TEACHING IN THE NEW NORMAL: CHALLENGES AND COPING MECHANISM IN ELEMENTARY SCHOOL

Jennifer G. Zeta[1], Cecilia Q. Velasco[2]

Lucena West I Elementary School, Lucena City, Philippines 4301
Laguna State Polytechnic University – San Pablo City Campus, San Pablo City, Philippines 4000

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Abstract: The study aimed to determine the relationship between the perceived challenges and manifested coping mechanism of Elementary teachers in the new normal situation. Using the descriptive-correlation research approach to conduct a thorough analysis of the study, the researcher used a survey on perceived challenges of teachers and a survey on coping mechanism used by Makabenta, (2021) in her study. The data revealed that teachers are greatly challenge in terms of quality learning, students' difficulty on following instructions, increase number of non-readers, increased number of non-numerates, parents support in the learning of the pupils, and health risk. However, these teachers dealt with these challenges by employing coping mechanism in terms of positive well-being, time management, openness to change, peer mentoring, and collaboration. Moreover, this study shows a significant relationship between the perceived challenges and manifested coping mechanism of the teachers in the new normal. The complexity of teaching and learning has been intensified by the pandemic, but teachers find its way to cope with the challenges of the new normal.

Keywords: challenges, coping mechanism, new normal, pandemic.

INTRODUCTION

Education has a significant impact on the lives of pupils. Teachers are one of the most important tools in delivering outstanding learning. The current crisis has obliged most educational system to adopt alternatives to face-to-face teaching and learning. The shift in teaching-learning delivery in schools to distant learning made the delivery of fundamental quality education more difficult and challenging to the part of the teachers and school personnel. Teachers are now implementing new rules, practices, and classroom designs to help restrict and limit the spread of the disease. Many schools have already displaced traditional classroom structure in favor of innovative flexible learning practices, which have been shown to increase students' learning outcomes. (Kim, 2020).

In terms of the curriculum, the learning competencies have been condensed to focus exclusively on the most essential learning competencies (MELC) that are connected with the development of 21st century abilities such as critical thinking, cooperation, communication, and creativity. Students, teachers, and parents are all experiencing difficulties as a result of this shift in teaching technique. The current study discusses the varied effects of the COVID-19 on the educational system. This study focus on the transition of post pandemic education in the Philippines.

Schools have taken the initiative to prepare for the gradual shift to conduct and resume limited in-person classes. Despite the lengthy school closure, this step has given education authorities hope for a safe return to face-to-face instructions. With a desire to return to the pre-covid instructional form, educational institutions are integrating health-related activities into their policies and programs, as evidenced by the issuances of the Commission on Higher Education (CHED) and Department of Health (DOH) joint memoranda and guidelines, as well as the DepEd-DOH circular no. 1 series of 2021 of the Department of Education (DepEd), as they begin pilot testing for in-person classes. The DOH urges educational systems to develop contingency plans, health protocol intervention strategies, fund for the acquisition of health equipment, and embrace a shared responsibility principle among

stakeholders for the resumption of classes. According to Estrellado (2021) he believes that educational institutions must focus post-pandemic programs to reduce social and educational disparities arising from months of lockdowns. Due to these experience in the pandemic, teachers are facing a variety of changes and difficulties in dealing with the new normal situation and the new educational system. One of the teachers' strengths is their ability to adapt in the face of hardship. Various problems and challenges exist, particularly at this trying period, and teachers are still adjusting to the new normal. As a result, teachers use a range of coping mechanisms to deal with the problems and challenges they face. These coping mechanisms help teachers overcome problems and contribute significantly to the improvement of the situation. (Agayon et al., 2022).

This study determined the difficulties that elementary school teachers face. It also describes their coping mechanism, which will be helpful in resolving problems that may develop during the implementation of the new normal alternate learning system. It also makes an attempt to prescribe a course of action to prevent these difficulties based on the participant's coping skills.

OBJECTIVES OF THE STUDY

This study determined the relationship between challenges encountered by teachers and their coping mechanism during this time of pandemic.

The study described the profile of the teacher-respondent in terms of age, gender, position, educational attainment, and school type. Second the perceived challenges encountered by teachers in the new normal education in terms of quality of learning, students' difficulty in following instructions, increase number of non-readers, increase number of non-numerates, parents support in the learning of the pupils, and health risk. Next is manifested coping mechanism of teachers in terms of positive well-being, time management, openness to change, peer mentoring, and collaboration. This study also described the relationship between perceived challenges and manifested coping mechanism.

