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Research Article

# Students, Educators and Families' Perspective in Times of New Normal Education in Selected Schools in the Division of Puerto Princesa City

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**Abstract**

This study aims to assess the perspectives of the educators, learners and parents in learning in times of New Normal. Mean, frequency, Slovin Formula, Pearson-r, and analysis of variance (ANOVA) were used in this study. The results of the study show that majority of the teachers were at the age level of 35- 39 years old, married, female and most of them are teacher I and BS degree holder and have attended at least one training. The findings revealed that most of the parents were aged 40-48 years old, females, high school level, had 1-3 children and earned 10,000 below. The learners' ages to represent the different grade levels most of them are in grades 9-10. Most of them are female learners and majority of them lived far from the vicinity of the school. A significant relationship was not noted between the profile of the teachers, parents, and learners and the perception in different learning modalities in the new normal education, except in level and training attended of teachers and educational attainment of parents. Moreover there is no significant relationship between the profile of the teachers, parents and learners in challenges encountered; except in age and gender of the learners; between the respondents perception and the challenges encountered there is no significant relationship was noted, only on the perception of teachers in radio/tv based instruction has significant relationship with technical readiness; while blended learning has a significant relationship with technical readiness of a parents. Likewise, a significant difference was not existed between the perception of the respondents in different learning modalities and the challenges encountered in new normal education; except in modular, limited face-to-face and radio/tv based instruction of the parents.

**Keywords:** Perspective, COVID-19, New Normal Education, Educators, Learners

## Introduction

The widespread effects of the COVID-19 pandemic that emerged in 2019–2020 have drastically increased health, social and economic inequalities. For more than 900 million learners around the world, the pandemic led to the closure of schools and universities. This exceptional situation forced teachers, parents and students to quickly adapt to a new educational context: distance learning. Teachers had to develop online academic materials that could be used at home to ensure educational continuity while ensuring the necessary physical distancing. Primary and secondary school students suddenly had to work with various kinds of support, which were usually provided online by their teachers. For college students, lockdown often entailed returning to their hometowns while staying connected with their teachers and classmates via video conferences, email and other digital tools.

Despite the best efforts of educational institutions, parents, and teachers to keep all children and students engaged in learning activities, maintaining educational continuity during school closure, which is difficult for everyone, may pose unique material and psychological challenges for working-class families and students (Manstead et al 2021).

COVID-19 pandemic has forced teachers and parents to quickly adapt to a new educational context: distance learning. Teachers developed online academic material while parents taught the exercises and lessons provided by teachers to their children at home. Considering that the use of digital tools in education has dramatically increased during this crisis, and it is set to continue, there is a pressing need to understand the impact of distance learning. Taking a multidisciplinary view, we argue that by making the learning process rely more than ever on families, rather than on teachers, and by getting students to work predominantly via digital resources, school closures exacerbate social class academic disparities. To address this burning issue, we propose an agenda for future research and outline recommendations to help parents, teachers and policymakers to limit the impact of the lockdown on social-class-based academic inequality (Goudeau et al., 2021).

The parents had to deal with multiple challenges such as homeschooling (providing technical and learning support), the reorganization of childcare and their own dynamic working situation. In addition, they were confronted with social isolation and changes in their personal lives. Furthermore, this uncertain pandemic situation affecting many life domains caused emotional strain which people had to deal with (Cheng

et al.2021).

The impact of the pandemic may affect children, parents, and families assumes not only a mutual influence between children and parents, but also a role of pre-existing vulnerabilities in how parents and children cope with the pandemic (Prime et. Al 2020).

Through this study, the researchers will determine the importance and relevance to the present condition of this proposed study in learning in times of new normal: students, educators and families, perspectives.

## Methodology

This study was conducted in selected elementary and secondary schools in the City Division of Puerto Princesa. There are five (5) elementary schools and five (5) secondary schools considered in the conduct of study.

