

## Challenges and Practices of MAPEH Teachers in the New Normal Education

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### Abstract

The purpose of the study was to determine the challenges and practices of MAPEH teachers in the new normal education. The participants of the study were the 31 secondary MAPEH teachers from the Municipality of Sara. The challenges and practices were assessed using a researcher-made questionnaire with 46 items. The statistical tools used in data analyses were frequency count, standard deviation, mean and Pearson *r*. An inferential test was set at .05 alpha level of significance. The findings of the study were: the challenges of MAPEH teachers in the new normal were high. Thus, the level practices of MAPEH teachers in the normal was high. Moreover, the inferential analysis shows that there is a significant relationship between challenges and practices of MAPEH teachers in the new normal education.

**Keywords:** New Normal Education, Challenges, Practices, MAPEH, Philippines

### Introduction

Education plays an important role in shaping the lives of students. In the process, teachers are essential instruments in delivering quality learning. Due to the emergence of COVID-19 in the Philippines, a lot of changes happened in the educational landscape. One of these is the mode of instruction that was implemented by the Department of Education. The current COVID-19 crisis has obliged most education systems to adopt alternatives to face-to-face teaching and learning. Many education systems moved activities online, to allow instruction to continue despite school closures (OECD, 2020). The shift of the teaching-learning delivery in schools to modular distance learning made it more challenging, on the part of the school personnel, the delivery basic quality education. That is why DepEd leaders are always finding avenues to solve the problems and capacitating its teachers and school heads to become more effective in the field of modular distance learning (Bagood, 2020).

During these school closures, all face-to-face lessons were canceled, compelling many institutions, to immediately transition from face-to-face in-person learning to completely online lessons. The abrupt switch to fully online learning has been particularly stressful for many instructors and students who prefer in-person instruction. Online learning is often stigmatized as a weaker option that provides a lower quality education than in-person face-to-face learning (Hodges et al., 2020). While the country is fighting the challenge brought about by the coronavirus disease 2019 (COVID-19) pandemic, the Department of Education (DepEd) adopted and implemented the

flexible model of blended learning despite many oppositions. As classes resumed, unceasing students' concerns and teachers' outcry were in the limelight—exposing the disadvantages that these learning solutions are posing.

As the Municipality of Sara opened its classes last September 13, 2021, there were challenges and hindrances that the educators faced. They have a lot of things to prepare in the new scheme of educational system. They must prepare and print the self-learning modules, and to cope with the additional academic and designation workloads assigned to them. As a MAPEH teacher, the researcher must know what are the hindrances that they faced and encountered during the new normal education. And upon knowing the challenges they met, the researcher may identify to what extent he may give his help for the teachers for them to lessen their burdens.

Facing the hindrances, MAPEH teachers may pair it up with practices they employ for them to cover the lapses in the new educational system and may be able to know what are the ways to fill in the gaps in the new normal education. As they had troubles in adopting to the new normal education, they must change and adjust their classroom practices to comply with the health protocols required by the government. In assessing their practices, they employ with regard to the challenges they met amidst the pandemic it would be beneficial for the school administrators for them to identify what is the best system they may implement in terms of retrieval and distribution of self-learning modules, and to ensure the safety of teachers, learners, parents and everyone in school.

This study was conducted to explore the MAPEH secondary teachers' challenges and practices in the implementation of distance learning in the new normal. Specifically, it attempted to determine the challenges faced and encountered by MAPEH teachers and their practices in the new normal education.

This study is related to Behaviorism. Also known as behavioral psychology, this is a theory of learning that is based on the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our actions. Strict behaviorists believed that any person can potentially be trained to perform any task, regardless of genetic background, personality traits, and internal thoughts (within the limits of their physical capabilities). It only requires the right conditioning.

Moreover, the study seeks to support David Perkin's Theory of Difficulty (2009) which stresses that the importance of mastering difficult skills and knowledge to get to the next level of performance. Any intervention to address concept learning should be based on a good theory of conceptual difficulties and such a theory should provide an explanation of what makes the learning of concepts hard for students (Perkins, 2009).

### Research Questions

The primary purpose of this study was to determine the relationship between the challenges and practices of MAPEH teachers in the new normal education, for school year 2021-2022. Specifically, it sought answers to the following questions:

1. What is the level of challenges of MAPEH teachers in the new normal education?
2. What is the level of practices of MAPEH teacher in the new normal education?
3. Is there a significant relationship between challenges and practices of MAPEH teachers in the new normal education?

