Dimensions of Pedagogical Skills of Teachers in the New Normal: An Exploratory Sequential Design.

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ABSTRACT

The purpose of this study was to ascertain the dimensions of pedagogical skills of teachers in the new normal using exploratory sequential design. The researcher found that teachers' pedagogical skills increase classroom instruction, leading to higher pupil achievement. The 17 respondents were purposely selected, and Ten teachers where s assigned to in-depth-interview and seven to focus group discussions, while three hundred respondents were randomly selected and assigned equally to Exploratory Factor Analysis (EFA). Results revealed from the thematic analysis that eight important themes arose from the lived experiences of teachers' pedagogical skills in the new normal: E-learning, Modular Distance Learning, Home Visitation, Collegial Teaching Practices, Compassionate Teaching, Systematic Teaching Approach, Slow Internet Connection, and Professional Development. Moreover, results revealed from the Exploratory Factor Analysis (EFA) that there were two underlying dimensions Pedagogical Skills Enhancement and Technological Differentiated Instructions. It indicates that differentiated teaching is a more effective way to enhance teachers' pedagogy. It improves their skills and ideas, uses time and resources efficiently, and teaches them appropriate teaching techniques. On the other side, pedagogical skills improve classroom instruction. Effective pedagogy enhances the teaching and learning process. Also, the final instrument, which can be used to measure the Pedagogical Skills of Teachers in the New Normal, had a high-reliability score of 94% and contains two dimensions with a total of 23 items as a final tool. This means that these items are appropriate and pass the study's face validity for measuring tools. Therefore, the researcher concluded that differentiated instruction is a more effective pedagogical development approach for teachers. It promotes the development of their skills and ideas and makes efficient use of excellent pedagogical skills.

Keywords: *Pedagogical Skills, Technological Differentiated Instructions, Exploratory Factor Analysis, President Roxas, North Cotabato Division.*

INTRODUCTION

Most educators in global education have confronted substantial hurdles and concerns when it comes to imposing pedagogical skills involved in the teaching learning process. According to empirical study, over 95% of instructors struggled to adapt to the new normal in terms of pedagogical abilities. Teachers were found to be apprehensive as a result of previous technological concerns, poor teaching techniques, inadequate use of teaching aids, and a lack of awareness of the many learning hurdles among students. Teachers may confront more serious classroom challenges when it comes to implementing ineffective instructional methods (Alter, 2020).

However, several studies underline the importance of a teacher's pedagogical skills in the teaching and learning process. Teachers must possess pedagogical skills since they enhance the level of education they deliver in the classroom. Effective pedagogical abilities may enhance teaching and learning techniques. Pedagogical talents relate to a teacher's capacity to instruct students and manage their classroom. Teachers should be well-versed in the subject matter, maintain open lines of contact with parents, and collaborate with their peers to develop norms that are both fair and consistent (Nancy, 2019).

Pedagogical skills may include the capacity to educate others. Teachers need certain skills and abilities to teach and aid students in learning. When these skills are applied, instruction is more effective and efficient. Before driving on public roads, prospective drivers must get a driver's license. The same is true for instructors-to-be who want to work in a classroom environment. True, not everyone is qualified to teach. As a consequence, students may connect to and learn from their teachers due to the fact that they possess traits. Mastery of educational strategies is necessary for teaching (Castro, 2022).

Meanwhile, educational institutions have convinced instructors, particularly in the Philippines, that adjusting courses to new forms and durations requires a problem-solving and troubleshooting approach, which we refer to as pandemic pedagogy. As part of this idea, educators have taken initiatives to reduce student and teacher tiredness and anxiety. Pandemic pedagogy is more than simply a classroom rearrangement. Effective pedagogy employs technology-mediated learning platforms to improve instructional continuity and classroom inclusiveness. Because of these results, it may be necessary to reconsider the role of Asia's educational institutions in the global information society (Gbagi, 2021).

Educationally, it is essential to comprehend the qualities of instructors' pedagogical skills in the New Normal in relation to various teaching methodologies. Taking a wide perspective of teacher pedagogical talents may not, however, provide educators with the necessary knowledge to conduct effective pedagogies. Instead, there is a need to focus on certain aspects of instructors' teaching abilities, such as imposing successful strategies on students, because those with high levels of engagement and a deeper understanding of imposing instructional pedagogies are more likely to embrace change and select the best alternative. Examining the aspects of teachers' pedagogical abilities enables one to shift the focus from teachers' broad notions of their capacity to execute a range of activities to their perceptions of their competence to execute certain types of tasks (Henson et al., 2020).