The research population of this study involved one hundred eighty-five educators (164) from elementary schools and one hundred fifty-eight educators (196) from secondary schools. Same population of one hundred (100) were selected for parents and students. The researchers used descriptive research design which enable them to look into a wide extent of learning in times of new normal.

This study used different statistical tools to analyze and interpret the gathered data. The descriptive analysis and interpretation through descriptive measures such as frequency, mean and percentage will be used to describe the demographic profile of respondents; perception of the respondents in learning modalities used in new normal situation; and describe the challenges encountered by the respondents in learning amidst pandemic in the new normal.

## Results and Discussion

Table 1. *School Teachers Profile in Selected School in Puerto Princesa District II*

| *Profile Characteristics* | *Frequency* | *Percentage (N=100)* |
|---|---|---|
| Gender | | |
| Male | 11 | 11.0 |
| Female | 19 | 79.0 |
| Highest Degree Earned | | |
| BS Graduate | 55 | 55.0 |
| MS Graduate | 12 | 12.0 |
| MA Units | 30 | 30.0 |
| PhD Graduate | 0 | 0.0 |
| PhD Units | 3 | 3.0 |
| Rank/Position | | |
| Teacher 1 | 37 | 56.9 |
| Teacher 2 | 4 | 6.2 |
| Teacher 3 | 15 | 23.1 |

Table 1 shows the demographic profile of the teachers' respondents as to their gender, highest degree earned, and rank or position. With regards to gender majority were female with a frequency of 79 or 79.0 percent and the rest were male with 11 or 11.0 percent.

Furthermore, in their highest degree earned, most of them were BS graduate with a frequency of 55 or 55.0 percent, when it comes to graduate studies of the teacher's data showed the 30 of 30.0 percent have MA Units; MS Graduate with a frequency of 12 or 12. 0 percent, PhD Units with a frequency of 3 or 3. 0 percent and the least is PhD graduate with a frequency of 0 or 0. 0 percent.

The teachers in Puerto Princesa District II mostly are Teacher I with a frequency of 37 or 37.0 percent. It was followed by the Teacher III with a frequency of 15 or 23.1 percent and the least is the Teacher II with a frequency of 4 or 4.0 percent.

Table 2. *Demographic profile of the parents*

| *Profile Characteristics* | *Frequency* | *Percentages* |
|---|---|---|
| Gender | | |
| Male | 55 | 36.67 |
| Female | 95 | 63.33 |
| Employment | | |
| Full time | 38 | 25.33 |
| Part time | 45 | 30.00 |
| Self-employed | 52 | 34.67 |
| Unemployed | 15 | 10.00 |
| Income | | |
| 10k-below | 88 | 58.67 |
| 11k-20k | 54 | 36.00 |
| 21k-40k | 8 | 5.33 |
| No. of children | | |
| 1-3 | 53 | 35.33 |
| 4-6 | 48 | 32.00 |
| 7-9 | 35 | 23.33 |
| 10-12 | 14 | 9.33 |

Table 2 shows the demographic profile of parent respondents as to their sex, employment status, monthly income and number of children.

With regards to gender majority were female with a frequency of 95 or 63.33 percent and the rest were male with 55 or 36.67 percent.

As to employment, most of them were self-employed (52 or 34.67%). This was followed by part time (45 or 30.00%), some are full time (38 or 25.33%); while the least were unemployed with the frequency of 15 or 10 percent.

As for income, parents earned below 10,000 (88 or 58.67%); others earned 11,000-20,000 (54 or 36.00%) while the rest 21, 000-40,000 (8 or 5.33) Of the four (4) number of children order, they were mostly 1-3 number of children with the frequency of 53 or 35.33 percent. Some falls under 4-6 number of children with the frequency of 48 or 32.00 percent. Others were 7-9 number of children with the frequency of 35 or 23.33 percent and 10-12 number of children with the frequency of 8 or 5.33 percent.