### Literature Review

#### Challenges in the New Normal

According to Meyer (2016) Challenges in the New Normal refers something that by its nature or character serves as a call to make a special effort, a demand to explain, justify, or difficulty in an undertaking that is

stimulating to one engaged in it.

On the study of Alcala (2021) the results showed that incorporating alternative plans on various situations helps in addressing issues related to the process of teaching. One of the respondents added, that he always have an alternative plan or intervention just to cope up with these challenges. This includes certain situations where sometimes teachers spent from their own pocket when necessary in terms of the reproduction of modules or learning activity sheets and other related learning materials. However, in case of failure to receive the communication or announcement due to unavailability of phones or other gadgets for means of communication, teachers just contact other students to call the attention of the concerned student or sometimes conduct a home visitation. Coordinating with colleagues and other school authorities on what to do when a problem arises concerning the modular distance learning approach is also helpful in addressing such issues. Discussing with an immediate supervisor so that he/she can bring them up during their executive meeting opens collaboration and unity in solving various problems concerning the students' welfare and quality of learning. Hence, it is good that teachers know how to innovate some strategies, methods, and approaches like home visitation and online distance discussion.

The shift of mode of instruction also challenges the teachers on the current trends of teaching tools, strategies, and approaches. As stated by one of the respondents of the study, "I read articles to arm me with the knowledge in this new normal way of teaching". There are teachers who are not well-equipped with the use of technological devices such as the computer and it adds to their struggle in preparing the modules. To ease this struggle, teachers equip themselves by attending online webinars and training, reading articles, and even asking help from a colleague. Indeed, the flexibility of teachers and knowing how to adapt to the changes brought by the pandemic help in overcoming certain challenges encountered in the implementation of modular distance learning modality.

Teachers encounter different challenges in the implementation of modular distance learning modality. These challenges were identified based on how teachers plan and prepare the modules, deliver, collect, monitor students' performance, check and evaluate students' outputs, as well as on how they provide feedback to students. Time management, innovating teaching strategies, adapting to the changes brought by the new normal trend in education, being flexible,

providing alternative plans, being optimistic and patient, and equipping oneself with the necessary skills are some of the ways on how teachers cope with the challenges that they encounter in modular distance learning modality.

Alcala recommended that teachers need to formulate alternative plans on different issues that may arise as they are involved in the process of teaching. Managing time wisely also aids in dealing with various Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic tasks in school. The school authorities shall also implement a system in terms of delivery and retrieval of modules to ensure that both parents and teachers are aware of what to do as well as to keep everyone safe from the effects of the COVID-19 pandemic. The conduct of webinars for equipping teachers with the current trends of new normal education also helps educators in adapting to the changes of times. These steps will help the educational system in our country to continue providing quality education to learners deemed to be the future of society. The researchers also recommend that further studies on the current situation of teachers in the implementation of new normal education be conducted.

According to Manalo and De Villa (2021) Teachers should formulate appropriate plans and implement adequate strategies to meet the demands of teaching and learning process in the new normal. They should have a growth mindset towards the situation, embrace changes, and explore possibilities by getting out of their comfort zones.

The higher offices and school authorities may work with the teachers in addressing the challenges they face as they migrate to the new normal teaching practices. Necessary resources and relevant training should be provided among teachers to successfully deliver quality education.

Three core themes related to preparation were obtained. These include gathering resources and establishing practices, profiling learners, and capacity building for continuous learning and development. Preparation helps teachers to plan relevant course of actions prior to the implementation of distance learning. This manages teachers to equip themselves with sufficient knowledge and skills, attending the needs and understanding the status of learners, and acquiring relevant materials and resources.

Three core themes related to challenges were identified. These include the complexity of assessment, difficulty in instructional delivery due to

lack of training, selecting the appropriate pedagogy, and differentiated instruction, and digital divide brought by financial constraint and ICT incompetence. As teachers migrate to new normal and prepare for distance learning, they face challenges which may hinder the success implementation of learning modality. These challenges should be recognized and addressed to help teachers mitigate the problems and continue their tasks.