METHODS

Research Design

This study used a mixed method more precisely an exploratory sequential design. Mixed methods research is often referred to as the third methodological orientation,' since it combines the advantages of qualitative and quantitative research (Teddlie and Tashakkori, 2008). The combination of quantitative and qualitative methodologies is thought to give a more complete knowledge of study challenges than either strategy alone (Creswell & Clark, 2007). Mixed method research is gathering, analyzing, and interpreting data in a single study or series of studies using both quantitative and qualitative approaches to analyze a phenomenon or try to answer a research question. For mixed methods research to be effective, the methodology used must have complementary strengths and distinct shortcomings. This results in a full examination of the study topic from a variety of angles and provides a fuller picture when reviewing the outcomes (CIRT, 2018).

Respondents

The respondents in this study were the selected teachers in selected schools from President Roxas, North Cotabato Division. The study investigated the Dimensions of

Pedagogical Skills of Teachers in the New Normal; the transcribed recorded discussions from the in-depth interview and focus group discussion with participants will serve as the project's research corpus. This IDI and FGD will be regarded the first step of data collecting in accordance with the qualitative research design. Ten (10) teachers will participate in the in-depth interview (IDI). It featured a fresh group of seven (7) teachers in a focus group discussion. Purposive sampling was used to choose participants for the IDI and FGD. Purposive sampling is a kind of non-probability sampling in which the sample is chosen depending on the characteristics of the population and the study's purpose. Purposive sampling is often referred to as selective, judging, or subjectivity sampling (Crossman, 2018). The collected material will be transcribed and analyzed thematically.

The sample size in qualitative research is often minimal, because phenomena only need to emerge once to be included in the analytical map (Ritchie et al., 2013). It is customary to examine a few persons or a few instances (Creswell & Plano Clark, 2011). An in-depth interview is often referred to as a talk. Making it one of the most crucial methods of data collecting, no more than 10-15 individuals are interviewed individually in research employing the in-depth interview approach (Burges, 1984; Lofland & Lofland, 1995). Conversely, a focus group (FGD) was an effective method of bringing together individuals with comparable histories or experiences to explore a certain issue. A focus group's optimal size was typically between five and eight individuals (Guest et al., 2017). While some qualitative research specialists avoid discussing how many interviews are sufficient, there is much variation in what is indicated as a minimum. Numerous articles, book chapters, and books advocate and advise counsel between 5 and 50 individuals is considered appropriate (Dworkin, 2012). Consequently, the researcher agreed to have ten (10) participants for the IDI and seven (7) for the FGD.

In the quantitative strand used random sampling to choose a total of 200 respondents. Random sampling is a sampling approach that ensures that each sample has an equal chance of being picked. A random sample was intended to provide an impartial reflection of the whole population (Bennett, 2018). Two hundred (200) teachers were asked to complete a researcher-made survey questionnaire for Exploratory Factor Analysis (EFA) and there were also thirty (30) respondents to test the questionnaire's reliability prior to finalizing the measurement tool's development.

Instrument

Research instruments are tools developed by researchers to achieve their stated objectives when carrying out a research study (Edekin, 2018). In other words, research tools were created to facilitate the collecting of data for analytical purposes. To address the validity concerns associated with this design, especially the approach, I enlisted the assistance of specialists. Experts reviewed and confirmed my interview protocol question tool, checklist, and survey questions. The sampling strategy I employed to choose my participants was in conformity with the expert panels' recommendations. I supplied a copy of the transcriptions to the participants for the qualitative data to confirm that nothing had been changed to the transcription. I sought assistance from an experienced statistician for the quantitative data, particularly the statistical element. To ensure the authenticity of this investigation, all expert advice was accepted with the adviser's permission. The researcher utilized the Interview Guide Questions Tool with sub-questions for the qualitative strand. The tool was used as a guide when conducting an in-depth interview **(IDI)** with ten teachers and seven teachers for the focus group discussion **(FGD)**. This was done to address the research questions and to gather extra information that could be included into the study specification through my checklist and survey

questionnaire. The researcher used a checklist questionnaire to deliver the quantitative survey. The checklist includes items derived from the IDI, FGD, and instances from previous relevant research. The checklist will be completed by 200 teachers to be analyzed using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Following that, the findings of the checklist were utilized to create a researcher-created survey questionnaire eliciting responses from teachers on their pedagogical skills. It was established that the key themes identified in the IDI and FGD were accurate. The Interview Handbook Experts vetted the questions, checklist, and produced survey questionnaires. While the interview and measurement tools were developed to address the research objectives, their validity, credibility, and reliability were ensured and reinforced with the assistance of specialists who gave ideas for tool enhancements.