METHODOLOGY

Research Design

The researcher used the correlational design. A non-experimental research technique that uses statistical analysis to study the relationship between two variables is referred to as correlational research. Also, an Anova test was used to find out if there are any statistical differences between the means of three or more independent groups.

Correlational method was used to determine if there is an existing relationship between the challenges encountered by teachers in times of pandemic and their coping mechanism to address the challenges. Correlational research use cross-sectional designs.

Anova , was employed to determine if there is existing relationship between the coping mechanism of the respondents according to their demographic profile.

This study used quantitative approach in the research. The quantitative data analysis was based upon quantifiable data, evidences which were numerically evaluated through inferential and/or descriptive statistics.

Respondents of the Study and Locale

The respondents of this study were 160 Elementary Public Schools Teachers from Division of Lucena City, Quezon.

Research Instrument

This study used a survey questionnaire. The questionnaire contains three parts that help the researchers to gathered data in order to answer the research problem. The first part of the questionnaire sought to answer demographic

profile of the respondents. The second part determines the challenges to teachers in times of pandemic. Part three used to gathered the common coping mechanism of teachers used by Makabenta, (2021) in her study in addressing the challenges.

Statistical Treatment

After all the relevant information and data gathered, the researcher was ready for presentation, analysis and interpretation of data. The Simple descriptive statistics like frequency distribution, percent count, standard deviation, and mean scores would be utilized to describe the perception of the respondents on the variables of the study.

The first part of the questionnaire, which is the Respondent's Profile, percentage and frequency were used. Mean and standard deviation were used to analyze teacher-respondent expressed challenges and coping mechanism in teaching in the new normal.

Furthermore, to prove the two hypotheses set in the study whether the perceived challenges and expressed coping mechanism of teachers significantly related, Pearson Product-Moment Correlation Coefficient was used. R is a measure of the strength of a linear connection between two variables. A Pearson product-moment correlation, in essence, seeks to create a best-fit line through the data of two variables.

RESULTS AND DISCUSSION

The tabulated data and the results of the study were presented, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.

Table 1. Profile of the Respondents in terms of Age

Age	Frequency	Percentage
22 - 25	9	5.6
26 - 35	62	38.8
36 - 45	50	31.3
46 - 55	31	19.4
56 - 65	8	5.0
Total	160	100.0

Table 1 represents the demographic profile of the respondents in terms of age. It shows that 9 or 5.6% of the respondents are in the ages 22-25; 62 or 38.8% are 26-35 years old; 50 or 31.3% are 36-45 years old; 31 or 19.4% are 46-55 years old and 8 or 5% are 56-65 years old.

Table 2. Profile of the Respondents in terms of Gender

Sex	Frequency	Percentage
Male	31	19.4
Female	129	80.6
Total	160	100.0

The demographic profile of the respondents as to gender is shown in table 2. It indicates that majority of the respondents were female with 80.6% and only 19.4% were male.

Table 3. Profile of the Respondents in terms of Position

Position	Frequency	Percentage
Teacher I	75	46.9
Teacher II	33	20.6
Teacher III	41	25.6
Master Teacher I	7	4.4
Master Teacher II	4	2.5
Total	160	100.0

Table 3 shows the demographic profile of the respondents as to their position. Among the respondents, 75 or 46.9% of them are Teacher 1; 33 or 20.6% are Teacher II; 41 or 25.6% are Teacher III; 7 or 4.4 percent are Master Teacher I and 4 or 2.5% are Master Teacher II.

Table 4. Profile of the Respondents in terms of Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	50	31.3
BS Degree with Education Units	6	3.8
with MA Units	84	52.5
Master's Degree	17	10.6
with Doctorate Units	1	0.6
Doctorate Degree	2	1.3
Total	160	100.0

Table 4 represents the respondents' demographic profile as to their educational attainment. From the data given, 50 or 31.3% of the respondents are bachelor's degree holder; 6 or 3.8% are BS Degree holder with Education Units; 84 or 52.5% are with MA Units; 17 or 10.6% have Master's Degree; 1 or 0.6% is with Doctorate Units and 2 or 1.3% have Doctorate Degree.

