**TEACHERS’ PREPAREDNESS AND CONFIDENCE IN ONLINE TEACHING IN**

**THE NEW NORMAL**

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**Abstract**

*This study aimed to determine the level of teachers’ preparedness as a determinant of the confidence in online teaching in the new normal in Davao del Sur Division. The findings revealed that teacher’s preparedness in terms of lesson design, subject communication, time management, and technical competence is oftentimes manifested. Teachers somewhat worked hard to prepare themselves for the different domains of online teaching. This is manifested by the confidence they manifested in showing confidence in online teaching since they rated extensive to the majority of the indicators. However, some items in lesson design such as writing measurable learning objectives and designing learning activities that provide students opportunities for interaction as shown in the result that they were less extensive. The teachers believe do not emphasize this in designing their lesson plans. However, practice and retooling them is an option. Moreover, the teachers’ confidence in terms of hardware and software, internet skills, and communication are extensive. This means that the respondents were able to develop the technical competence of learners. However, in the aspect of communication, teachers need to develop to effectively deliver the curriculum in online teaching in the new normal. DepEd should design programs for reskilling and upskilling teachers in online teaching. Since they are putting their best in providing effective delivery of instruction in the new normal.*

***Keywords:*** *Teachers’ preparedness, teachers’ confidence in online teaching*

1. **Introduction**

Technology has significantly aided teachers in their daily tasks, but there are still challenges in online teaching. Research suggests that the competencies required for teaching online are similar to those needed for face-to-face teaching, and teachers' past experiences serve as a foundation. However, there are also issues with online teaching, such as dealing with learners who engage online, and difficulties in engaging students through virtual communication due to time constraints and limited space learning.

In Asia, some researchers found that teachers are not qualified to teach properly in online classes, and they feel a lack of preparation for online teaching. There is still a need to identify competencies to prepare teachers to teach online and increase their confidence in online teaching. Martin, Budhrani, & Wang (2019)

In the Philippines, the Department of Education has urged schools to offer more curriculum outside the classroom due to the COVID-19 pandemic. However, factors such as lack of gadgets, low internet connection, and financial instability have negatively impacted teacher trust in teaching online classes.

Both students and teachers in Region XI experience difficulty in dealing with online classes due to various factors. Studies investigating the relationship between teacher preparedness and confidence are scarce, especially on Secondary School teachers. This study aims to examine the preparedness and confidence of teachers in teaching online and assess their comfort in using online teaching to improve student success in the new normal class. ( Lederman, 2020).

The article discusses the competencies of university teachers in teaching and learning in virtual environments, focusing on the design, planning, social function, instructive function, technical domain, and management domain. Course design is a crucial aspect of online teaching, involving course execution, facilitation, and assessment. It involves defining appropriate student tasks and workload, organizing courses into a structure, syllabus, and guidelines for setting requirements.(Briones, 2020).

The faculty must also consider the quality of materials used, such as text, audio, video, and simulations, to improve student learning. They must decide whether to update tests for the online course and set reasonable expectations about assignments and events. Course design includes planning content, presentations, activities, tests, and interaction elements.

Subject communication is essential for effective online teaching, and faculty must be able to relate to students within the specified learning modality through writing or audio. Time management skills are crucial for successful online teaching, as course design and planning can be time-consuming and take longer for first-timers. Top-five faculty tasks involve reviewing learners' achievement of learning goals, providing input, inserting questions encouraging higher-order thought, and offering assignment directions. Faculty often spend extra time outside the classroom, paying attention to student performance information and maintaining correct records and grade books. (Martin, Budhrani, & Wang, 2019)),

Technical competencies are technology-specific, separate from pedagogy, providing expertise in using apps, operating systems, learning systems and devices, web browsers, security updates, and assisting learners. The proliferation of online content, Web 2.0 tools, and multimedia resources has placed pressure on faculty to curate online multimedia resources for online students. Faculty must learn to access technical assistance and ensure assistance is provided to learners when necessary, especially those using adaptive/assistive technologies.  
  
