emotional connection were critical to educational success during the crisis. Together, this research validates the assertion that effective management in pandemic-era education is centered on maintaining connections with students, parents, and communities to ensure continuity and quality learning experiences.

Furthermore, since management does not strongly dictate instructional effectiveness, educators should focus on refining their teaching methods, classroom engagement techniques, and adaptability to student needs [38]. Reinforcing the implication above is the emphasis on the role of leadership and resource allocation. Research suggests that leadership styles and resource availability significantly impact instructional success, often more than management structures alone [45]. Lastly, flexibility in educational planning also plays a significant role in instructional success. Given the weak correlation, learning institutions may benefit from a more dynamic approach to management, allowing teachers to make necessary adjustments in instructional methods based on real-time classroom interactions rather than strictly adhering to predefined management systems [46].

These findings reflect a notable disruption of the assumed interdependence among planning, management, and instruction, which may be better understood by examining contextual and institutional dynamics. In traditional classroom settings, these domains often reinforce one another because well-developed plans typically support classroom management and instructional flow. However, during the pandemic, planning often took place in isolation from the lived realities of instruction. Teachers developed lesson plans that aligned with national directives or standardized modules, but these plans frequently failed to translate into effective classroom management or instruction due to infrastructural barriers such as unreliable internet access, lack of digital tools, and inconsistent learner engagement at home.

Moreover, institutional constraints also played a role. Teachers had little control over curriculum pacing or content delivery, particularly when Self-Learning Modules (SLMs) were centrally designed and distributed. This centralized control diluted the impact of teacher-led planning and undermined any potential synergy between the domains. In short, the lack of significant correlation across domains may not signal a lack of teacher competence, but rather an educational environment too fragmented to allow for traditional pedagogical cohesion. These findings point to the importance of building adaptive systems that allow for real-time alignment between instructional planning, execution, and learner realities.

D. Less Teachers' Experiences in Performance Based on the Standards for Planning, Management, and Instruction during the COVID-19 Pandemic

Table 10 presents the results of teachers' experiences in performance based on the standards for planning during the COVID-19 pandemic through individual interviews and small group discussions.

Table 10. Teachers' experiences in planning during the COVID-19 pandemic

Themes	Categories
Digital Competency Challenges	• Lack of media literacy • Lack of online communication skills • Difficulty in creating an electronic file
Infrastructure and Technological Barriers	• Power disruption • Intermittent internet connection • Inadequacy in terms of gadgets
Professional Development Gaps	• Lack of training and seminars • Unreadiness for the new setup
Curriculum Delivery Challenges	• Difficulty of learning activities in the module • Lack of necessary consultations with co-teachers/master teachers
Teacher Well-being and Safety Concerns	• Health risks posed by the pandemic • Travel time, especially to far-flung areas.

The qualitative data in Table 10 provide insight into teachers' experiences and adaptive strategies during the COVID-19 pandemic in terms of planning. The thematic analysis revealed critical issues in planning, which significantly impacted educators' professional responsibilities and personal well-being.

Teachers faced significant challenges in lesson planning due to the abrupt transition to remote and modular learning. One of the most pressing concerns was the lack of proper training in online teaching methodologies. Many educators had to rely on self-learning and peer support to navigate digital platforms. Correspondingly, the study of Chatzipanagiotou and Katsarou [47] explored both intrinsic and extrinsic challenges faced by teachers globally. Intrinsic challenges included limited knowledge, skills, and experience in implementing online teaching; extrinsic challenges involved issues like a lack of internet access, inadequate digital devices, and insufficient resources. The study also highlighted the lower level of readiness among many educators in transitioning from traditional to online teaching. The results showed that teachers struggled with adapting to new teaching methodologies and technologies. Ultimately, many educators lacked proper training and support for online platforms. As attested by one of the teachers:

"We were thrown into online teaching without much preparation. I had to watch YouTube tutorials just to learn how to use Google Classroom." (Teacher 3)

The shift to self-learning modules (SLMs) was another hurdle. Teachers expressed difficulty in aligning the pre-designed modules with their instructional strategies. The study of Haron *et al*. [48] highlighted the difficulties teachers encountered in preparing, monitoring, and assessing SLMs. The study discussed the added workload due to errors in the

modules and the need for teachers to make corrections before distribution.