Table 5. Profile of the Respondents in terms of School Type

School Type	Frequency	Percentage
Small School	19	11.9
Medium School	48	30.0
Large School	41	25.6
Mega School	52	32.5
Total	160	100.0

The demographic profile of the respondents as to school type is represented in table 5. The results show that 19 or 11.9% of the respondents are from small school; 48 or 30% are from medium school; 41 or 25.6% are from large school and 52 or 32.5% are from mega school.

Part II described the perceived challenges of the teachers in the New Normal Education.

Table 6. Perceived Challenges Encountered by Teachers in the New Normal Education in terms of Quality of Learning

Indicators	Mean	Std. Deviation	Verbal Interpretation
Learners are struggling to learn and can't seem to focus.	4.44	0.72	Challenged
Learners and teachers including parents had a rapid adjustment in the new normal situation.	4.49	0.72	Challenged
Learners proficiency in reading, writing, and fundamental mathematics suffer.	4.65	0.57	Highly Challenged
Learners lack of in-person interaction with peers tremendously impacts children's emotional and cognitive development.	4.51	0.67	Highly Challenged
Learners missed opportunity for immediate teacher-learner interaction delays competency development of the learner and has serious impact on quality learning.	4.54	0.63	Highly Challenged
Overall Mean	4.53	0.56	Highly Challenged

Note: 4.50-5.00 Highly Challenged; 3.50-4.49 Challenged; 2.50-3.49 Moderately Challenged; 1.50-2.49 Somewhat Challenge; 1.00-1.49 Not Challenged

Table 6 revealed that teachers are highly challenged that the student's ability to read, write and do basic mathematics suffer, having the highest mean of 4.65. The quality of learning of the students suffered in the New normal Education due to the changes of the modes of teaching and learning from distance learning to face to face learning which the students find it difficult to adjust. On the other hand, this study showed that the respondents are challenged that the students could not focus and having struggle to learn, having the lowest mean of 4.44.

Overall, it indicates that quality learning suffered during the pandemic and these are the challenges of the teachers nowadays how to bring back the interest and motivation of the students in learning. The teachers were having difficulty dealing with the newly normal situation. Ozamiz-Etxebarria, et al. (2021) explains that as the Philippines ventures into new mode of learning, several factors needed to be considered.

Table 7. Perceived Challenges Encountered by Teachers in the New Normal Education in terms of Students Difficulty in following Instructions

Indicators	Mean	Std. Deviation	Verbal Interpretation
Learners struggles to translate what they read and hear into understandable information.	4.49	0.61	Challenged
Learners are lazy or a lack of respect.	4.21	0.84	Challenged
Learners are unable to understand printed instructions.	4.26	0.82	Challenged
Learners are disobedient and inattentive.	4.18	0.86	Challenged
Learners might have an underlying language disorder.	4.13	0.88	Challenged
Overall Mean	4.25	0.71	Challenged

Note: 4.50-5.00 Highly Challenged; 3.50-4.49 Challenged; 2.50-3.49 Moderately Challenged; 1.50-2.49 Somewhat Challenge; 1.00-1.49 Not Challenged

Table 7 represents the students' difficulty in following instructions. The results show that the respondents agreed that students could not understand simple instructions, having the highest mean of 4.49. Since there is a shift in the teaching and learning process the teachers observed that learners were confused regarding the intended instructions. Moreover, it was also indicated in the table that the respondents are also challenged that learners might have an

underlying language disorder with the lowest mean of 4.13. Students fail to follow instructions accurately and often misinterprets information. In conclusion, the respondents shows that they are challenged when learners are having difficulty in following instructions. Teachers observed challenges with the learner's difficulty in understanding instructions even if the instructions were clear and simple.

Likewise in the study of Agayon et al., (2022) noted that teachers must try to explain in every way possible for students to easily understand the given instruction. This was also obvious in Alvarez's (2021) study, where students were perplexed by the directions provided in their modules.