However, there is limited research on the faculty's readiness to conduct these teaching competencies online, with variables such as community, backgrounds, organizations, and countries affecting their preparation. Further research is needed to better understand the faculty's ability to teach online effectively.(International Labor Organization, 2015).

Online teaching skills are crucial for understanding how teachers' abilities affect their online teaching methods and effectiveness. Research has shown that faculty have lower self-efficacy in selecting technical resources and higher self-efficacy in online course coordination. However, teachers still need development in these competencies to perform better.

Technology skills have evolved over time, but little research has been conducted on the trust of teachers in their use of technology with respect to their ability levels. This research includes practical knowledge of hardware, software technology, Internet expertise, and experience in online communication.(Varvel, 2011).

The study revealed that teachers in Asia were generally confident in technology skills, with high levels of skills in internet research and sharing and internet use for communication. However, the research did not provide clear results for each skill and was not conducted in the U.S., which may not represent the levels of confidence teachers in the U.S. would show.

Distance learning in post-secondary educational environments is even wider, with 7.1 million higher education students enrolled in at least one online course in 2013. Online learning applies to diverse student groups with varying academic needs, and the desire for quality education is driven by the desire to provide all students with quality education regardless of place and time. The need for adaptive learning environments for future hospitalized learners, single parents, expelled students, and dropouts has resulted in an increase in distance learning courses and programs available. Online learning will build educational opportunities for individuals who may have faced insurmountable obstacles before online educational programs expanded. (Fein & Logan, 2013).

Online learning is a complex and challenging process that requires both external factors like course structure and intrinsic motivational factors. Self-regulation and motivation are crucial for online course success, as they help students prepare, track, and evaluate their strategies for behavior, cognition, and learning. However, self-regulation alone is not sufficient; students must be driven to use self-regulatory techniques to excel in the academic field of online courses. Unregulated students may exhibit academic procrastination, increase disorganization, and use fewer cognitive and metacognitive approaches to achieve their learning goals.  
  
Designing an online course is as complex as traditional classroom environments, and it may not be the wisest course of action to replicate the conventional classroom in an online environment. Course designers should draw on the opportunities the online world can deliver and mitigate environmental-specific challenges.(Visser, 2012).

Communication is essential for successful online courses, with engagement and connectivity being critical factors contributing to improved student satisfaction and motivation. There are three main areas for interaction between the learner and the teacher, the learner and other learners, and the learner and the content. Learner-to-content interaction is the most common interaction in online settings, and virtual teachers can orchestrate the learning environment through synchronous and asynchronous interactions.

Maintaining interest in a course online is another obstacle faced by online learners. Students lacking in flexibility and self-motivation have lower performance rates overall than their peers. Successful students have stronger convictions, greater self-responsibility, higher self-organization abilities, and better technical skills and access. Knowing learning styles and self-conduct is important for evaluating one's progress in an online course.

This study aimed to examine teachers' preparedness and confidence in teaching online classes under distance learning modality. It sought to answer questions about subject design, subject communication, time management, technical competence, hardware and software, internet skills, and communications. The hypothesis was that there is no significant relationship between teachers preparedness and teachers' confidence in online teaching in the new normal.(Coppola et al., 2012). Visser's (2011)

The significance of the study lies in its ability to help Education Program Supervisors, Public Schools District Supervisors, School Heads, and teachers determine the efficiency of online classes towards students' academic performance. The findings could serve as a basis for critical considerations in the formulation, implementation, and evaluation of educational mandates and policies to recognize online classes as a new type of learning in the modern standard age of education.

The study focused on the teachers' preparedness and teachers' confidence in teaching online in the Matanao I District, with respondents being Public school teachers from Davao del Sur Division. Due to the global pandemic, the study followed the Inter-Agency Task Force (IATF) protocol in conducting research through fase masks and face shields in didtributing survey questionnaires. (Young, 2011).  
  