Statistical Tools

Qualitative Strand

I utilized theme analysis to analyze the qualitative data. Certain statistical methods were utilized to examine the data during the quantitative phase.

Thematic Analysis. It is a technique for detecting, evaluating, and reporting on patterns contained inside data (Braun and Clarke, 2006). It is a frequently used technique in qualitative research. In this research, I searched for patterns and themes that emerged from the transcribed in-depth interview and focus group discussion with teachers on their pedagogical skills.

Quantitative Strand

Exploratory Factor Analysis. Using Quantitative Strands (EFA). EFA is a procedure that may be used to validate the not validated scales of items in a questionnaire. SPSS facilitates this procedure. It is employed when a researcher wishes to ascertain the number of variables that are influenced by various circumstances and to determine which variables 'go together. Historically, EFA has been used to investigate the underlying factor structure of a collection of observable variables without imposing a predetermined structure on the conclusion. EFA was used to determine the underlying factor structure. EFA is a statistical approach employed in this research to identify factors and items from a checklist focusing on the pedagogical skills of teachers. After administering the checklist, the second phase of the quantitative strand used exploratory factor analysis.

Cronbach's Alpha Coefficient. This is the tool's last stage of development. Cronbach's alpha (or coefficient alpha) is a measure of dependability or internal consistency created by Lee Cronbach in 1951. This approach was used in this study to examine if the researcher-created survey questionnaire instrument on pedagogical skills made by teachers properly measured the variable of interest.

RESULTS AND DISCUSSIONS

Emerging Themes of Dimensions of Pedagogical Skills of Teachers in the New Normal

This chapter deals with presentation, analysis, and interpretation of data. It includes the emerging themes of Dimensions of Pedagogical Skills of Teachers in the New Normal.

In this study, thematic analysis was utilized to create a theme based on the replies and fundamental concepts of respondents acquired through in-depth interviews and Focus Group Discussions. As a result, eight primary themes emerged from Dimensions of Pedagogical Skills of Teachers in the New Normal namely: E- learning, Modular Distance Learning, Home Visitation, Collegial Teaching Practices, Compassionate Teaching, Systematic Teaching Approach, Slow Internet Connection, and Professional Development display in table 1 below.

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Qualitative Strand

E- learning

Most of the participants believed that e-learning is very essential as one of the main tools to deliver learning to pupils. It was found from the responses of the participants that the importance of e-learning that with the use of online learning technologies, educators may better accommodate their students' varying learning rates and preferences without sacrificing efficiency. Self-paced learning is supported, and instructors and students may collaborate to fulfill deadlines using many of the internet tools available today. Thus, the remarks of the participants reflected below.

> *"Electronic learning or the online teaching and learning Process" (IDI_P5).*
> *"As a teacher since we are in the new normal teachers conduct their class via online. Teachers teach their students with the use of different types of gadgets" (IDI_P7).*
> *"E-learning in the time of COVID-19 is very essential for my pupils" (IDI_P8).*
> *"E-learning and module is the best lived experiences of pedagogical skills in the new normal" (IDI_P10).*
> *"My experience with my pedagogical skills in the new normal is that I learned to use google classroom as the tool in teaching and learning of my class. As a 21st century teacher, it is my innovative way of checking and assessing my pupils learning even with this new normal" (FGD 1).*
> *"Our experienced in my pedagogical skills in the new normal is that learned to use different online class like google classroom as my tool in teaching and learning activities" (FGD 6).*

The comments made by the participants gave the impression that e-learning is useful to all pupils, particularly in the context of providing online lessons.Thus, the ideas of the participant is supported by Alter (2019). He pointed out that studying online encourages pupils to think critically and articulate their findings. You could improve their abilities and learn new things outside of the classroom. E-learning is crucial since it promotes the growth of both students and educators' proficiency levels.

Modular Distance Learning

Most of the participants revealed their statements that modular distance learning plays a significant role in placing academic performance of pupils. Moreover, most of the participants agreed that modular teaching is more effective in teaching learning process as compared to ordinary teaching methods. Because in this modular approach the students learn at their own pace. Hence, the significant statements of the

> *"The pedagogical skills of teachers in the new normalvwas being changed. From face-to-face classes, it was beingvshifted to modular classes as well as the pedagogical skills ofvteachers. From face-to-face lesson delivery, it was done nowvthrough distribution of*

modules without the interaction andvcollaboration with their classmates. So, the pedagogicalvskills of teachers were being less practiced during the newvnormal. Online teaching wasn't practiced as pedagogicalvskill in our station because of unavailability of gadgets ofvpupils and internet connection in the area" (IDI_P1).
"E-learning and module is the best lived experiences of pedagogical skills in the new normal" (IDI_P10).
"We experienced a lot of difficulties during the new normal with regard with my pedagogical skills. I was worried with the learning of my pupils because I couldn't teach them with my guidance Their parents act as their temporary teacher in the provided modules of their teachers. So, the pedagogical skills of teachers during the new normal wasn't that effectively utilized because of the modular delivery of learning" (FGD 2).