"Some modules had errors. I had to make corrections myself before giving them to students. It added extra workload and stress." (Teacher 7)

Furthermore, health concerns and workload management impacted planning efficiency—the fear of contracting COVID-19 while distributing modules created psychological stress, reducing productivity. For instance, Gueta and Janer [49] systematically review the effects of the pandemic on teachers' well-being. Results show that the fear of contracting COVID-19 while fulfilling their duties added to teachers' psychological burden. Furthermore, teachers experienced heightened stress due to the abrupt shift to online teaching, increased workload, and the need to balance professional and personal responsibilities.

"We had to go to school to distribute materials, but every time, we feared exposure. It was draining." (Teacher 10)

Ultimately, these insights highlight the need for better pre-pandemic preparedness, improved training, and a more flexible approach to instructional planning.

To proceed, Table 11 presents the results of teachers' experiences in performance based on the standards for management during the COVID-19 pandemic through individual interviews and small group discussions.

Table 11. Teachers' experiences in management during the COVID-19 pandemic

Themes	Categories
Classroom Management	• Strategies for maintaining order and engagement • Real-Time Student Engagement Strategies • Maintenance of learning environments • Ensuring a Conducive Learning Space
Monitoring and Feedback	• Tracking Student Progress and Performance • Stable means of giving feedback to learners and parents • Managing learners, responding from time to time
Administrative Burden	• Challenges in Workload Management • Time constraints • Paperwork overload
Adoption of learning programs	• Flexibility in Instructional Management • Integration of New Teaching Methods • Application of personal philosophy

As reflected in Table 11, classroom management underwent drastic changes, with teachers struggling to monitor students' progress effectively. The reliance on parents for home-based learning created disparities in student engagement. The study of Katsarou *et al.* [50] revealed that remote learning led to reduced interaction with teachers and peers, which negatively impacted student engagement for many learners. However, parental involvement emerged as a crucial factor in maintaining engagement and ensuring academic success. Disparities were noted, as some parents were actively involved while others struggled to provide support, leading to inconsistent learning outcomes among students. The study underscored the importance of fostering collaboration between educators and parents to bridge these gaps. As revealed by the teacher:

"Some parents were hands-on, while others didn't check their child's progress at all. It was hard to ensure learning continuity." (Teacher 5)

Teachers also struggled with overwhelming administrative tasks, which included documentation, tracking student performance, and distributing materials. As a result, the study of Wallace [51] claimed that these difficulties could lead to reduced planning efficiency and heightened mental strain among educators, which underscores the need for systemic support and streamlined processes to alleviate the burden on teachers.

"The paperwork was never-ending. Aside from preparing modules, we had to submit countless reports to the department." (Teacher 8)

Another notable issue was student participation. Many students failed to submit assignments on time due to Internet and financial constraints. Teachers expressed frustration over their inability to enforce deadlines effectively. According to Tay *et al*. [52], the challenge of not being able to access competent internet connectivity disproportionately affected students from low-income families, leading to reduced engagement and inconsistent learning outcomes. As a result, the study emphasized the importance of addressing the digital divide and providing targeted support to mitigate educational inequities in remote learning contexts.

"Some students couldn't submit their work because they didn't have mobile data. It felt unfair to penalize them, so we had to extend deadlines multiple times." (Teacher 12)

Despite these challenges, teachers found ways to adapt, such as forming social media group chats for better communication and coordination. For instance, the study of Ersoy [53] explored how teachers increasingly relied on social media platforms like Facebook and Messenger to connect with students and share resources during the pandemic. It highlights the shift in social media use for educational purposes and its role in fostering communication. Further, according to Aguilar *et al*. [54], using platforms like Messenger is beneficial when it comes to attaining interactive learning experiences.

"We created Messenger groups where students could ask questions and interact. It wasn't perfect, but it helped." (Teacher 6)

Ultimately, the data procured for the area of management underscores three critical areas for addressing challenges in education during the pandemic. First, reducing the overwhelming administrative workload is essential, as teachers face excessive tasks such as documentation, module preparation, and student performance tracking, which strain their productivity. Streamlined processes and support systems could allow educators to focus more on instruction and engagement. Second, improved parental involvement is crucial, given the disparities observed during remote learning. Strengthening partnerships with parents through orientation

programs and providing resources can enable better support for students' education at home. Lastly, alternative monitoring strategies are necessary to adapt to the constraints of remote and modular learning. Innovative approaches, such as digital analytics and flexible check-ins, can help track student progress effectively while addressing the limitations of traditional methods. Together, these strategies can create a more supportive and sustainable educational environment in challenging circumstances.