The conceptual framework of the study showed the presumed relationships of the independent variable teacher's preparedness on teachers' confidence in teaching online classes under distance learning modality. Teachers' confidence refers to one's feelings about their abilities to perform a task, while teachers' preparedness refers to the state of being ready for some purpose, use or activity before performing an activity.  
  
In conclusion, this study provides valuable insights into the relationship between teachers' preparedness and confidence in online teaching in the new normal. It also highlights the importance of addressing the challenges faced by online learners and promoting a more inclusive and effective learning environment.

1. **Methods**

Online teaching is a complex and multifaceted field that requires a diverse range of skills and competencies. Many institutions use preparation tools to assess teachers' readiness to teach online, but these tools are not routinely reviewed or empirically evaluated. Research has shown that teachers are often unqualified to teach properly online, and new online teaching faculties often feel a lack of preparation for online teaching.

The importance of these competencies lies in their ability to teach effectively in virtual environments. Berge's early research (2012) identified four competency areas: pedagogical, psychological, managerial, and scientific. According to Guasch et al. (2012), online faculty assume a design/planning role, social function, instructive function, technical domain, and management domain.

Subject design is a crucial aspect of online teaching, as it involves course execution, facilitation, and assessment. Course design includes preparing instruction with course goals, instructional methods, exercises, and target alignment tests. Faculty must also consider the impact of resources on student learning and decide whether to update tests for the online course. Courses also have ranking requirements for students, and instructors must create a structured course that clearly outlines the course's goals, structure, content, events, tests, resources, and interaction elements.

Subject communication is essential for effective online teaching, and faculty must be able to relate to students within the specified learning modality through writing and/or audio. Time management is another important aspect of online teaching, as it requires adequate time-management skills to avoid lifestyle commitments. First-timers face longer course design and planning times, as all course objectives, content, activities, and assessments must be redesigned for an online format.

Top-five teachers spend much of their time reviewing learners' achievement of learning goals, providing input, inserting questions encouraging higher-order thought, and offering assignment directions. Faculty devote extra time outside of class to help students succeed, including answering concerns about technological challenges. Faculty frequently spend time outside the classroom, paying attention to student performance information and maintaining correct records and grade books.

Technical competence is technology-specific, separate from pedagogy, and provides expertise in using apps, synchronous and asynchronous applications, operating systems, learning systems and devices, web browsers, and security updates. The proliferation of online content, Web 2.0 tools, and learning materials based on audio and video has placed pressure on faculty to curate online multimedia resources for online students. Faculty must learn how to pick, organize, use, and create videos for seminars, presentations, and demonstrations. Further technical skills, such as instructional websites and interactive learning environments, are required to develop courses that supplement or replace classroom lectures with online content.

Technological problems and the time it takes to type text for instruction or contact can also cause staff irritation. Faculty must learn to access technical assistance and ensure assistance is provided to learners when necessary, especially students who use adaptive/assistive technologies. As online grade books become a standard, faculty are increasingly required to manage Web-based enrollment courses.

However, there is minimal research on the faculty's readiness to conduct these teaching competencies online, and these competencies may vary by community, backgrounds, organizations, and countries. Therefore, further research is needed to better understand the ability of faculty to teach online effectively.

Confidence in teaching online is a crucial aspect of online education, as it helps teachers understand how their abilities affect their teaching methods and effectiveness. Research has shown that faculty have lower self-efficacy in selecting technical resources and higher self-efficacy in online course coordination. However, teachers still need development in online teaching to perform better.

Technology skills have evolved over the years, but little work has been done on the trust of teachers in their use of technology with respect to their ability levels. This research includes practical knowledge of hardware, software technology, Internet expertise, and experience in online communication. Areas such as word processing, spreadsheets, and slide presentations are listed within the necessary ICT skills section, while advanced ICT skills include graphics animation skills, multimedia design and production.