Table 3. *Demographic Profile of Learners*

| *Profile Characteristics* | *Frequency* | *Percentage* |
|---|---|---|
| **Age** | | |
| 6-8 | 6 | 4.00 |
| 9-12 | 40 | 26.27 |
| 13-15 | 72 | 48.00 |
| 16-18 | 32 | 21.33 |
| **Gender** | | |
| Male | 65 | 43.33 |
| Female | 85 | 56.67 |
| **Grade Level** | | |
| Kinder-3 | 9 | 6.00 |
| 4-6 | 46 | 30.67 |
| 7-9 | 65 | 43.33 |
| 10-12 | 30 | 20.00 |
| **Distance of house from school** | | |
| Near | 72 | 48.00 |
| Far | 78 | 52.00 |

Table 3 shows the demographic profile of the learners as to their age, gender, grade level and distance of house from school.

It can be seen from the table that of four (4) ranges listed for age of learners were mostly at the range of 13-15 with the frequency 72 or 48.00 percent. This was followed by those under 9-12 with 40 respondents or 26.27 percent; 16-18 with 32 respondents or 21.33 percent and 6-8 with 6 respondents or 4.00 percent.

With regards to their gender, most are female with 85 respondents or 56.67, while 65 or 43.33 percent of them are male.

With the four ranges listed for grade level, most of the respondents were under grade 7-9 with 65 respondents or 43.33 percent, followed by grade 4-6 with 46 or 30.67 percent; grade 10-12 with 30 respondents or 20.00 percent; kinder-3 with 9 or 6.00 percent.

As to distance of house from school, majority of them travel far from school with the frequency of 78 or 52 percent and 72 or 48 percent of them travel near.

Table 4.1. *Teachers Perception in Different Learning Modality*

| *Component/Statement* | *Teachers* | |
|---|---|---|
| | *Mean* | *Description* |
| Online Learning | 3.33 | A |
| Modular Distance Learning | 3.51 | A |
| Limited Face-to-Face | 4.02 | MA |
| Radio/TV-Based Instructions | 3.29 | A |
| Blended Learning | 3.69 | MA |

**Perception of Teachers in Different Learning Modality in New Normal Education**.

The study shows that the perception of the respondents in different modality in terms of online learning shows that the highest rating on the statement *"I believe that online learning directs my student to search new ideas and knowledge"*, with a mean of 3.45; at the same time, the least was the statement "*I believe that online learning helps my students to maximize time in accomplishing the tasks"* with a mean of 3.17, both of which described as *Agree*. It shows that the overall mean is 3.33, described as *Agree.*

It implies that the learners find easy in doing their tasks in an online learning when the teacher discussed the lesson because they can easily access on the world wide web. They can find a solution on the topic that they don't understand because of the information that provided by the world wide web.

In terms of modular distance learning the respondents highest rating on the statement *"I believe that online learning can manage classes and save time,"* with a mean rating of 3.70, described as *Moderately Agree* while the least was the statement "*I believe that I can achieve higher quality educational outcomes in distance learning"* with a mean rating of 3.41,

described as *Agree*. The overall mean of modular distance learning is 3.51, described as *Agree*.

It implies that the modular distance learning is one of the most important modalities during the pandemic to provide the learner quality education even though in the absence of face-to-face classes. Modules can help the learners to learn from the information provided in the modules independently.

The study emphasized that the use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered.

In terms of limited face-to-face shows that the teachers gave the highest rating on the statement "I believe face-to-face instruction would help me understand the course concept better" with a mean rating of 4.18, described as Moderately Agree while the least statement is "I believe that I may feel comfortable and more easily in familiar, traditional classroom situations" with a mean rating of 3.79, described as Moderately Agree. The overall mean is 4.02, described as Moderately Agree.

It implies that face-to-face classes has a huge impact on the teaching and learning process because teachers and learners has a face-to-face interaction towards the lesson to discuss every day and help the learners to do all the activity with the guidance of the teacher.

In terms of radio/ TV- based instructions the statement *"I believe it provide up-to-date information current research findings in language"* received the highest rating with a mean of 3.50, while the statement *"I believe radio/tv-based instruction can ease the learning process"* with a mean rating of 3.11, both statements described as *Agree*. The overall mean is 3.29, described as *Agre*e.