The statements of the participants imply that modular learning as a result, pupils are able to acquire knowledge in a more organized and useful manner. These modules are one kind of comprehensive and organized educational resource; they include a sequence of carefully crafted educational activities meant to aid students in grasping predetermined objectives.

The statements of the participants is aligned to the ideas of Abuseji (2019). He examined that modular education is a kind of student-centered learning that employs individualized lesson plans and supplemental resources. Independent study is fostered by having students engage in a variety of engaging and difficult tasks that require sustained concentration.

Home Visitation

Most respondents said they had noticed that student engagement increased after a home visit. It is a promising intervention for families at social risk who have young children. Some groups of children benefit more from the intervention's effects on development of pupil's progress in learning. Hence, the significant remarks of the participants revealed below.

"My experience during the new normal was quite challenging as being assigned as mountain teacher. It is because I had to do a house-to-house visitation just to check the status of my pupils' answers to their modules. As a teacher I do not want also that my pupils couldn't learn something while having this modular class. Considering also that their parents couldn't give their support to their children due to illiteracy also. That is why I spent my extra time and effort to assess their works for a better teaching and learning of their children" (FGD 3).
"My lived experiences during the new normal was quite tough but at the same time fulfilling. It was because I had to a home visitation to my pupils who couldn't afford to go to school just to get their weekly modules and worksheets. As their teacher, I couldn't help but to do my responsibility and sacrifice my extra time to bring their modules for them to learn something. And to make my home visitation valuable, I also give time to teach them how to read and write. And what it makes it fulfilling is the wholeheartedly offering foods of their parents as their sign of thankfulness before I leave to their individual home" (FGD 4).

Participants' responses suggest that home visits serve a substantial influence in enhancing students' academic success. It was also suggested that home visits encourage

students and provide them the possibility and opportunity to study successfully at their own speed.

Moreover, the participants responses are supported by Darling-Hammond (2020). He examined that home visiting programs help minimize the negative impacts of toxic stress, hence improving parental abilities and promoting early infant development. Home visiting services are created and executed to assist families in establishing an environment that fosters the healthy development and growth of children. Families and caregivers are targeted to increase child development, boost school preparation, and foster healthy parent-child relationships. Elevated home visiting programs may offer child developmental and family services that decrease risk and enhance protective factors, even though programs vary in their strategy, populations served, and targeted goals

Collegial Teaching Practices

Which have been identified as the most crucial for all educators to master as part of the new normal in terms of pedagogical competence. The vast majority of those who took part in the study agreed that sharing ideas and working with colleagues had helped them become more effective educators. Thus, the statements of the participants reflected below.

> *"The common teachers' pedagogical skills are collaboration because teaching is a collective job where teachers and students work together to achieve the best outcome" (IDI_P4).*
> *"The common teachers' pedagogical skills are effective communication skill, collaboration with colleagues, creative thinking, the ability to adapt, and dedication and a strong work ethic" (IDI_P9).*
> *"Integrative and collaborative teaching are common pedagogical skills of teachers" (FGD 1)*
> *"Some of the common pedagogical skills of teachers are collaborative teaching, technology integration of teaching and demonstrative teaching" (FGD 2).*
> *"Some of the common pedagogical skills of teachers are both teaching and learning relationships between teachers and students is also very important. Because good teaching creates learning that is constantly demands more and pushes student to succeed" (FGD 6).*

The responses of the participants suggest that connections with coworkers are a significant factor in both job satisfaction and organizational success. Thus, collegiality is an important aspect of both individual and societal well-being.

Thus, the statements is associated with the ideas of Goldhaber (2020). He claimed that teachers who have a strong sense of solidarity are more likely to be inspired and less likely to experience burnout. It strengthens relationships inside the group and fosters a feeling of community among its members. In schools with strong collegial cultures, educators are more likely to invest in their students' academic and professional development.