Five core themes related to coping mechanisms were named. These include positive well-being, time management, openness to change, peer mentoring, and collaboration. Though barriers surfaced during the pre-implementation stage of distance learning, teachers have ways to overcome it to cope with the challenges of the new normal. These help them meet the demands of new learning modality and being able to perform their duties and responsibilities as facilitators of learning Collaboration of all personnel, parents learners and stakeholders. Since the school cannot provide all needs of teachers due to its limited resources, the gaps are filled through the continuous support through community engagement and partnership with stakeholders.

As stipulated in the DepEd Memorandum No. 53 s. 2020 or the Joint Implementing Guidelines on the 2020 Brigada Eskwela and Oplan Balik Eswela Relative to the COVID-19 Situation, and Adopt-a-School program under the Republic Act No. 8525, the school strengthens partnership to support Basic Education Learning Continuity Plan (BE-LCP). Collaboration is a key tool to create a meaningful learning experience for all. Parents understand the needs of their children, thus making them more engaged in extending help and support, and in return, teachers become more responsible in providing quality instruction among its learners. In this case, everyone is involved in designing learning opportunities. When everyone knows their roles and responsibilities, the implementation of learning modality becomes organized and easy (Okai-Ugbaje, Ardzejewska, & Imran, 2020).

### **Practices in the New Normal**

Practices in the New Normal refers any activities that allow everyone to put into practice the knowledge and skills acquired through the study material. These activities include case studies, exercises, quizzes, tests, laboratories, simulations, and so forth. (Meyer, 2016)

The current study Of Shaista Noor, Filzah Md. Isa And Faizan Farid Mazhar (2020) entitled: Online Teaching

Practices During the COVID-19 Pandemic, concludes from the perception of school teachers regarding online teaching practices, that teaching staff face various challenges from content development through to delivery, and also in enhancing the online learning capabilities of their students. However, student participation in online classes is reportedly minimal due to the limited or non-availability of e-devices for all students in home. Teaching staff are assisting students by providing additional online video tutoring and email guidance following online classes. However, student participation is at an unsatisfactory level. Thus, it is essential to revise the current teaching strategies and to initiate certain steps as schools start to utilize Zoom in delivering online lectures from school premises, and to equip classrooms with routers, camera and microphone systems in order to provide a more realistic and familiar classroom environment to the students. Teaching staff are trying their best to enhance the capability of online learning amongst their students.

The efforts of school teaching staff is commendable, with teachers who are used to face-to-face teaching throughout their entire career now teaching via online applications such as Zoom and Google Classroom. These teachers may have never faced a camera before, but are learning new skills, new tools, and practicing them daily in the delivery of online teaching to their students, which is of course their primary role. School teaching staff must be appreciated as they try to provide education to all students, despite the various difficulties, issues, and challenges they face. Coupled with the experience that is considered essential for the new learning process, and how teachers take to this experience is vital in terms of their beliefs, assumptions, and mindset change, as implicated by the Transformation Learning Theory.

According to Bagod (2020) Teaching isn't that easy. There are lot of hoops for jumping and curveballs being pitched on a daily basis. Somehow teachers seem to keep it all together and maintain the focus of helping students find success. When it seems like that focus is starting to waiver, beginning or restoring these 10 practices can be just what's needed to keep educators grounded and to make positive impacts on all students. Provide frequent and timely feedback. Enough can't be said about the importance of sharing feedback with students during the learning process. Setting up checkpoints, offering a variety of formative assessments, and discussing learning in real time are all essential.

Value parental/familial involvement. Students have an

entire life outside of school and hopefully a solid support system. Bridging a connection between these two worlds helps everyone stay informed and makes it easier for parents to reinforce and support what's happening in the classroom.

Sidestep the comfort zone. Innovations and new strategies are occurring all the time. This doesn't mean that every bandwagon should be boarded, but in trying something new and unfamiliar, teachers can find additional ways to impact students, and students can see an exemplar of risk taking.

Offer second chances/clean slates. Rather than focusing on what can't be changed from the past, let the focus be on making the best future. Some students will push limits, but when they are in your presence, they should be getting the best and most positive version of you.

Be resourceful. Whether this means thinking outside of the box for procuring supplies or adding a little DIY spin to what seemed to be an unattainable resource, teachers can always seem to find a way to get it done. Make learning active. Students are going to find more impactful takeaways from doing rather than simply listening or viewing. Offer opportunities for students to be actively engaged in their learning journeys.

Be an advocate. This is twofold. Teachers need to advocate for themselves and for their students. This can involve advocating for supplies, services, training, etc.