Furthermore, Table 12 presents the results of teachers' experiences in performance based on the standards for instruction during the COVID-19 pandemic through individual interviews and small group discussions.

Table 12. Teachers' experiences in instruction during the COVID-19 pandemic

Themes	Categories
Teacher and Students' Engagement	• Stable communication between the learner and the teacher • Student's difficulties in following instructions • Learning Challenges and Student Adaptability
Adaptive Instructional Methods	• Use a range of classroom strategies • Utilizing assessments
Expanded Teacher Responsibilities	• Performing related work • Module distribution and retrieval • Learning quality transfer
Technological Barriers to Remote Learning	• Poor internet connection, which intercepts communication • Inadequate learning resources and equipment • Logistical Challenges in Instructional Delivery

Table 12 revealed that instructional delivery faced significant disruptions due to technological barriers and student disengagement. Many teachers struggled with internet connectivity, affecting their ability to conduct synchronous lessons. For instance, the study of Gesta *et al*. [55] highlighted the challenges teachers faced in integrating technology during remote learning, including internet connectivity issues and limited access to digital tools. These barriers affected synchronous lesson delivery and overall teaching effectiveness. As claimed by the teacher:

"There were times when I was teaching, and my internet would cut off. It was embarrassing and frustrating." (Teacher 1)

Furthermore, digital literacy among students varies, making it difficult for them to navigate online learning platforms effectively. The study of Abad [56] aimed to investigate students' awareness of essential digital literacy skills required for distance learning during uncertain times. Using an online qualitative survey, data were gathered from 50 senior high school students enrolled in various strands and tracks. Thematic analysis revealed that while some students were aware of critical digital skills like online safety, communication, and critical thinking, others lacked proficiency in these areas. The study emphasized the need for targeted interventions to enhance students' digital literacy and provide implications for curriculum development, educators, and learners. As attested by the teacher:

"Some students didn't even know how to access Google Classroom. I had to spend time teaching them how to use it instead of focusing on the lesson." (Teacher 4)

Another significant issue was student motivation. The lack of direct supervision led to decreased engagement and accountability. The study of Krou *et al*. [57] examines the relationship between student motivation and academic dishonesty. It was revealed that lower intrinsic motivation and a lack of accountability contribute to increased instances of cheating and plagiarism.

"Many students just copied answers from their classmates. Since we couldn't monitor them closely, academic dishonesty became a problem." (Teacher 9)

However, some teachers developed innovative strategies to keep students engaged, such as gamification and personalized check-ins. The study of Rahayu *et al*. [58], for instance, explored how gamified platforms were used to make learning interactive and enjoyable. The study highlights the positive impact of these methods on student participation and motivation.

"I tried to make quizzes more interactive using Kahoot. It made learning more fun and encouraged participation." (Teacher 11)

These findings highlight the importance of improving digital literacy, providing better internet access, and fostering more interactive teaching methods.

Overall, the data from Table 12 illustrate the resilience and adaptability of teachers in response to the challenges of the COVID-19 pandemic. Key concerns in planning, management, and instruction suggest the need for more structured training, institutional support, and technological advancements to ensure effective education delivery during crises. Addressing these issues can better prepare educators for future disruptions, ultimately leading to a more resilient education system.

V. Conclusion and Recommendations

This study evaluated the performance of public elementary school teachers in planning, management, and instruction during the COVID-19 pandemic, with particular focus on how teachers adapted to the abrupt transition to adaptive education modalities. The findings revealed that teachers demonstrated very adequate levels of performance in all three areas, with mean scores of 4.65 in planning, 4.55 in management, and 4.48 in instruction. Notably, statistical analyses indicated no significant correlations among the three domains, suggesting that each skill set, while essential, functioned independently during the pandemic context.

The qualitative findings further illuminated the teachers' lived experiences, highlighting challenges such as limited digital literacy, poor internet connectivity, increased workload, time constraints, and difficulties in maintaining effective student engagement. Despite these challenges, teachers displayed resilience, adaptability, and strong professional commitment, ensuring the continuity of learning

under extraordinary circumstances.

However, the study's limitations must be acknowledged. The small sample size (32 teachers) and localized focus on two schools in the Oslob District may constrain the generalizability of results. Future research should address these limitations by expanding the scope to include a more diverse and larger sample, as well as conducting longitudinal studies to examine how teacher competencies evolve.