Table 8. Perceived Challenges Encountered by Teachers in the New Normal Education in terms of Increased Number of Non-Readers

Indicators	Mean	Std. Deviation	Verbal Interpretation
Learners struggle to recognize letter names and sounds	4.38	0.77	Challenged
Learners cannot display good word recognition.	4.34	0.82	Challenged
Learners are unable to read simple sentences.	4.36	0.79	Challenged
Learners are unable to comprehend how to interpret printed words.	4.46	0.69	Challenged
Learners struggle to understand what is being read.	4.51	0.68	Highly Challenged
Overall Mean	4.41	0.69	Challenged

Note: 4.50-5.00 Highly Challenged; 3.50-4.49 Challenged; 2.50-3.49 Moderately Challenged; 1.50-2.49 Somewhat Challenge; 1.00-1.49 Not Challenged

Shown by the values in table 8 are the respondents' perceived extent of challenges in terms of the increased number of non-readers. The response of the respondents revealed that they are highly challenged that the students struggle to understand what is being read, having the highest mean of 4.51. Teacher highly observed that the learners are lacking the skill of being a fluent reader. During the pandemic learners are just at home they lack to have the reading habit required in learning. Also, it was revealed that the respondents that they are challenged that the students could not demonstrate high word recognition with the lowest mean of 4.34. Overall, the respondents' response show a 4.41 mean score, this means that the teachers observed challenges in terms of increased number of non-readers. Learners needed skills in reading have been diminishing due to the changes in the teaching and learning the learners read below their grade level and struggles with comprehension and vocabulary.

Table 9. Perceived Challenges Encountered by Teachers in the New Normal Education in terms of Increased Number of Non-Numerates

Indicators	Mean	Std. Deviation	Verbal Interpretation
Learners have difficulty in performing the fundamental operations.	4.48	0.67	Challenged
Learners find it hard to understand and analyze word problems.	4.58	0.63	Highly Challenged
Learners prerequisite skills were not attained.	4.46	0.69	Challenged
Learners cannot not solve problems.	4.44	0.75	Challenged
Learners have a mindset that numbers are not engaging task.	4.33	0.81	Challenged
Overall Mean	4.46	0.66	Challenged

Note: 4.50-5.00 Highly Challenged; 3.50-4.49 Challenged; 2.50-3.49 Moderately Challenged; 1.50-2.49 Somewhat Challenge; 1.00-1.49 Not Challenged

Table 9 represents the respondents' perception on the extent of challenges in teaching in the new normal in terms of increased number of non-numerates. Results show that among the indicators, the respondents are highly challenged that the students could not understand and analyze numerical information, which got the highest mean of 4.58. Teachers highly observed that the learners are having a hard time understanding and analyzing mathematical problems. Students are having a hard time in understanding word problems because of their poor reading comprehension and they cannot demonstrate a high word recognition. Solving problems using fundamental operation seams to be unfamiliar for the learners. On the other hand, the respondents agree that students could not find it fun, motivating and engaging, which got the lowest mean of 4.33. Teachers observed that learners are struggling to find some motivation in engaging mathematical task and always think of math as a complex and difficult subject. It has an overall mean of 4.46 with the verbal interpretation of agree which indicates the perception of the respondents on the extent of challenges in teaching in the new normal towards increased number of non-numerates.

Table 10. Perceived Challenges Encountered by Teachers in the New Normal Education in terms of Parents Support in the Learning of the Pupils

Indicators	Mean	Std. Deviation	Verbal Interpretation
Parents lack the knowledge and expertise required to help the learners.	4.39	0.69	Challenged
Parents are employed.	4.34	0.70	Challenged
Parents are unaware of the special responsibilities in guiding their children.	4.31	0.78	Challenged
Parents' lack of education and ability to provide support for homework.	4.39	0.70	Challenged
Parents need to be emotionally and academically prepared.	4.44	0.65	Challenged
Overall Mean	4.37	0.62	Challenged

Note: 4.50-5.00 Highly Challenged; 3.50-4.49 Challenged; 2.50-3.49 Moderately Challenged; 1.50-2.49 Somewhat Challenge; 1.00-1.49 Not Challenged

Table 10 shows the respondents perception about challenges they encountered in terms of parents' support in the learning of the pupils. As shown, respondents agreed that parents need to be emotionally and academically prepared having the highest mean of 4.44. Parents play a vital role in the student learning process; they must support learners in the new learning education but as observed by the teachers some of the parents are hampered due to their inability to act as home facilitator. Also, it was expressed that respondents are challenged that parents are unaware of the special responsibilities in guiding their children having the lowest mean of 4.31. This means that teachers observed that parents must need to be enlighten about the new normal in education. Teachers sees that parents do not understand what they must contribute in their children's academic success during this new normal education. Overall, the respondents agreed that there are challenges in parents' support in the learning of the pupils. This indicates that there are problems in terms of parent's support in the learning of the pupils because parents need to fully understand their roles to guide their children.