The use of the internet to access and exchange knowledge refers to the capacity of teachers to find relevant information and disseminate the information to others. Internet connectivity use refers to the ability to use email, chat rooms, social networking, online cameras, and teleconferencing. A study revealed that teachers in Asia were generally confident in technology skills, but the research did not provide clear results for each particular skill. The final drawback of this analysis was that the research was not performed in the U.S., thus not representing the levels of confidence that teachers in the U.S. would show.

Online learning is particularly relevant in post-secondary educational environments, with the number of higher education students enrolled in at least one online course being above 7.1 million, around 33% of higher education students. Online learning applies to diverse student groups with varying academic needs which are inadequate or incapable of reaching conventional education classes. The desire for online courses stems from a drive to provide all students with quality education, regardless of the place and time.

The design of online courses is as complex as the conventional environments in the classroom. It is a challenging undertaking to design and teach an online course that supports the students and produces positive learning outcomes. Course designers should draw on the opportunities the online world can deliver and mitigate environmental-specific challenges.

From the very beginning, subjects should be well structured and have clear guidance and expectations for the students. Teachers will identify areas of possible conflict and disregard contradictory instructions prior to the course beginning. Misunderstandings can be reduced by providing a detailed syllabus, course schedule, useful links, and details on the course that are divided into digestible parts.

Communication is one of the most important elements of a practical online course. The success of an online course has established engagement and connectivity as critical factors, contributing to improved student satisfaction and motivation. There will be three main areas for the interaction between the learner and the teacher, the learner and other learners, and the learner and the content.

In conclusion, confidence in teaching online is a critical factor in online education. While there may be no noticeable difference in learning when comparing an online class session to an in-class session, some students found a difference in community and peer interaction between the two settings.

Technology is a crucial field that can be easily integrated into daily life, but it is not widely used due to the lack of financial means to access it. The increasing ratio of computers and electronic devices to students will lead to disadvantaged individuals gaining access to online global knowledge. Technological familiarity may bridge the gap between rich and poor, experienced and unworldly.

Maintaining interest in online courses is another obstacle faced by online learners. Students lacking in flexibility and self-motivation have lower performance rates overall than their peers. Successful students seem to have stronger convictions, greater self-responsibility, higher self-organization abilities, and better technical skills and access. Knowing learning styles and self-conduct is important to evaluating one's progress in an online course.

Job online training tends to be concentrated reading and writing, which can be daunting for students with poor reading abilities. Another obstacle is the absence of an instructor at a given place and the time given over the whole semester. Some online learners experience a learning curve when they first become acclimated by asking questions in various forums, rather than in a traditional face-to-face setting in the classroom.  
  
*Theoretical lens*

John Dewey (1910) proposed a unique connection between learning theory and instructional technology based on science in How We Think. He suggested that thinking is innate and automatic and cannot be taught. However, thinking can be developed and critical thinking skills can be taught, making it essential to teach information in an encouraging and stimulating environment. Schools must be places where curiosity can be social and thoughts are flexible, not where curiosity is lost because of mundane, monotonous book study.

Edward Thorndike (1910) proposed the Laws and Connectionism Theory, which described psychology as a science that primarily studied “the intellects, characters, and behavior of animals including man.” This perspective identified psychology as it related to the changes in intelligence, personalities, and behaviors of people, and how the science of psychology makes a contribution to education in all the following categories: aims, materials, means, and methods.

May and Doob (1937) proposed the cooperative and collaborative learning theory, which focuses on the psychology of attainment or achievement and aspiration of the individuals. Bandura (1977, 1986) developed the concept of self-efficacy, which was based on his social development theory.  
  
Effective research is grounded in well considered theoretical perspectives that take into account both local and global theoreticians. The psychology of learning and how learners think supports the idea of mobile learning, as individuals explore learning through hands-on experimentation, group interaction, competition and teamwork, and connecting with past experiences. Self-efficacy and the actions of performing tasks are the underpinning factor for teachers' confidence in performing tasks necessary using mobile technology.