Pursue lifelong learning. Staying up-to-date on movements and developments in the field allows teachers to help students prepare for an ever-changing world. Pursuing personal passions outside of education also benefits learners because teachers can reflect on what it is like to be in the shoes of their students.

Encourage discussion. Through discussion, students are exposed to a variety of opinions and ideas that may or may not be similar to their own. Classrooms offer a perfect forum for teaching students to respect others and learn to share information, agree, and disagree in a productive and nonthreatening fashion.

Keep a positive outlook. Don't get caught up with the naysayers. When this negative attitude trickles over to the students, it can have detrimental effects on the learning environment as a whole. Be mindful and always remember that a adding a positive spin to necessary or mundane tasks goes a long way. Teachers are some of the most passionate and committed professionals out there. Part of this passion and

commitment is a drive to provide every student with meaningful and impactful learning experiences. By taking the time to reflect on how these 10 best practices fit into their current pedagogy, teachers are putting themselves one step closer to achieving this goal.

On the study of Junhong Xiang (2021) Education is not merely a matter of cognition although academic achievement tends to be the focus of education today. In some cases, we even go so far as to strive for academic achievement at the expense of less tangible, less standardized, and less measurable values and qualities which underlie holistic, inclusive, just, peaceful, and sustainable development and are particularly relevant to the well-being and fulfillment of current and future generations. It is no exaggeration to say that we are losing sight of the fundamental mission of education. We know our educational system has gone wrong and yet we have been looking in the wrong direction for solutions to fixing it. Education is broken but should not and cannot be fixed with technology alone. The contribution of technology to education is unquestionable. There is always a place for technology in education. That said, technology will not be able to bring about desirable effects to education unless used at a right time for a right purpose through a right means by right people. It is not a panacea for all educational problems.

Given the accelerating trend of technologization of education, there is an urgent need to restore and strengthen humanity in education. The best remedy for our ailing educational system is the ethos of care, inclusion and equity. It is this ethos, perhaps with the help of technology that can turn education into a force for social equity, justice, cohesion, stability, and peace. This is because education is about creating, sculpting, and finessing minds, mentalities, and identities, promoting style of thought about humans, or mashing up and making up the future of people.

The normal - whether new or old - in education should first and foremost embody care, inclusion and equity. In this regard, ODE has much to offer. It is a new comer to the wider field of education but emerged mainly out of care, inclusion and equity and was available thanks to the development and use of technology, in the first place. Decades of research and practice in ODE can effectively inform the new normal in the post-COVID-19 education.

Behaviorism started as a reaction against introspective psychology in the 19th century, which relied heavily on first- person accounts (Watson, 1958). J.B. Watson

and B.F. Skinner rejected introspective methods as being subjective and unquantifiable. These psychologists wanted to focus on observable, quantifiable events and behaviors. They said that science should take into account only observable indicators. They helped bring psychology into higher relevance by showing that it could be accurately measured and understood, and it wasn't just based off opinions.

Watson and Skinner believed that if they were given a group of infants, the way they were raised and the environment they put them in would be the ultimate determining factor for how they acted, not their parents or their genetics.

Pavlov's Dogs is a popular behaviorism experiment. A group of dog would hear a bell ring and then they would be give a food. After enough time, when the bell would ring dogs would salivate, expecting the food before they even saw it. This is exactly what behaviorism argues—that the things we experience, and our environment are the drivers of how we act.

The stimulus-response sequence is a key element of understanding behaviorism. A stimulus is given, for example a bell rings, and the response is what happens next, a dog salivates, or a pellet of food is given. Behavioral learning theory argues that even complex actions can be broken down into the stimulus-response.

Behavioral Learning Theory or Behaviorism Theory of psychology. this is a theory of learning that is based on the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our actions. Strict behaviorists believed that any person can potentially be trained to perform any task, regardless of genetic background, personality traits, and internal thoughts (within the limits of their physical capabilities). It only requires the right conditioning.

## Methodology

### Research Design

The survey-correlational study aimed to determine the challenges and practices of MAPEH teachers in the new normal education.

According to David (2002) survey a descriptive type of the study finds answer to answer to the questions

who, what, when where and how. This type of research describes a situation or a given status of affairs in terms of specified aspects or factors.