Table 11. Perceived Challenges Encountered by Teachers in the New Normal Education in terms of Health Risk

Indicators	Mean	Std. Deviation	Verbal Interpretation
Public health and safety are still in danger.	4.18	0.76	Challenged
Physical and mental health development, safety and well-being are at risk.	4.18	0.77	Challenged
Children miss the support rendered by the school on health and nutrition.	4.01	0.85	Challenged

Online violence and abuse has increased as a result of more time spent on screen and online.	4.14	0.89	Challenged
Significant health and safety concerns in the classroom environment include class size, students conduct, maturity, space, equipment etc.	4.23	0.74	Challenged
Overall Mean	4.15	0.70	Challenged

Note: 4.50-5.00 Highly Challenged; 3.50-4.49 Challenged; 2.50-3.49 Moderately Challenged; 1.50-2.49 Somewhat Challenge; 1.00-1.49 Not Challenged

Table 11 shows that based on this finding, it has revealed that the respondents are challenged that significant health and safety concerns in the classroom environment include class size, students conduct, maturity, space, equipment etc. having the highest mean of 4.23. Due to class size and classroom environment teachers observed that it still has a factor that will harm or affect their health. Teachers are still worried having a safe return of face to face classes. While children miss the support rendered by the school on health and nutrition got the lowest mean of 4.01. This also means that the school must ensure a safe environment for both teachers and learners. Overall, teachers are still concern about their health safety and their well-being is still in danger. Health must still one of the priorities of the schools. Thus, faculty and staff should strictly follow and comply the established protocols.

Table 12. Teachers manifested Coping Mechanism in terms of Positive Well-being

Indicators	Mean	Std. Deviation	Verbal Interpretation
I inspire others while boosting ones' own confidence.	4.29	0.63	Manifested
I take vitamins for my health and stress management.	4.11	0.78	Often
I take a brief break when I'm exhausted and ask God for strength.	4.51	0.68	Highly Manifested
Positivity is the only thought I have.	4.38	0.66	Manifested
There will always be ways and means to mold learners holistically.	4.42	0.60	Manifested
Overall Mean	4.34	0.54	Manifested

Note: 4.50-5.00 Highly Manifested; 3.50-4.49 Manifested; 2.50-3.49 Moderately Manifested; 1.50-2.49 Somewhat Manifested; 1.00-1.49 Not Manifested

Table 12 represents the coping mechanism of teachers in terms of positive well-being. With the highest average mean of 4.51, teachers always take a brief break when exhausted and ask God for strength. When teachers are facing some challenges, praying keeps their levels of worries and anxiety low. Connecting to God build teachers trust and faith cope with the challenges they're facing. It has been shown as well that the respondents often take vitamins for health and stress management that got a mean of 4.11. This means that vitamins play a role in our mental health, it helps regulate the mood and decrease the risk of depression for our teachers but it turns to be the least because teacher may also consider the financial cost of taking vitamins. It was revealed on the table that the teachers expressed coping mechanism to address challenges in the new normal situation in terms of positive well-being has an average mean of 4.34 with standard deviation of 0.54 which is interpreted as manifested. This means that the teachers manifested positive well-being as their coping mechanism to address challenges in the new normal. As for teachers' positive well-being plays an important role in coping with stress.

Table 13. Teachers manifested Coping Mechanism in terms of Time Management

Indicators	Mean	Std. Deviation	Verbal Interpretation
Even there are lot of things to do, I still do my best to accomplish those things on time.	4.47	0.61	Manifested
I allow more time to work on a task.	4.39	0.60	Manifested

Time management is very important to accomplish the task.	4.58	0.59	Highly Manifested
I set time line to finish a task.	4.43	0.61	Manifested
I accept and perform the assigned task and make sure to submit on or before due date.	4.51	0.59	Highly Manifested
Overall Mean	4.48	0.54	Manifested

Note: 4.50-5.00 Highly Manifested; 3.50-4.49 Manifested; 2.50-3.49 Moderately Manifested; 1.50-2.49 Somewhat Manifested; 1.00-1.49 Not Manifested

Table 13 represents the respondents manifested coping mechanism in terms of time management. As reviewed, time management is very important to accomplish task got the highest mean of 4.58. With regards to coping with challenges, teachers manifest time management as important practice to meet the demands of their work. Respondents often allow more time to work on a task that got the lowest mean of 4.39. This means that time management helps them to accomplish thing on time. This table revealed that teachers expressed coping mechanism to address challenges in terms of time management has an average mean of 4.48 with standard deviation of 0.54 which is being manifested by the teahcers. This means that teachers often expressed proper time management to meet the demands of home and work. As has been manifested teachers are establishing routines and practicing a good habit scheduling to help them utilize their time effectively.