It implies that radio/ tv- based instructions help the learners understand the lesson even the teacher in not on their sides. It can provide knowledge that answers their questions based on the lesson that discussed on the radio/tv- based.

In terms of blended learning the highest rating on the statement "*I believe online technologies allow students and teachers to do things that would be difficult or impossible in classrooms without online technologies"* with a mean rating of 3.73. In contrast the least statement "*I believe online technologies allow students and teachers to do things that would be difficult or impossible in classrooms without online technologies"* with a mean rating of 3.63, both of which described as *Moderately Agree*. The overall mean for the blended learning is 3.69, described as *Moderately Agree*.

It implies that blended learning should implemented during this pandemic because it really helps the learner to understand the lesson as well as the teacher will easily access the world wide web to answer their questions with the help of technology.

Graham (2006) defines Blended Learning as a combination of instructions from two historically separate teaching and learning models: the face-to-face learning system and the distributed learning system. Some educational developers provide various definitions of blended learning, but the point is to combine two learning models to achieve the desired learning objectives.

Table 4.2 *Parents Perception in Different Learning Modality*

| *Component/Statement* | *Parents* | |
|---|---|---|
| | *Mean* | *Description* |
| Online Learning | 3.76 | MA |
| Modular Distance Learning | 3.60 | MA |
| Limited Face-to-Face | 3.59 | MA |
| Radio/TV-Based Instructions | 2.96 | A |
| Blended Learning | 3.30 | A |

**Perception of Parents in Different Learning Modality in New Normal Education**

It showed that parents gave the highest rating on the statement *"I believe that online learning provides my child better learning opportunity"* with a mean of 3.83 describe as *moderately agree*, while the least was the statement *"I believe that online learning helps my child maximize time in accomplishing the tasks"* with the mean of 3.71, described as *moderately agree*, the overall mean is 3.76 which described as *moderately agree.*

It implies that the online learning has a great impact because it helps their child to easily understand each lesson being discussed and also helps the learner to facilitate the provisions of suggestions, feedback and

others regarding on the lessons that the learner should learn.

As Chaney (2010) explained that online learning appeals to diverse populations of students with ranging academic needs that traditional education classes are deficient or incapable of meeting. The demand for online courses is derived from a push "to provide quality education to all students, regardless of location and time".

In terms of modular distance learning, the statement "*I believe that my child can easily access materials"* had the highest rating with a mean of 3.85 described as *moderately agree*, while the least was the statement *"I believe that my child may enjoy distance learning"* with the mean of 3.35, described as *agree*, the overall mean is 3.60 which described as *moderately agree*.

It implies that the modular distance is the most preferred modality of the parents for their children because it will not cost money to learn their child, modules are provided by the school and teachers and anytime the learners will easily access the printed or digital modules through their own.

In terms of limited face-to-face modality, the statement *" I believe that limited face to face instruction would help my child understand the lesson better"* had the highest rating with a mean of 3.88 described as *moderately agree*, while the least rating was the statement *" I believe that my child can access more information and richer his/her understanding through personal interaction between teacher and other students"* with a mean of 3.34, described as *agree*, the overall mean is 3.59 which described as *moderately agree*.

It implies that limited face-to- face is the best way to learn the learners from the other modalities because they can gain enough knowledge and wisdom based on their teacher and the personal interaction will enhanced the skills and ability of the learners.

In terms of radio/ tv-based instruction, the statement *"I believe that radio/ tv-based instruction can ease learning process"* had the highest rating with a mean of 3.11, described as *agree*, while the least was the statement *"I believe it can sharpen my child listening skills and widen his/her imagination"* with a mean of 2.80, described as *always*, the overall mean is 2.96 which described as *agree*.

It implies that radio/ tv- based can help their child to easily understand what is written on the module its because the radio/tv- based used as a supplemental instruction to the learners who find difficulties in answering their modules.