As technologies advance and become more prevalent, researchers have begun using multiple learning theories to support their studies. The Constructivist Theory, broken down into cognitive (associated with Piaget) and social constructivism (associated with Vygotsky), emphasizes individual acquisition of knowledge and social interaction as a prerequisite for cognitive development and intrinsic absorption of ideas and thinking. Connectivism, coined as “the learning theory for the digital age,” takes into consideration the newer ways individuals learn through the perspectives of others, taking into account relationships, collaboration, and connections to prior knowledge, acquiring current information, and using mobile devices for lifelong learning.

This chapter presents the research design, research respondents, research instrument, data gathering procedure, and data analysis used in a study to determine teachers' preparedness and confidence in online teaching in Matanao District, Davao del Sur Division. The non-experimental quantitative design was employed, using a descriptive method of research with a modified standardized survey questionnaire. The main tool was adapted and modified to suit the concept, place, situation, and ideas of the study.

The researchers used a sample size of 100 secondary teachers from Matanao District, Davao del Division who have been in service for three years and are considered permanent employees. A purposive sampling technique was used to obtain a sample size of 100. The respondents were all secondary teachers who deliver the teaching-learning process in online modality.

Research instruments included adapted questionnaires from Wang (2019) and Gonzales (2018), which were modified to suit the concept, place, situation, and ideas of the present study. The draft of the research instrument was submitted to the research adviser for comments, suggestions, and recommendations. The final copy of the research survey questionnaire was validated by a panel of experts for approval. The final revision was made by incorporating all corrections, comments, and suggestions given by the experts before distribution and administration.

The draft of the questionnaire was presented and evaluated by some expert validators, who provided a standard evaluation tool to rate, comment, and suggest for improvement and development. The results of validation and the draft of the research instrument were submitted to the research adviser for comments and suggestions. The questionnaire was then returned to the researcher for finalization.

Pilot testing was conducted in Matanao National High School to establish the reliability and validity of the test instrument. The questionnaire was designed and modified to suit the needs of the respondents.

This study aimed to investigate the effect of teachers' preparedness in teaching online in terms of subject design, communication, time management, and technical competence. The researchers used an adapted and modified questionnaires to gather information on the teachers' confidence in online teaching in Matanao District, Davao del Sur Division. The questionnaire used a 5-point Likert scale to determine the effect of teachers' preparedness on their confidence in online teaching in the new normal.

The data was analyzed using the five-point Likert scale, which ranged from 4.20 to 5.00. The scale indicated that teachers' preparedness in teaching online is always manifested, while it can be moderately or rarely manifested. The study also followed strict compliance with the Inter-Agency Task Force (AITF) for the management of emerging infectious diseases.

Data collection procedures included obtaining permission from the Schools Division Superintendent of Davao del Sur Division to conduct an online survey to secondary school teachers in Matanao I, District. The researcher personally administered the research, conducted the survey, and retrieved the data through an online platform. The survey questionnaire was sent via email to the respondents, and a copy of the letter presented was secured from the principals to confirm the researcher's honesty in conducting and collecting the data.

The statistical tools used in the study were mean, Pearson's r, and regression. Mean measures the level of teachers' preparedness and confidence in teaching using online modality. Pearson's r is a linear correlation tool used to determine the significant relationship between teachers' preparedness and confidence in online modality. Regression is used to determine the domain of teachers' preparedness that best predicts which influence their confidence in teaching using online modality.

In conclusion, this study provides valuable insights into the factors influencing teachers' preparedness and confidence in online teaching in the new normal. By utilizing these tools, the researchers hope to provide valuable insights into the challenges and opportunities faced by teachers in the digital age.