Correlation research on the other hand, attempts to determine whether and to what degree, a relationship exist between two or more quantifiable variables. The purpose of the correlation research is to establish relationship or to use relationship in making predictions. Relationship's investigations typically study several variables believes to be related to a major or complex variables (Ardales, 1989 as cited Jopillo, 2006)

### Participants

The participants of this study were the 31 MAPEH teachers with complete enumeration of the secondary public schools of the Municipality of Sara namely: Sara National High School, Ardemil National High School, Malapaya National High School and San Luis National High School. Participants were picked to answer the researcher-made questionnaire. Given that there is small number of MAPEH teachers in the Municipality of Sara, complete enumeration was employed and MAPEH teachers requested to participate in answering the questionnaire tool in this study.

The profile of the participants, taken as entire group, and classified according to sex, age, school, and specialization is shown on the Table 1. When classified according to sex, there were 25 or 80.6% females and 6 or 19 % were males of the total population of the respondents. When classified according to age, there were 12 or 38.7% participants are 30 years old and there were 9 or 29% participants are 31-40 years old and, there were 7 participants or 22.6% are 41-50 years old and there were 3 or 9.7% participants are 51 years old and above.

When participants are classified according to school, Sara National High School had 20 respondents or 64.5%, Malapaya National High School had 3 respondents 9.7%, Ardemil National High School 4 respondents or 12.9% and San Luis National High School 4 respondents or 12.9%. When the respondents were classified according to specialization or major, MAPEH had 11 participants (35.5%), TLE had 8 participants (25.8), Science had 3 participants 3 (9.7), Araling Panlipunan 3 participants or (9.7%), Mathematics 9 participants (9.7%) and English(9.7%).

Table 1. *Profile of the Respondents*

<i>Profile</i>	<i>F</i>	<i>%</i>
<i>Sex</i>		
Male	6	19.4
Female	25	80.6
<i>Age</i>		
51 yrs old & above	3	9.7
41-50 yrs old	7	22.6
31-40 yrs old	9	29
30 yrs old & below	12	38.7
<i>School</i>		
Sara NHS	20	64.5
Malapaya NHS	3	9.7
Ardemil NHS	4	12.9
San Luis NHS	4	12.9
<i>Major</i>		
MAPEH	11	35.5
TLE	8	25.8
Science	3	9.7
Araling Panlipunan	3	9.7
Mathematics	3	9.7
English	3	9.7
<b>Total</b>	<b>31</b>	<b>100</b>

### Data Gathering Instruments

For the purpose data gathering, the researcher utilized a researcher-made instrument. The questionnaire consisted of three (3) parts: Participant's Profile, Challenges in the New Normal Questionnaire and Practices in the New Normal Questionnaire.

**Challenges in the New Normal Questionnaire.** The challenges in the new normal questionnaire was a researcher-made and composed of 23 items. Questionnaires were validated by experts and pilot tested at Ajuy National High School. Based on the reliability testing, the Cronbach's Alpha was .789.

**Practices in the New Normal Questionnaire.** The practice in the new normal questionnaire was researcher-made and was composed of 23 items. Questionnaires were validated by the experts and pilot tested at Ajuy National High School. And based on the reliability testing Cronbach, Alpha was .780.

### Data Gathering Procedure

The study was conducted on the second semester of the school year 2020-2021. The data needed for this survey correlational research were gathered using the researcher- made questionnaires composed of three parts: the Participants Profile, Teachers Challenges in the New Normal Questionnaire and Teachers Practices in the New Normal questionnaire.

On the formulation of the questionnaire, the researcher formulated questions for each part. This was then validated by three validators. After which, pilot testing was conducted at Ajuy National High School, Ajuy, Iloilo.

Prior to the conduct of the study, the researcher solicited permission from Secondary School Heads of the secondary schools of the municipality. After the approval, the researcher personally approached the school heads of the secondary schools for the distribution of the questionnaires to the MAPEH teachers. The researcher made sure that all the data from the respondents were all confidential and concealed. When all the items in the research instruments were answered, the researcher retrieved them from the respective schools, tallied, tabulated, processed, analyzed, and interpreted these data using the Statistical Package for Social Sciences (SPSS) software.

## Results and Discussion

### Descriptive Data Analysis

#### Challenges of MAPEH teachers in the New Normal Education

Table 2 shows the level of challenges of 31 Secondary MAPEH teachers in the new normal education in the Municipality of Sara. As shown on the table, the teachers in general face high level of challenges ( $M=4.29$ ,  $SD=0.31$ ).