Parallel to Makabenta (2021) that teachers often expressed proper time management. This implies that time management help them accomplish things on time. She also stated that establishing routines through habits and practices in a set schedule help them to utilize time effectively.

Table 14. Teachers manifested Coping Mechanism in terms of Openness to Change

Indicators	Mean	Std. Deviation	Verbal Interpretation
I am open to accept the changes implemented by the authorities.	4.44	0.60	Manifested
I keep myself updated in the teaching styles especially if technology is involved.	4.47	0.59	Manifested
I courageously follow and implement changes in the teaching learning process.	4.48	0.59	Manifested
I accept positively comments and suggestions from my colleagues and higher authorities.	4.49	0.58	Manifested
I am resilient to change.	4.44	0.60	Manifested
Overall Mean	4.46	0.54	Manifested

Note: 4.50-5.00 Highly Manifested; 3.50-4.49 Manifested; 2.50-3.49 Moderately Manifested; 1.50-2.49 Somewhat Manifested; 1.00-1.49 Not Manifested

As shown on table 14, teachers accept positively comments and suggestions from their colleagues and higher authorities got the highest mean of 4.49 when it comes to openness to change. Accepting the situation enables teachers to discuss some issues and concerns we are facing in this situation. On the other hand, being resilient to change and openness to accept changes implemented by the authorities got the lowest mean of 4.44. This means that teachers show being flexible and adaptive to changes that will allow them to survive the challenges of the new normal. The table revealed that the teachers expressed coping mechanism to address challenges in the implementation of the new normal situation in terms of openness to change has an average mean of 4.46 with standard deviation of 0.54 which is manifested by the teachers. To sum up, everyday we learn new things that helps us deal with some challenges we face to cope with the challenges of the new normal. Teachers demonstrate flexibility and adaptability that will help us grow.

Table 15. Teachers manifested Coping Mechanism in terms of Peer Mentoring

Indicators	Mean	Std. Deviation	Verbal Interpretation
I seek help from my colleagues on how to always have a good output.	4.43	0.65	Manifested
I ask help from my colleagues in studying different application and gathering resources and references to make my teaching easier.	4.42	0.63	Manifested
I ask assistance from those who are experts in using technology to integrate it into my lessons.	4.48	0.66	Manifested
I value the support given by my colleagues.	4.56	0.59	Highly Manifested
I apply the technical assistance given to me by my mentor.	4.51	0.60	Highly Manifested
Overall Mean	4.48	0.57	Manifested

Note: 4.50-5.00 Highly Manifested; 3.50-4.49 Manifested; 2.50-3.49 Moderately Manifested; 1.50-2.49 Somewhat Manifested; 1.00-1.49 Not Manifested

As shown by the values in table 15, respondents always value the support given by their colleagues got the highest mean of 4.56. Teachers manifested that asking help from colleagues in applying and gathering some resources and references give them assistance in dealing with the same pressure they are facing. On the other hand, the one that got the lowest mean, 4.42, is that respondents often ask help from their colleagues in studying different application and gathering resources and references to make my teaching easier. Since teacher are facing same challenges brought by this mew normal education, they seek guidance and support from one another especially in providing quality learning to the learners. It was revealed on the table that teachers expressed coping mechanism to address challenges in the implementation of new normal situation in terms of peer mentoring has an average mean of 4.48 with standard deviation of 0.57 which is being manifested. This means that peer mentoring is one of the manifested coping mechanism of the teacher in dealing with some challenges due to the sudden changes in the teaching and learning. Peer mentoring enables them to develop confidence and competence in the new normal education.