**III. Results**

This chapter presents the problems in the Homeroom Guidance implementation and learner development domains. The study focuses on the implementation of the Homeroom Guidance program through various platforms, with the highest mean ratings obtained being 4.88. The study also found that the teachers demonstrated mastery of the program through different modalities, but the implementation of modules and following the MELC schedule was rarely manifested.

The findings of the study align with Memo. No. 10155 (2020), which mandates the curriculum to be Homeroom Guidance most essential learning competencies (MELC) compliance. The competencies pertain to concerns or issues affecting learners' individuality, relationships with others, and their interaction with the community. The MELC equips learners with foundation for personal and social growth as they progress through school and into adulthood.

However, the findings do not conform to Memo. No. 10155 (2020) on the distribution of modules due to time constraints. Modules were provided to learners that did not conform with the timetable and MELC schedule.

In terms of the delivery process, the study found that the teachers communicated clearly and effectively to the learners' level, responded appropriately to their questions and comments, attended to their needs in different modality, provided minimal yet sufficient information to successfully complete their task, and explained important ideas in a clear and practical way. The overall mean of 3.89 with the descriptive equivalent of Extensive means that the delivery process was often manifested. The teachers communicated clearly and effectively the lesson to the learners, and the students were required to have their journal to monitor their feedback and comments of the lesson.

The findings align with McDonald, et. al., (2017), who expressed that to ensure that curriculum innovations are implemented, instructional practices should be aligned to the specific learning goals provided in the curriculum. Curricular implementation encompasses different components, including the delivery of the curriculum through resources and instructional practices. Early et.al. (2014) concluded that the alignment of the curriculum should address the needs of learners, and Homeroom Guidance activities should be delivered clearly and in a practical way.

Hausermann & Stick (2013) added that the Homeroom Guidance delivery process should be structured learning experience, collaborative, experiential, supervised, in-depth, and provide learners with opportunities to learn and demonstrate attainment of the competencies. Overall, the findings of this study contribute to the understanding of the challenges faced in implementing the Homeroom Guidance program effectively.

The Homeroom Guidance program implementation was evaluated based on the following indicators: Able to maximize evaluation results for learners' achievement, See to ensure they can track their progress, and Monitoring results are utilized to improved program delivery. Three items under this indicator garnered mean results of extensive, meaning the teachers often manifested maximization of the evaluation result and effectively communicated the evaluation process to the learners. However, two items under this indicator garnered mean results of moderately extensive, meaning that the teachers were not able to communicate the evaluation results so that learners could track their progress all the time.

The overall mean of 3.42 with the descriptive equivalent of Extensive indicates that Homeroom Guidance implementation in terms of evaluation of learner's development are often manifested. Furthermore, explaining to the learners their evaluation results encourages them to strive harder.

The findings align with the statement of Midgley et al (2001), who believed that teachers should make sure that the learner is oriented on the learning objectives and how they will be evaluated. This aligns with the study of George, Hall, & Stiegelbauer (2013), which published and described that learning development evaluation should have multiple methods of assessment to engage learners in their own growth. This way, monitoring results are utilized to improved program delivery.

Feedback was presented in Table 4 with the statements in the indicators logically presented from the highest to lowest mean rating obtained namely: provide individual attention when appropriate via different platforms with a mean of 4.37; relate lesson to learner's daily life experiences with a mean of 4.26; encourage the learner to apply their realizations on the lesson with a mean of 4.16; proper coordination, planning, and feedback system are being enforced with a mean of 4.14; provide adequate feedback, reflections and encouragement on progress with a mean of 3.76 as the lowest.

According to Marzano (2017), in order for learner evaluation to improve learning, accurate analysis of evaluation results must be followed by feedback to the learner and teacher. Feedback to be effective must have a positive impact on the learners, manifesting in how they apply their realizations in daily life experiences. Lessons should be related to the life experiences of learners to provide the best learning opportunities.

In conclusion, the Homeroom Guidance program implementation was found to be effective in evaluating learners' development, providing feedback, and enhancing learning outcomes.