Compassionate Teaching

Most of the participants believed that teaching with compassion makes every pupil enhanced their learning. Teachers fulfill their responsibilities as worth emulating. Thus, the statements of the participants depicted below.

> *"Compassion and ability to read students problems and learning difficulties. I think is the teachers' common pedagogical skills" (IDI_P2).*

> *"Compassion and the ability to emphasize with the students learning difficulties giving attention to those who are poor academically so that nobody will be left behind. The social media awakens the public on how to deal with students properly" (IDI_P6).*

The remarks of the participants imply that compassion for teaching is essential since kids are complex individuals attempting to manage several personalities. When a student is at school, these identities are in a constant struggle for precedence, and every so often, one identity supplants another.

The remarks of the participants are supported by Amusan (2019). He pointed out that a genuine personality is one who takes an interest in others and tries to help them improve their lives by providing them with a sense of safety, acceptance, and purpose. Therefore, kindness and empathy are so important in the classroom, where they benefit everyone involved.

Systematic Teaching Approach

Most of the participants believed that this approach involves breaking down a skill into its component parts so that pupils may more readily absorb and apply the knowledge they gain. This method aids pupils in grasping the steps required to accomplish a certain mission. Thus, the ideas of the participants reflected below.

> *"The common teachers' pedagogical skills of teachers should be systematic it includes explicit/modelling teaching, differentiated teaching, and online teaching" (IDI_P1).*
> *"Capacity to plan, initiate, differentiation, capacity to connect, communication, leadership, understanding of the subject in order to be systematic" (IDI_P3).*
> *"The ability to plan, start lead and develop education and teaching on the foundation of both general and subject- specific knowledge of student learning is thus included the pedagogical competencies. The ability to link of the teaching to relevant research in the field is another aspect of pedagogical skills" (IDI_P10)*

Participants' thoughts suggest that a systematic method to teaching follows a well-thought-out sequence, starting with simpler activities and progressing to more complex ones, and dividing up increasingly complex abilities into manageable chunks. Thus, the participants statement is anchored to Howley, C. (2021). Interrelationships between ideas, approaches, and fields of study are made possible by a systemic approach to education. It improves both the depth and breadth of one's knowledge of chemistry, and it leads to a more global way of thinking. When used to the evaluation of instructional methods, it shows remarkable efficacy.

Slow Internet Connection

Participants agreed that sluggish internet speeds are a barrier to students' ability to learn. Students in remote regions who don't have access to fast Internet may lag farther behind their urban counterparts.

> *"Means of communication, unstable internet connection, interest and behaviour of students, classroom structuring and lay out, reading/numeracy ability and differentiating pupils' level of learning" (IDI_P3).*

> *"I experienced adjustments in teaching and learning designs guided by the policies implemented by the institutions. Most of my students had difficulty complying with the learning activities and requirements due to limited or internet connectivity" (IDI_P4).*
>
> *"The challenges that I have encountered is the slow internet connection and devices" (IDI_P8).*
>
> *"Learners' reading/numeracy skills, comprehension skills, different behavior of pupils, slow/unstable internet connection and lack of follow up at home" (FGD 4).*

The ideas of the participants imply that slow connection makes pupils many ways that a lack of internet access can affect their academic performance. Participants agreed that sluggish internet speeds are a barrier to students' ability to learn. Students in remote regions who don't have access to fast Internet may lag farther behind their learning potentials.

The idea of the participant is connected to Mastropieri (2020). He believed that slow internet can affects pupils' performance in learning. However, Students benefit greatly from Internet usage because of the wealth of information it offers, much of it is directly applicable to and helpful in their academic pursuits. It has been argued that everyone's education benefits from easier and more widespread access to information from a variety of sources located all over the globe. Students who have access to the internet are more informed and educated as a result. Furthermore, this is supposedly the cause of the pupils' academic success.

Proficiency Enhancement

Most participants agreed that professional improvement is crucial for enhancing their teaching pedagogical abilities. It demonstrates how to successfully instruct students, particularly when obstacles are faced. Consequently, the comments of the participants are represented below.

> *"I can improve my effectiveness by enhancing theses pedagogical skills through trainings and seminars in school or online" (IDI_P1).*
>
> *"I enhanced my pedagogical skills in teaching by joining online trainings which are related to effective teaching even having modular classes" (IDI_P2).*
>
> *"Conduct reading/numeracy intervention, comprehension practices, applying child-friendly strategies in disciplining pupils, constant communication to parents, reporting their child, school progress and impose strong parent-teacher relationship" (IDI_P3).*
>
> *"Equipped myself with the knowledge and skills through online/virtual trainings, seminars schooling and involving in research studies" (IDI_P4).*

The ideas of the participants imply that professional enhancement facilitate student initiative in learning settings to boost interest and motivation. Relevant, real-world learning experiences that need problem-solving, creative thinking, and management are also shown to increase student engagement.