In terms of blended learning, the *statement " I believe that my child can perform better when he/she have some control over the pace of their learning"* had the highest rating with a mean of 3.38, described as *agree,* while the least were the statements *" I believe it is important for my child to explore new learning from teacher that blends in person and online learning" and " I believe that my child can access online devices in classroom and enables to the development of important life skills"* with a mean of 3.33, described as *agree,* the overall mean is 3.30 which described as *agree.*

It implies that the blended learning can help their child not only in face-to-face but also with other modalities. It will enhance the learner's ability to do their school task by using various modalities.

Graham (2006) also defines mixed learning as an effective combination of several learning techniques, technologies, and ways of delivering materials to meet student needs. Blended learning can also be interpreted as an educational approach that combines various face-to-face models with distance education and uses different types of educational technology.

Table 4.3 *Learners' Perception in Different Learning Modality*

| *Component/Statement* | *Learners* | |
|---|---|---|
| | *Mean* | *Description* |
| Online Learning | 3.60 | MA |
| Modular Distance Learning | 3.45 | A |
| Limited Face-to-Face | 3.47 | A |
| Radio/TV-Based Instructions | 3.15 | A |
| Blended Learning | 3.12 | A |

**Perception of Learners in Different Learning Modality in New Normal Education**

The results showed that in terms of online learning, the *statement " I believe that online learning provides me better learning opportunity"* had the highest rating with a mean of 3.77, described as moderately agree, while the least was the statement *" I believe that online learning helps me maximize time in*

*accomplishing the tasks"* with a mean of 3.37 described as agree, the overall mean is 3.60 described as *moderately agree*.

It implies that the learners find it easy when using online learning because of the opportunities that they can get from the world wide web. They can get answers on the lesson that they cannot easily understand and through online they can use their time as long as they can because of what they get from it.

Gilbert (2015) says that the benefits of online coursework outweigh the challenges that students face. Further research on a larger scale, involving more students, professors, and online courses is needed to better evaluate the benefits, challenges, and useful strategies of successful students. It could be that student respondents to this survey had a uniquely different experience than their counterparts taking online courses elsewhere.

In terms of modular distance learning, the statement *"I believe that I can easily access materials"* had the highest rating with the mean of 3.64, described as *moderately agree*, while the least statements were *"I believe that distance learning can only provide less opportunity for me"* and *"I believe that distance learning is easier than face to face learning"* with the mean of 3. 34, described as *agree*, the overall mean is 3.45 which described as *moderately agree*.

It implies that the modular distance learning will easy for them to understand because they will just be stayed in their home to accomplish their task. They will learn also to be independent in knowing the lesson that wrote on the modules.

In terms of limited face-to-face, the statement *"I believe that limited face to face instruction would help me understand the lesson better"* had the highest rating with the mean of 3.67, described as *moderately agree*, while the least statement *"I believe that I feel comfortable and more easily familiar in lesson in traditional classroom situation"* with a mean of 3.38, described as *agree*, the overall mean is 3.47 which described as *moderately agree*.

It implies that the face-to-face learning is the most important its because the interaction between them with the teachers and classmates will help them to understand, adopt and learn new things from them.

In terms of radio/tv-based instruction, the statement *"I believe that radio/tv-based instruction can ease the learning process"* had the highest rating with the mean of 3.35, described as *agree*, while the least was the statement *"I believe it provides me with up-to-date information and current research findings in language"* with a mean of 3.00, described as *agree*, the overall mean is 3.15 which described as *agree*.

It implies that radio/ tv- based instruction will ease their problems in answering the modules. They will understand easily because the hear the explanation on the certain lesson on how to do, to answer and make it easy for them to perform the different tasks provided on the print or digital modules.