Table 2. *Mean and Standard Deviation of Challenges of MAPEH Teachers in the New Normal Education*

Variable	Mean	Description	SD
Challenges	4.19	High	0.31

The high level of challenges in the new normal of MAPEH teachers means that during the COVID-19 pandemic, MAPEH teachers faced a high level of challenges as they experience the new normal education. Basing on the result of the study, teachers have met a lot of difficulties and struggles in the new mode of delivery. They were challenged in the areas of preparation of self-learning modules, distribution, and retrieval of learning materials from the learners. learners do not follow the schedules given to them in

the distribution of modules and some do not retrieve their modules and during the retrieval of teachers, learners do not pass their self-learning modules and assessments.

Teachers were also challenged regarding the performance task of the learners. MAPEH subject mostly requires practicum and task which learners need to perform individually and in group. They have the difficulty in requiring task that learners need to pass.

Another challenge that MAPEH teachers are facing is the special designation and academic workload. Teachers have additional with special work without any additional compensation. It is an additional burden for them because their workload is added.

Another problem that teachers are mostly challenged is the internet connectivity. It is the most important learning material that most of the teachers are relying of. Schools that are located in the mountainous area like San Luis National High School, Ardemil National High School and Malapaya National High School mostly encounter this challenge. It is used during online class, research, downloading self-learning modules and communicating with the learners and parents.

The result of the study conforms to Alcala (2021) that teachers encounter different challenges in the implementation of modular distance learning modality. These challenges were identified based on how teachers plan and prepare the modules, deliver, collect, monitor students' performance, check and evaluate students' outputs, as well as on how they provide feedback to students. Time management, innovating teaching strategies, adapting to the changes brought by the new normal trend in education, being flexible, providing alternative plans, being optimistic and patient, and equipping oneself with the necessary skills are some of the ways on how teachers cope with the challenges that they encounter in modular distance learning modality.

#### Practices of MAPEH Teachers in the New Normal Education

Table 3 reflects the descriptive data analysis of practices of 31 Secondary MAPEH teachers in the Municipality of Sara. As shown in table 3, MAPEH teachers have high level of practices ( $M=4.16$ ,  $SD=0.42$ ).

Table 3. *Mean and Standard Deviation of Practices of MAPEH Teachers in the New Normal Education*

Variable	Mean	Description	SD
Practices	4.16	High	0.42

The high level of practices in the new normal of MAPEH teachers implies that they have the eagerness to close the gap created by the sudden change in learning modalities. Flexible as they are, they altered their classroom and conditioned themselves with the new classroom practices so that they fits with the demands of the new normal.

As on the result of challenges in the new normal, one of the problems encountered by the MAPEH teachers were the retrieval and distribution of modules, as practice by the MAPEH teachers, they showed concern in motivating their learners to finish and submit their performance tasks and other schoolwork. Every time they met with the parents of their learners, they always give motivation and persuade them to help their children with their modules. They always give motivation to the learners through group chat and online class to go on and give more efforts with their studies.

MAPEH teachers exerted effort in preparing self-learning modules and lesson plans by extending their time of work. Some teachers are bringing their works at home for them to finish on time. They also spend their own money in high end gadgets use in their online class, printing equipment like printer, inks, and bond papers. They also use their own pockets for their internet connectivity allowance.

The result of the study supports the Behaviorism which states that human responses to environmental stimuli shape their actions. Strict behaviorists believed that any person can potentially be trained to perform any task, regardless of genetic background, personality traits, and internal thoughts within the limits of their physical capabilities. It only requires the right conditioning.

### Inferential Data Analysis

#### Relationship between Challenges and Practices of MAPEH teachers in the New Normal Education

Table 4 shows that there is a significant relationship between challenges and practices of 31 Secondary MAPEH teachers of Municipality of Sara in the new

normal education, ( $r = .800, p < .05$ ).

Table 4. *Pearson r Between Challenges and Practices of MAPEH Teachers in the New Normal Education*

Variables	R	Sig
Challenges and Practices of MAPEH Teachers	.800*	0.000

\*  $p < 0.05$  significant @5% alpha level

ns  $p > 0.05$  not significant @5% alpha level

The R-value is also noticeably high and is positive, which connotes a very strong positive relationship between the two variables. This further means that as the level of challenges increases, the level of practices of MAPEH teachers is also expected to increase. This indicates that the practices of MAPEH teachers in the new normal setting is highly dependent on the challenges that they have faced at the onset of the pandemic.