Also, the ideas of the participant were supported by Guerriero (2019). He examined that Learning Enhancement categorizes the practices in place that demonstrate the school's

dedication to providing each student with the opportunities she needs to make meaningful learning progress.

Construction of Dimensions of Pedagogical Skills of Teachers in the New Normal Scale

Table 1 exhibits the suggested Checklist Survey Questionnaire to be Subjected for EFA which reflected the Pedagogical Skills of Teachers in the New Normal scale components which are included in the checklist. The items reflect the fundamental topics, fundamental ideas/ assertions, issues demonstrated, and implications. There are 50 items on the survey questionnaires depicted in table 2.

Table 1
Pedagogical Skills of Teachers in the New Normal scale items

No.	Item	5	4	3	2	1
1	I used online teaching as part of my pupils learning process.					
2	I used electronic devices and other educational technology.					
3	I conduct my class through online platform.					
4	I used different types of gadgets to deliver my lessons.					
5	I found that E-learning is very useful for my pupils during Covid time.					
6	I think e-learning and modules is the best way using pedagogical skills.					
7	I learned to used Google as part of my tool in teaching.					
8	I think educational technology makes me easy to assess my pupils learning.					
9	I learned to use different online tools for my class.					
10	I provide modules to my pupils.					
11	I believed that pedagogical skills of teachers are ineffective through modular learning.					
12	I experienced that poor connectivity of internet hindrance my teaching and learning of my pupils.					
13	I was worried with the learnings of my pupils because I couldn't teach them with my guidance.					
14	In modular learning I believed that parents act as their temporary teacher in the provided modules of their teachers					
15	I believed that pedagogical skills in the new normal was effective.					
16	I found challenges in implementing modular learning.					
17	I visit house to house to deliver modules for my pupils.					
18	I spent my extra time and effort to assess their works for a better teaching and learning of my pupils.					
19	I had a home visitation to my pupils who couldn't afford to go to school.					
20	I do my responsibility and sacrifice my extra time to bring their modules for them to learn something.					
21	I also give time to teach them how to read and write.					
22	I believed that common pedagogical skills of teachers are collaboration.					
23	I believed that most effective pedagogical skills of teachers during Covid-19 was collective job between teachers, parents, and students.					
24	I believed that common teachers' pedagogical skills of teachers are effective communication skill.					
25	I believed that common teachers' pedagogical skills of teachers are collaboration with colleagues.					
26	I believed that common teachers' pedagogical skills of teachers are creative thinking.					
27	I believed that common teachers' pedagogical skills of teachers are the ability to adapt, and dedication and a strong work ethic.					

28	I believed that integrative and collaborative teaching are common pedagogical skills of teachers
29	I believed that some of the common pedagogical skills of teachers are technology integration and demonstrative teaching.
30	I believed that some of the common pedagogical skills of teachers are teaching and learning relationships between teachers and students.
31	I believed that some of the common pedagogical skills of teachers are compassion and ability to read students problems and learning difficulties.
32	I give attention to my pupils to attend their difficulties.
33	I used systematic teaching as part of my pedagogical skills.
34	I used explicit modeling teaching as part of my pedagogical skills
35	I used differentiated instruction to my pupils as part of my pedagogical skills.
36	I have the capacity to plan and initiates new ideas as part of my pedagogical skills.
37	I have the ability and capacity to connect to be systematic.
38	I used subject- specific content knowledge as part of my pedagogical skills.
39	I believed that poor internet connection hampers my pedagogical skills in teaching online.
40	I improved my pedagogical skills through trainings and seminars in school or online.
41	I enhanced my pedagogical skills in teaching by joining online trainings which are related to effective teaching even having modular classes.
42	I enhanced my pedagogical skills in teaching by doing intervention to my pupils.
43	I improved my pedagogical skills through strong parent-teacher relationship.
44	I equipped my pedagogical skills through knowledge and skills I acquired online seminars and trainings.
45	I enhanced my pedagogical skills in setting goals at my class.
46	I planned of time to ensure pupils differentiated activities is improving.
47	I should continue my studies in my master's degree and take positively all the trainings that may help me grow professionally.
48	I strengthen my pedagogical abilities by practicing in the classroom, attending school, district, or online trainings, and enrolling in a master's degree program for professional development as an educator.
49	I equipped myself with knowledge and skills I learned from seminars and trainings.
50	I used experiential learning to enhance my pedagogical skills.