The summary on transformational leadership in the Homeroom Guidance implementation is presented in Table 5, with an overall mean rating of 4.18. The program addresses the development needs of learners, promoting rational thinking, healthy behavior, and a positive disposition. It addresses issues like academic failure, drug addiction, online and social media addiction, and confusion in career choice.

The results support the idea of Homeroom Guidance as an organized segment of school's guidance services, providing advisers with competencies to address non-formal learning areas. Studies have shown that learners who underwent the Homeroom Guidance program that emphasized cognitive, social, and self-management skills consistently exhibited good performance in class, with significant changes in behavior, attitude, and knowledge in areas such as goal-setting, problem-solving, career exploration, and school resources.

In terms of learner developmental domains, Table 6 presents data on learner developmental domains in terms of academic development. The indicators are logically presented from highest to lowest mean ratings, indicating that the academic development domain is often manifested. This result reveals that teachers in Alamanda East District significantly showed that the academic related needs of learners were addressed. They were able to provide activities and strategies to support and maximize each learner's ability to learn.

The second important indicator under the academic development domain is to provide materials that will develop the problem-solving skills of the learners. The findings suggest that teachers would take the opportunity to enhance the teaching process for the learners to develop best their problem-solving skills.

The results of the study are congruent to the idea of Regner et al., (2007), who posited that teachers should prepare lessons that will enhance critical thinking to develop and hone their cognitive skills. Lesson plans are the teacher's road map of what learners need to learn and how it will be done effectively. Teachers who plan their lessons effectively tend to use classroom strategies that are well organized and student-centered, with a positive link between lesson planning and student achievement.

The results of the study are congruent to the idea of Wolters (2004), who proposed that learners should be provided with a learning environment where they feel comfortable asking questions. Teachers should promote communication among learners via different platforms to develop their desire and help them explore things they are passionate about. Encourage learners to apply their learnings to daily life, such as thinking and reasoning skills by asking open-ended questions and teaching them to expand on their thought processes.

The study focuses on the effectiveness of teacher efficacy in terms of collegial leadership, personal and social development, and career development. The data is presented in Tables 7 and 8, with each domain having its own mean rating.

The academic development domain has an overall mean of 4.10, indicating that teachers have provided activities and materials that enhance critical thinking and are updated on the new trend in instruction delivery via different modality. This aligns with the report of Fabes, Gaetner & Popp (2006), who stressed that personal and social development pertains to concerns affecting individuality, relationships with others, and their interaction with the community. Teachers must consider learners' individuality in providing tasks, taking into consideration their interests.

In terms of career development, the data shows that teachers rarely manifest their knowledge and talents of their learners and give them opportunities to develop them, as face-to-face interactions are not possible in our current educational situation. The overall mean of 2.85, with a moderately extensive mean, means that teachers have delivered their role and its significance on the career development of learners.

Skorikov & Vondracek (2007) emphasize that the career development of learners must be established as early as school age, involving the acquisition of skills, knowledge, and attitudes that prepared them for the future. In the new normal, teachers should know the talents and interests of every learner and provide them the avenue to develop them.

The summary of the learner developmental domains in Table 9 shows an overall mean of 3.72, with three indicators: academic development domain (4.18), personal and social development domain (4.12), and career development domain (2.82). Two of these indicators are with descriptive equivalents of extensive, while one has a moderately extensive meaning.

In conclusion, the study highlights the importance of teacher efficacy in enhancing the academic and personal development domains of learners. Teachers should consider learners' individuality, relationships with others, and interactions with the community to prepare them for the real world. By providing activities that create opportunities for learning transfer to the workplace, teachers can help students develop their skills and knowledge for the future.

The study aimed to examine the impact of Homeroom Guidance (HG) programs on learners' academic, personal, and social development. The results showed that HG programs significantly contributed to the growth and change of learners in these domains. However, there was a need for more opportunities to nurture learners' talents and skills in career development. This is because change typically occurs in other domains gradually.