In terms of blended learning, the *statement " I believe that I can perform better when I have some control over the pace of their learning"* had the highest rating with a mean of 3.27, described as agree, while the least statement *" I believe online technologies allow me to do things that would be difficult or impossible in the classroom without online technologies"* with a mean of 3.02, described as *agree*, the overall mean is 3.12 which described as *agree.*

**Relationship between the Profile of Teachers and their Perception on Different Learning Modalities** (*Please see appendix [Table 1]*)

The relationship between variables were processed through Microsoft Excel and the data were analyzed using SPSS program of the computer. Correlation between profile and perception on Online learning modality show that a negligible correlation was shown in age (r=-.087), Civil status (r=.004), years in service (r=.013) and training (r=.055) and a low correlation were shown in gender (r=.162), highest degree earned (r=-.223), level of training (r=.280).

Likewise, the p-value revealed that only highest degree earned, and level of trainings had a significant relationship with perception on different learning modalities.

In terms of Modular learning, a negligible correlation was shown in civil status (r=-.039), highest degree earned (r=-.014), number of years in service (r=0.20), seminar/training attended (r=.023) and level of training attended (r=.035), while a low correlation in age (r=.162), gender (r=-.127), and rank/position (r=1.71). The p-value indicates that all the profile characteristics were not significantly correlated with perception on modular learning.

In terms of Limited face-to-face, a negligible

correlation was shown in age (r=-.048), gender (r=-.043), civil status (r=.059), highest degree earned (r=.065), number of years in service (r=-.074), and training/seminar attended (r=.057), and a low correlation in rank/position (r=.124), and level of training/seminar attend (r=.192). The p-value indicates that all the profile characteristics were not significantly correlated with perception on limited face-to-face.

In terms of Radio and TV Based Instruction, a negligible correlation was shown in age (r=-.048), gender (r=-.048), civil status (r=-.076), highest degree earned (r=.093), rank/position (r.057), and number of years in service, while a low correlation shown in number of training/seminars attended (r=.149), and level of training attended (r=.145).The p-value indicates that all the profile characteristics were not significantly correlated with perception on radio and tv based instruction.

Along with the blended learning, a negligible correlation was shown in age (r=-.055), highest degree earned (r=.052), and level of training/seminar attended (r=-.037), and low correlation shown in gender (r=-.168), civil status (r=-.139), rank/position (r=.175) and training/seminar attended. Likewise, the p-value revealed the only training/seminar attended were significantly correlated with blended learning.

This implies that trainings/seminars attended by teachers are important because these will improve their teaching approaches for online and blended learning modality especially during pandemic.

According to Kenney, et al. (2011), current trends show that online education is the future, and blended learning can be a great way to prepare educators and institutions for making the transition to online teaching.

**Relationship between the Profile of Parents and their Perception on Different Learning Modalities** (*Please see appendix [Table 2]*)

The relationship between variables were processed through Microsoft Excel and the data were analyzed using SPSS program of the computer. Correlation between profile and perception on Online learning modality show that a negligible correlation was shown in gender (r=-.082), employment status (r=-.004), income (r=.016) and no. of children (r=016). The p-value revealed that only educational attainment had a significant relationship with perception on different learning modalities.

This implies that parents' educational attainment affects their perception towards online learning modality because parents must be able to continuously guide their children to learn from home, especially during the Covid-19 pandemic. Based on the research conducted by Erdener, et al. (2018), they suggest that parental assistance for their child's online classes is an important factor in influencing children's educational success.

In terms of Modular learning, a negligible correlation was shown in gender (r=-.033), employment status (r=-.022), monthly income (r=.000), no. of children (r=-.022). The p-value indicates that only educational attainment was significant at the 0.01 level.

In terms of Limited face-to-face learning, a negligible correlation was shown in employment (r=-.098), monthly income (r=-.097), no. of children (r=-.017), while a low correlation shown in gender (r=.157). The p-value indicates that only educational attainment was significant at the 0.01 level

In terms of Radio and TV Based Instruction, a negligible correlation was shown in gender (r=.100), employment status (r=-.023), monthly income (r=-.110), no. of children (r=-.026), and educational attainment (r=-.068). The p-value indicates that all the profile characteristics were not significantly correlated with perception on radio and tv based instruction.