Legend: 5=Strongly Agree, 4=Agree, 3=Moderately Agree, 2=Disagree, 1=Strongly Disagree

Dimensions of Pedagogical Skills of Teachers in the New Normal

Testing of the Propose Questionnaire consisting of 50- item scale on Pedagogical Skills of Teachers in the New Normal. Prior to the proposed 50-item scale for Pedagogical Skills of Teachers in the new normal underwent factor analysis, the Kaiser Meyer-Okin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity was performed. Table 3 highlighted the results.

Table 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.949
Bartlett's Test of Sphericity	Approx. Chi-Square	15296.108

	Df	1225
	Sig.	.000

The results displayed that the KMO test generated the value of .949 which is above the .5. This means the sample can be treated with EFA. Also, Bartlett's Test of Sphericity result yields a .000 significant value which tells that the data have patterned relationships, and factorability was assumed. Hence, there was empirical evidence to proceed with the factor analysis.

Derivation of Factors Structures for Pedagogical Skills of Teachers in the New Normal. To determine the number of factors, the 50-item scale was tested using an unrotated factor matrix with estimates of eigenvalues, percent of the variance, and cumulative variance. Eigenvalues represent the total amount of variance that can be explained by a given principal component. They can be positive or negative in theory, but in practice, they explain variance which is always positive (UCLA, 2021). Under the Kaiser criterion, all components are dropped with eigenvalues under 1.0, this being the eigenvalue equal to the information accounted for by an average single item (Costello & Osborne, 2005).

Meanwhile, 2 factors were identified in the model with eigenvalues above 1. The loading factor for each item corresponds to a factor score which was above .40. This means, there was a sufficient correlation between factors and variables; hence, the item can be considered as part of the particular factor.

The Table 4 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the three factors are above .4. It can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized by Hair et al. (1998) that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Table 4
Pattern Matrix Two-Factor Model

Items	Factor Loadings	
	1	2
I used explicit modeling teaching as part of my pedagogical skills.	.922	
I strengthen my pedagogical abilities by practicing in the classroom, attending school, district, or online training, and enrolling in a master's degree program for professional development as an educator.	.838	
I believed that common teachers' pedagogical skills of teachers are the ability to adapt, dedication, and a strong work ethic.	.791	
I equipped my pedagogical skills through knowledge and skills I acquired through online seminars and training.	.757	
I believed that the most effective pedagogical skills of teachers during Covid-19 was a collective job between teachers, parents, and students.	.696	

I believed that the pedagogical skills of teachers are ineffective through modular learning.	.674	
I used experiential learning to enhance my pedagogical skills.	.671	
I improved my pedagogical skills through trainings and seminars in school or online.	.573	
I enhanced my pedagogical skills in teaching by doing intervention to my pupils.	.519	
I equipped myself with knowledge and skills I learned from seminars and trainings.	.484	
I used subject- specific content knowledge as part of my pedagogical skills.	.410	
I used systematic teaching as part of my pedagogical skills.	.409	
I believed that pedagogical skills in the new normal was effective.	.408	
I used electronic devices and other educational technology.		.958
I conduct my class through online platform.		.838
I used different types of gadgets to deliver my lessons.		.794
I used online teaching as part of my pupils learning process.		.782
I think educational technology makes me easy to assess my pupils learning.		.738
I learned to used Google as part of my tool in teaching.		.659
I learned to use different online tools for my class.		.655
I have the ability and capacity to connect to be systematic.		.549
I used differentiated instruction to my pupils as part of my pedagogical skills.		.533
I planned of time to ensure pupils differentiated activities is improving.		.501

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

Reliability Test Scale.

The instrument was evaluated for reliability to determine the internal consistency of items. It can be observed in Table 5 that the overall reliability is high with a Cronbach's alpha value of .940. The subscale or dimension also is above the criteria of reliability above .70 alpha, namely Pedagogical Skills Enhancement (α=.928) and Technological Differentiated Instructions (α=.922). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have a reliability of .70 or better.