Further, to address the gaps in digital competence observed among teachers during the COVID-19 pandemic and in the adaptive education period, it is recommended that future professional development programs move beyond general digital literacy training and focus on specific tools critical for remote and blended learning environments. Training programs should prioritize mastery of platforms such as Zoom, Google Classroom, and Google Forms, emphasizing not only technical navigation but also pedagogical integration.

For Zoom, teachers should receive training on advanced features that can enhance virtual instruction. These include the use of breakout rooms for small group activities, polls for formative assessments, the whiteboard tool for interactive lessons, and security settings for managing disruptions. Moreover, strategies to sustain student engagement, such as leveraging visual aids, employing interactive questioning, and using virtual participation tools, should be integrated into the training. These practices will help teachers create more dynamic and participatory online classes rather than relying solely on passive lecturing.

For Google Classroom, professional development must focus on practical course structuring to support asynchronous learning. Teachers should be trained to organize content into modules clearly, embed multimedia resources to diversify instructional delivery, and automate feedback on assignments. Furthermore, utilizing the classroom "Stream" feature to foster ongoing communication and create a sense of virtual classroom community should be emphasized. This approach ensures that learning remains organized, accessible, and responsive to student needs even in a fully remote setup.

Similarly, for Google Forms, training should include designing interactive assessments that offer immediate feedback, creating surveys to monitor student understanding and well-being, and using Forms to collect attendance and engagement data systematically. Integrating Google Forms within Google Classroom workflows would help teachers track student performance more efficiently while minimizing administrative burden. Thus, Google Forms should not be treated as a mere survey tool but as a key mechanism for assessment and feedback in digital environments.

Beyond tool-specific competencies, resilience-building strategies must be embedded into training programs. Teachers should be trained in flexible instructional design, creating lesson plans that can adapt fluidly between synchronous, asynchronous, and modular modalities. Crisis communication strategies are also vital; teachers should learn how to maintain clear, frequent, and empathetic communication with students and parents using platforms such as email, Classroom announcements, and Zoom updates. This would ensure that learning continuity is not disrupted even amid rapidly changing circumstances.

Furthermore, training should support time and stress management in virtual settings. Teachers need strategies to manage their own screen time and avoid cognitive overload for both themselves and their students. Establishing clear boundaries for synchronous engagement and balancing academic rigor with mental health considerations are crucial components of resilient teaching. Incorporating emotionally responsive teaching is equally essential; teachers should use tools like Google Forms for regular emotional check-ins with students and allocate time during lessons for socio-emotional connection-building.

Finally, the development of peer collaboration networks should be encouraged. Schools and districts can facilitate the creation of professional learning communities (PLCs) through Google Classroom or Google Meet, where teachers can share best practices, troubleshoot technological issues, and provide emotional support to one another. Peer mentoring initiatives will foster rapid, community-driven professional growth, ensuring that teachers are not isolated in facing the demands of adaptive education.

In sum, digital training should not merely aim for technical proficiency but should cultivate adaptive, flexible, and empathetic teaching practices. By focusing on targeted tool mastery (Zoom, Google Classroom, Google Forms) and integrating resilience-building strategies into professional development, teachers will be better equipped to sustain high-quality education delivery even in times of crisis and disruption.

This study offers critical insights into how teacher performance unfolded under adaptive education conditions during a public health crisis. To strengthen future preparedness and system-wide responsiveness, several policy recommendations are proposed.

First, school leaders should institutionalize Professional Learning Communities (PLCs) at the school or district level. These groups will allow teachers to collaboratively refine adaptive instructional strategies, share resources, and provide emotional support to one another. The value of peer mentoring and community-driven innovation cannot be overstated in times of disruption.

Second, the Department of Education should revise performance evaluation systems such as the RPMS-IPCRF to integrate context-sensitive indicators. For instance, new metrics could evaluate crisis-responsiveness, digital pedagogy effectiveness, and learner engagement across varied modalities (synchronous, asynchronous, and modular). These changes would ensure a more accurate, holistic assessment of teacher performance under emergency conditions.

Third, national and local government units must commit to sustained investments in digital infrastructure, particularly in geographically isolated and disadvantaged areas. Without reliable internet connectivity and equitable access to devices, even the most well-trained teachers are constrained in delivering effective instruction.

Lastly, teacher training programs, both pre-service and in-service, should incorporate modules on emergency pedagogy, stress and workload management, and flexible learning design. Resilience and responsiveness should be treated as core professional competencies, not incidental skills.

Implementing these reforms will help build a more agile

and resilient education system that can ensure continuity and quality, even amid future disruptions.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

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