The result supports the study of Castroverde, F., & Acala, M. Teachers cope and altered their practices with the challenges they encounter in modular distance learning modality. As teachers face different challenges in the implementation of Modular Distance Learning Modality by the Department of Education, they strive to overcome such challenges through different approaches. Based on the results of the study, the secondary school teachers under the Division of Tacloban City have various practices that changes that will suit on the challenges they face in the time of pandemic. On the different challenges that they encounter, teachers can deal with tasks in ways that they know which to prioritize. The accomplishment of tasks such as preparing lessons, the printing of modules, and checking of modules will be achieved if a teacher knows how to condition and altered their practices to fit in the normal education efficiently. Therefore, the hypothesis that states that there is significant relationship between challenges and practices among MAPEH teachers in the new normal education is hereby rejected.

### Conclusion

Based on the aforementioned findings, the following conclusions are drawn: (1) The implementation of the new normal has greatly challenged MAPEH teachers. Their subject mostly requires practicum and tasks which learners need to perform either individually or in groups and these were made limited due to the

restrictions and guidelines of the new normal setting. They were struggling in the collection of the outputs from the learners and some of them do not pass their multimedia outputs. Internet connectivity is also one of the big challenges faces by the MAPEH teachers. Schools located in the mountainous area are the most affected with this. They need to go outside their premises just to find internet connection which is more essential in communication to learners and parents. And more teachers are asking for more internet allowance. Aside from that, MAPEH teachers have to deal with the struggle of designing modules that can stand alone and would require little to no teacher supervision. (2) MAPEH teachers are adaptive to change. The more they are challenged, the more they are willing to step up and improve their practices to suit the new learning modality. MAPEH teachers are greatly challenged in retrieval of self-learning modules, assessment, and performance task of the learners, as practice they showed concern and greatly motivate their learners to finish and submit their outputs on time. Some teachers do the home visitation to check the status of the learners when it comes to their lesson and to check if they do assessment and performance task. MAPEH teachers also step out their premises just to find an internet connectivity and use their own pocket to buy internet connections. They also use their own money just to purchase high end gadgets which is use for online classrooms and printing equipment like, bond papers, ink, and printers. (3) The level of challenges is positively correlated to level of educational practice. As challenges increase, the level of practice is also increased.

In the light of the preceding findings and conclusions, the following recommendations are hereby advanced:

(1) MAPEH teachers may keep their spirits high even in the midst of the educational challenges brought about by the pandemic. They are already doing great in terms of improving their practices and aligning it with the demands of the new learning modality. However, as nobody can tell when things would return to the old normal, they need to be emotionally, physically, and economically ready to expend possible actions for they are surely going to face more challenges along the way. It is as well recommended that teachers need to formulate alternative plans on different issues that may arise as they are involved in the process of teaching. Managing time wisely also aids in dealing with various tasks in school. MAPEH Teachers may have the growth mindset towards the situation, embrace changes, and explore possibilities by getting out of their comfort zones. The higher offices and school authorities may work with the teachers in addressing the challenges they face as they migrate to the new

normal teaching practices. Necessary resource and relevant training may be provided among teachers to successful delivery of quality education. (2) Parents, teachers and other stakeholders may work hand in hand in supporting the learners in the new distance modality in the new normal education. Supporting each other will hold in making easier works for teachers. Parents may instill in the minds of their children the importance of education in the lives of everyone. Stakeholders may help in financial, moral, and physical attributes in the school settings. (3) Concerned agencies and departments may support the teachers all throughout the implementation of the new normal. Since lack of support from the heads and department was found as a contributing factor in high level of challenges faces by the MAPEH teachers. Department of Education may give a lot of support like internet allowance, printing equipment and gadgets. Agencies and departments concerned, may conduct webinars for equipping teachers with the current trends of new normal education also help educators in adapting to the changes of times. (4) School administrators may check on their teachers' well-being. A monthly or quarterly mental health check could help ease teachers' stress and exhaustion. They shall also implement a system in terms of delivery and retrieval of modules to ensure that both parents and teachers are aware of what to do as well as to keep everyone safe from the effects of the COVID-19 pandemic. School Heads and Administrators may continue in giving motivation to teachers. External factors such as praises and encouragement maybe given to teachers to be extremely motivated. They may remain happy and contented with their endeavors as teachers.

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