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Table 5
Reliability Analysis on Pedagogical Skills of Teachers in the New Normal

Scale	Cronbach's alpha

Pedagogical Skills Enhancement	.928
Technological Differentiated Instructions	.922
Overall Reliability	**.940**

Final Version of Pedagogical Skills of Teachers in the New Normal Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 5. From 50 items the tool was reduced to 23 items as a final tool for Pedagogical Skills of Teachers in the New Normal Scale. The analysis suggests several issues on face validity based on the factor loadings on the items. Items that have a small coefficient of less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective of the factor can be removed from the model. Also, Hair et al. (2010) loading coefficient can be set by the researcher to select only those items that best represent the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, the Pedagogical Skills of Teachers in the New Normal Questionnaire was developed. This scale consists of 23 items. Specifically, a total of 13 items for Pedagogical Skills Enhancement and 10 items for Technological Differentiated Instructions. The five-point Likert scale from 5-strongly agree to 1- strongly disagree is shown below.

Table 5
Dimensions of Pedagogical Skills of Teachers in the New Normal Questionnaire

	5	4	3	2	1
Factor 1: Pedagogical Skills Enhancement					
I used explicit modeling teaching as part of my pedagogical skills.					
I strengthen my pedagogical abilities by practicing in the classroom, attending school, district, or online training, and enrolling in a master's degree program for professional development as an educator.					
I believed that common teachers' pedagogical skills of teachers are the ability to adapt, dedication, and a strong work ethic.					
I equipped my pedagogical skills through knowledge and skills I acquired through online seminars and training.					
I believed that the most effective pedagogical skills of teachers during Covid-19 was a collective job between teachers, parents, and students.					
I believed that the pedagogical skills of teachers are ineffective through modular learning.					
I used experiential learning to enhance my pedagogical skills.					
I improved my pedagogical skills through training and seminars in school or online.					
I enhanced my pedagogical skills in teaching by doing interventions for my pupils.					
I equipped myself with the knowledge and skills I learned from seminars and training.					
I used subject-specific content knowledge as part of my pedagogical skills.					
I used systematic teaching as part of my pedagogical skills.					
I believed that pedagogical skills in the new normal were effective.					
Factor 2: Technological Differentiated Instructions					
I used electronic devices and other educational technology.					
I conduct my class through an online platform.					
I used different types of gadgets to deliver my lessons.					
I used online teaching as part of my pupil's learning process.					

I think educational technology makes me easy to assess my pupil's learning.
I learned to use Google as part of my tool in teaching.
I learned to use different online tools for my class.
I have the ability and capacity to connect to be systematic.
I used differentiated instruction with my pupils as part of my pedagogical skills.
I planned time to ensure pupils' differentiated activities are improving.

Legend:
5 = Strongly agree
4 = Agree
3 = Moderately agree
2 = Disagree
1 = Strongly Disagree

Implication for Educational Practice

The result of this study on the Pedagogical Skills of Teachers in the New Normal has drawn several implications for educational practice. As revealed in the study, The relevance of pedagogical abilities for educators is that they improve classroom instruction. Effective pedagogical abilities enhance the learning environment by enhancing teaching and learning methods.

These findings clearly manifest that Teachers aids them in ensuring that the curriculum matches the requirements of all pupils of offering equitable learning opportunities for everyone. Therefore, the primary responsibility of the teacher is to facilitate student learning. The teacher must be competent with regard to pedagogical skills must be applied that encourage engagement, and address classroom issues for pupils.

CONCLUSION

In qualitative strand, eight emerging themes significantly emphasized on Pedagogical Skills of Teachers in the New Normal include: E- learning, Modular Distance Learning, Home Visitation, Collegial Teaching Practices, Compassionate Teaching, Systematic Teaching Approach, Slow Internet Connection, and Professional Development. This means that the importance of pedagogical skills for educators is that they improve the quality of classroom instruction. Effective pedagogical skills enhance the learning environment by enhancing teaching and learning methods. However, in quantitative strand, Results revealed from the Exploratory Factor Analysis (EFA) that there were two underlying dimensions that occur from the Pedagogical Skills of Teachers in the New Normal such as Pedagogical Skills Enhancement and Technological Differentiated Instructions. This suggests that employing differentiated teaching is a more effective technique for pedagogical improvement among teachers. It aids in the growth of their abilities and ideas, makes efficient use of time and resources, and informs their knowledge of good teaching practices. Based on the reliability test score revealed on the pedagogical skills of teachers in the new normal was very high with an overall Cronbach's Alpha value of .940. It was found that the subscale for pedagogical skills enhancement (a = .928) and Technological Differentiated Instructions (a = .922). This means that the tool being used in the study has good internal consistency. In the exploratory factor analysis, there were two factors derived which include: Pedagogical Skills Enhancement and Technological Differentiated

Instructions. The final instrument which can be used to measure the Pedagogical Skills of Teachers in the New Normal contains two dimensions with a total of 23 items as a final tool. This means that these items are appropriate and passed the face validity for measuring tools in the study.

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