Goddard et al. (2004) posited that during early childhood, children often struggle with seeking out and learning about careers. Teachers need to exert effort to provide opportunities for children to learn about their career choices and the extent to which they are suitable or less suitable choices. The curriculum should provide various competencies that address this concern. HG programs can be a tool to prepare youth for the future.

Markovic et al. (2000) stated that a good Homeroom Guidance program gives learners the freedom to recognize their capabilities and individual potentials to prepare them for a clear career path. Mismatching of talents and skills and career job opportunities happens when the learner is not given the opportunity to hone their talents and skills during school. One of the goals of the Homeroom Guidance program is to prepare young minds pertaining to their occupational goals and world of work.

The significant relationship between Homeroom Guidance implementation and learner developmental domains was found to be almost substantial or definite. The greater the Homeroom Guidance implementation in school, the greater the learner developmental domains. This is supported by Baker & Gerler (2010) who proposed that Homeroom Guidance program in school the curriculum is a significant factor in improving the learner developmental domains. The program considers societal factors and the learner developmental needs, aligning with the current needs of the learners.

The Homeroom Guidance program provides multiple opportunities for developing learners' wellbeing and emotional and intellectual attachment to society. Baker & Gerler (2001) stated that Homeroom Guidance program is a responsive program that equips learners with competencies to address their developmental needs in terms of academic, personal, and social interactions and career path.

The significant influence of Homeroom Guidance implementation on learner developmental domains was found to be statistically significant. The f-ratio was equal to 5.085, which suggests that the null hypothesis is rejected, meaning that the Homeroom Guidance implementation significantly influences learner developmental domains.

Transformational leadership also had a significant influence on teacher efficacy. Mendoza (2003) argued that Homeroom Guidance can provide societal factors that affect learners' developmental needs. Curriculum implementation greatly influenced the academic development of learners. A strong interpersonal relationship between teachers and learners is necessary for providing a conducive environment that communicates clearly and effectively the goals of the program at the level of the learners.

Carey and Dimmitt (2012) found that homeroom guidance affects learners' success in school academically and behaviorally. This improvement can be attributed to the learners' access to the program regardless of their economic status, as they tend to identify their future career paths.

**IV Discussions**

This chapter discusses the research and results of a study aimed at determining the level of Homeroom Guidance program implementation as determinants of learner developmental domains in Alamada East District. The findings reveal that Homeroom Guidance implementation is extensive, addressing the developmental needs of learners such as academic failure, drug addiction, gangsterism, online and social media addiction, and confusion in career choice. However, the dependent variable, learner developmental domains in terms of academic development and personal and social development, is sometimes manifested.

The study concludes that there is a significant relationship between Homeroom Guidance implementation on learner developmental domains, with effective implementation significantly influencing the learner's developmental domains. A positive correlation occurs when an increase in two variables and decreases simultaneously. The Homeroom Guidance program is statistically significant to the learner's developmental domains.

To improve the effectiveness of Homeroom Guidance, the Department of Education should create effective evaluation mechanisms or guidelines in the implementation of the program. Teachers should provide activities that establish the career path of learners even at an early age, acquiring skills, knowledge, and attitudes that prepare them for the work world. Teachers should deliver their role and its significance on the career development of learners, as they are the key person in the classroom making a difference for the improvement of the lives of learners.

Teachers should exert effort to provide opportunities for children to learn about careers and the extent to which they are the more suitable or less suitable choice. Schools should have parent's day to strengthen the relationship between parents, learners, and the school community. Teachers should have a positive attitude and know how to encourage learners to show their talents and abilities in interpersonal relationships.

Students should be encouraged to express themselves in class and be raised to higher levels through interesting and meaningful learning experiences. Finally, a similar or comparative study exploring other indicators is suggested to find other factors that would enhance learner developmental domains.

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