Table 16. Teachers manifested Coping Mechanism in terms of Collaboration

Indicators	Mean	Std. Deviation	Verbal Interpretation
I ask assistance from the stakeholders in the proper implementation of learning modality.	4.39	0.69	Manifested
I conduct orientation to parents to keep them aware in the new modes of teaching and learning process.	4.34	0.70	Manifested
I seek support from parents to act as learning facilitators at home.	4.31	0.78	Manifested
I participated in school activities that ensure a positive mindset in dealing with stakeholders.	4.39	0.70	Manifested
I look for stakeholders who can extend help in providing the needed learning materials.	4.44	0.65	Manifested
Overall Mean	4.37	0.62	Manifested

Note: 4.50-5.00 Highly Manifested; 3.50-4.49 Manifested; 2.50-3.49 Moderately Manifested; 1.50-2.49 Somewhat Manifested; 1.00-1.49 Not Manifested

It was revealed in table 16 that the respondents often look for stakeholders who can extend help in providing the needed learning materials as a coping mechanism in terms of collaboration got the highest mean of 4.44. Since the school cannot provide all the needed resources, teachers express collaboration as one of their coping mechanism that will filled all the gaps in providing the needed materials. Also, respondents often seek support from parents to act as learning facilitators at home with the lowest mean of 4.31. This table expressed coping mechanism to address challenges in the new normal situation in terms of collaboration has an average mean of 4.37 points with a standard deviation of 0.62 points which means manifested by the teachers. As has been manifested, teachers cope with the lack of learning resources by creating partnership with the parents and stakeholders. Teachers believe that collaboration is an important tool for creating a meaningful learning experience for all students.

Table 17. Test of significant relationship between teachers challenges and coping mechanism of teacher.

Challenges	Teacher's Coping Mechanism					
	Positive Well-Being	Time Management	Openness to Change	Peer Mentoring	Collaboration	Overall Coping Mechanism
Quality of Learning	.521**	.444**	.437**	.500**	.721**	.631**
Students Difficulty in Following Instructions	.423**	.305**	.318**	.366**	.741**	.522**
Increase Number of Non-readers	.402**	.383**	.399**	.459**	.747**	.578**
Increase Number of Non-numerates	.435**	.383**	.404**	.447**	.788**	.595**
Parents Support in Learning of the Pupils	.489**	.453**	.425**	.494**	1.000**	.695**
Health Risk	.430**	.385**	.391**	.406**	.645**	.544**
Overall Challenges	.511**	.445**	.450**	.506**	.881**	.675**

***. Correlation is significant at the 0.01 level (2-tailed).*
**. Correlation is significant at the 0.05 level (2-tailed).*

Overall, overcoming the stress by understanding and taking action, makes the stressor simpler to manage. Dealing with stress requires doing what is truly important. These are practical ways for dealing with the worries that govern and obstruct us from performing the most important activity. Despite of the challenges that teachers are dealing with, they are trying to find some great ways to stay positive in these difficult times. Teachers create ways for themselves that may help them stay positive during this time. For the teachers point of view, There will always be cloudy days in life. However, there are strategies to be positive amid difficult times, they learn how to deal with life's difficult situations. Whether you see life as a roller coaster or not, we can all agree that while it has its grateful moments, there are times when hope appears to be a long way away. We should be open to more opportunities for reform and refinement during difficult times. A key element of managing with stress is being conscious that we are stressed and why, so that we can focus and pay attention on the bigger issue ahead. Furthermore, it is critical that we understand how to counteract the stressor by gathering accurate information about it. Aside from acquiring correct information from reputable sources, avoiding channels that promote fear or the propagation of misinformation is important to mental health.

Part III shows the moderating effect of the profile of the teacher-respondents on the relationship between teachers challenges and coping mechanism.

Table 18. The moderating effect of age on the relationship between teachers challenges and coping mechanism

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.580	0.664		2.380	0.019
Challenges	0.675	0.153	0.821	4.409	0.000
Age	0.132	0.217	0.276	0.608	0.544
Age*Challenges	-0.038	0.049	-0.391	-0.764	0.446

$R = .680$; Adj. $R^2 = .452$
$F(3, 156) = 44.704$; $p < .01$

Table 18 displays that respondent's age does not significantly moderate the relationship between perceived challenges and the manifested coping mechanism. Result showed that according to age teachers coped in much the same way. According to previous studies in several countries, the causes of stress of teachers are more specifically related to excessive teacher workload, adapting teaching to students' needs and increased pressure to comply within the demand of the new normal. Teachers of all ages encountered these challenges brought by the new educational system. Whether you are experienced teacher or novice teacher they are experiencing the same challenges due to the sudden shift on the teaching and learning process.