Along with the blended learning, a negligible correlation was shown in employment status (r=-.057), monthly income (r=-.020), no. of children (r=-.014), and educational attainment (r=-.168), civil status (r=-.139), rank/position (r=.042). Likewise, the p-value revealed the only gender were significantly correlated at the 0.05 level.

**Relationship Between the Profile of Learners and their Perception in different learning modalities** (*Please see appendix [Table 3]*)

The table 5.3 shows the Pearson Moment Correlation Coefficient showing relationship between the profile of learners and the different learning modalities.

The correlation between the profile and the online learning shows a negligible positive correlation in age (r=.156) and grade level (r=.165) while a negligible negative correlation revealed in gender (r=.-036) and distance of school from home (r=.-053). The p-value revealed that only age and grade level of learners had significant relationship with online learning.

This implies that the learners have an advantage with

age and grade level in terms of online learning for they are more expose and need less supervision in using the gadgets such as mobile phone, laptop, and tablet. Online learning in manageable, learners could conveniently access learning materials and they can do the tasks independently.

Yu (2021) supported this result as he emphasized on his study result that the learners with the advanced age and grade level have openness to a new experience to improve the quality of using online learning as well as to increase and foster online participation.

In terms of modular learning, gender (r=.066), grade level (r=.025) and distance of school from home (r=.023) are belonged to the negligible positive correlation while age (r=-.034) shown a negligible negative correlation. The p-value of each variable has no significant relationship and did not significantly correlate to modular learning.

The result implies that the age, gender, grade level and distance of school from home does not affect the learning of learners since there are the supports extended by the teachers, parents, and peers in facing modular learning.

Anzaldo (2021) emphasized that learning regardless of their profile are learning through modular learning even amidst challenges and academic set-up with the guidance and supervision of their parents in their self-learning modules. However, she proved on her study that not all learners do their modules committedly because instead of doing their tasks in modular learning, they prefer to do the household chores.

Along with the profile of the learners and limited face to face, the result revealed a negligible positive correlation for age (r=.022) and grade level (r=.000) while a negligible negative correlation shown in gender (r=-.034) and distance of school from home (r=-.026). The p-value of each variable has no significant relationship and did not significantly correlate to limited face to face learning.

This implies that the learner's profile does not affect on their perception on face-to-face learning modality as majority of them desired and already participated in the limited face to face learning. This result emphasized that regardless of their profile, learners preferred to participate in the limited face to face since more than two years of no collaboration and interaction with their schoolmates held them to learn actively.

In terms of the profile of learners and radio/tv, the correlation shown a negligible negative correlation among age (r=-.099), grade level (r=-.099) distance of school from home and (r=-.019). Likewise, the gender has a positive correlation (r=.159) with p-value of .051. This means that gender has significant relationship significantly correlated at 0.05 level.

This implies that the gender of the learner has significant relationship with the use of radio/tv as they perceived as a learning modality, and they have less exposure in using radio/tv in learning regardless of their gender.

In terms of profile of the learner and blended learning, the result revealed that age (r=-.023), grade level (r=-.110), and distance of school from home (r=-.020) has a negligible negative correlation while gender (r=.100) belonged to the negligible positive correlation. The p-value of each variable revealed that there is no significant relationship between occurs between the profile of learners and blended learning.

This implies that the learners considered the blended learning as preferred learning modality which also differs on the availability of resources and time since distance learning has been started.

## Discussion

Based on the result of the study, the following were drawn: (1) There is no significant relationship between the profile of the respondents and the perception in different learning modalities except in level and training attended of teachers and educational attainment of parents. (2) There is no significant relationship between the profile of the respondents in challenges encountered in the new normal education except in age and gender of learners. (3) There is no significant relationship between the perception in different learning modalities and the challenges encountered in the new normal education only in the perception of teachers in radio/tv based instruction has significant relationship with technical readiness. (4) There is no significant difference between the perception of the respondents in different learning modalities and the challenges encountered in the new normal education except in modular, limited face-to-face and radio/tv based instruction of parents and learners.

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Appendix 1. *Relationship Between the Profile of the Teachers and their Perception in different learning modalities*

| Profile Characteristic | Online | | | Modular | | | Limited | | | Radio/tv | | | Blended | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | R | p-value | Decision | r | p-value | Decision | r | p-value | Decision | r | p-value | Decision | r | p-value | decision |
| Age | -.087 | .390 | Accept | .162 | .108 | Accept | -.048 | .566 | Accept | -.048 | .634 | Accept | -.055 | .587 | Accept |
| Gender | .162 | .108 | Accept | -.127 | .208 | Accept | -.043 | .672 | Accept | -.048 | .633 | Accept | -.168 | .007 | Accept |
| Civil Status | .004 | .972 | Accept | -.039 | .698 | Accept | .059 | .560 | Accept | -.076 | .453 | Accept | -.139 | .169 | Accept |
| Degree Earned | -.223* | .026 | Reject | -.014 | .889 | Accept | .065 | .520 | Accept | .093 | .358 | Accept | .052 | .132 | Accept |
| Position | .182 | .069 | Accept | .171 | .089 | Accept | .124 | .218 | Accept | .057 | .575 | Accept | .175 | .082 | Accept |
| Years in Service | .013 | .896 | Accept | .020 | .846 | Accept | -.074 | .466 | Accept | .030 | .770 | Accept | -.051 | .615 | Accept |
| Training | .055 | .588 | Accept | .023 | .823 | Accept | .057 | .575 | Accept | .149 | .138 | Accept | .218* | .029 | Reject |
| Level | .280* | .005 | Reject | .035 | .727 | Accept | .192 | .056 | Accept | -.145 | .151 | Accept | -.037 | .714 | Accept |

Appendix 2. *Relationship between the Profile of Parents and their Perception on Different Learning Modalities*

| Profile Characteristics | Online Learning | | | Modular Learning | | | Limited Face to Face | | | Radio/TV | | | Blended Learning | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | r | p-value | Decision | r | p-value | Decision | R | p-value | Decision | r | p-value | Decision | r | p-value | Decision |
| Gender | .082 | .318 | Accept | -.033 | .686 | Accept | .157 | .055 | Accept | .100 | .221 | Accept | -.175* | .032 | Reject |
| Employment | -.044 | .592 | Accept | .022 | .792 | Accept | -.098 | .235 | Accept | -.023 | .779 | Accept | -.057 | .491 | Accept |
| Income | .016 | .847 | Accept | .000 | .997 | Accept | -.097 | .237 | Accept | -.110 | .179 | Accept | -.020 | .809 | Accept |
| No. of Children | .016 | .850 | Accept | -.022 | .791 | Accept | -.017 | .832 | Accept | -.026 | .756 | Accept | .014 | .870 | Accept |
| Educational Attainment | .371** | .000 | Reject | .282** | .000 | Reject | .442** | .000 | Reject | .068 | .408 | Accept | .042 | .606 | Accept |

Appendix 3. *Relationship Between the Profile of Learners and their Perception in different learning modalities*

| Profile Characteristics | Online Learning | | | Modular Learning | | | Limited Face to Face | | | Radio/TV | | | Blended Learning | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | r | p-value | Decision | r | p-value | Decision | R | p-value | Decision | r | p-value | Decision | r | p-value | Decision |
| Age | .156 | .056 | Reject | -.034 | .677 | accept | .022 | .786 | accept | -.099 | .228 | accept | -.023 | .779 | accept |
| Gender | -.036 | .660 | accept | .066 | .421 | accept | -.034 | .676 | accept | .159 | .051 | reject | .100 | .221 | accept |
| Grade Level | .165* | .043 | Reject | .025 | .762 | accept | .000 | .997 | accept | -.099 | .230 | accept | -.110 | .179 | accept |
| Distance of school from home | -.053 | .521 | accept | .023 | .778 | accept | -.026 | .752 | accept | -.019 | .822 | accept | -.020 | .808 | accept |