Table 19. The moderating effect of age on the relationship between teachers challenges and coping mechanism

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	-0.929	0.761		-1.221	0.224
Challenges	1.217	0.172	1.482	7.078	0.000
Sex	1.748	0.436	1.470	4.007	0.000
Sex*Challenges	-0.395	0.099	-1.670	-3.998	0.000

R = .712; Adj. R^2 = .498
F(3, 156) = 53.504; p <.01

As shown in table 19, respondent's sex significantly moderates the relationship between perceived challenges and the manifested coping mechanism. According to Johnson et al. (2012) choice of coping strategies was mediated by gender. This points its impact on an individual's psychological well-being. Gender disparities in decision-making have been established in research, demonstrating that women make more risky in decisions than males. When women are anxious, it is all too usual for them to become emotional and fall apart. Men, on the other hand, stay cool and clear-headed when under stress.

Table 20. The moderating effect of highest educational attainment on the relationship between teachers challenges and coping mechanism

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.761	0.499		1.524	0.130
Challenges	0.794	0.113	0.966	7.001	0.000
Highest Educational Attainment	0.435	0.173	1.044	2.515	0.013
Highest Educational Attainment*Challenges	-0.082	0.040	-0.844	-2.043	0.043

R = .714; Adj. R^2 = .500
F(3, 156) = 54.085; p <.01

Table 20 shows that respondent's highest educational attainment significantly moderates the relationship between perceived challenges and the manifested coping mechanism. According to Liu, J. (2021) teachers with higher academic qualifications contribute substantially to students learning compared to those who have less degree in academic. The higher the educational qualification the better coping mechanism because they are experienced, and they have learned already the psychology of challenges or adaptive to challenges.

Table 21. The moderating effect position on the relationship between teachers challenges and coping mechanism

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.996	0.403		2.474	0.014
Challenges	0.762	0.093	0.927	8.228	0.000
Position	0.514	0.174	1.158	2.960	0.004
Position*Challenges	-0.105	0.040	-1.067	-2.628	0.009

R = .706; Adj. R^2 = .489
F(3, 156) = 51.633; p <.01

Table 21 shows that respondent's position significantly moderates the relationship between perceived challenges and the manifested coping mechanism. The higher the rank the higher motivation and skills competence the teacher have. Therefore, the job performance of the teacher mat be assed according to the rank of the teacher. The teachers' teaching competencies and perception in their professional development may varied according to their position. Teachers who are experienced teachers are more used to challenges in the teaching and learning process.

Table 22. The moderating effect of School type on the relationship between teachers challenges and coping mechanism

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.350	0.660		5.076	0.000
Challenges	0.291	0.151	0.354	1.933	0.055
School Type	-0.570	0.244	-1.245	-2.336	0.021
School Type*Challenges	0.113	0.054	1.260	2.085	0.039

R = .699; Adj. R^2 = .479
F(3, 156) = 49.712; p <.01

As shown in table 22, school type significantly moderates the relationship between perceived challenges and the manifested coping mechanism. Type of school may affect the coping mechanism of teachers because mega schools or large schools have bigger problems or challenges than small schools. Teachers who are from small schools can easily monitor and address the challenges they might encounter.

CONCLUSION AND RECOMMENDATION

Based on the findings the following were concluded;

There is a significant relationship between the challenges encountered by teachers and their coping mechanism thus the hypothesis stating that there is no significant relationship between the challenges encountered by teachers and their coping mechanism is rejected.

The Demographic profile such as gender, position educational attainment and school type of the respondents contributes to the challenges and coping mechanism is rejected. However, age found to have no significant relationship between the challenges encountered and coping mechanisms of the teachers.

Base on the study's result and conclusions, several recommendations were made. Teacher may address the issues and challenges they encountered. Formulate and make a plan to those challenges you're struggled with to meet the demand of the teaching and learning process. They can also formulate appropriate intervention plan to resolve the conflict. Teacher may think of change as a positive challenge not a threat. The teacher must maintain a good attitude in the face of the issue by stepping outside of their comfort zones, they can embrace change and explore new opportunities. Teacher may develop projects and programs for challenges or readily made materials for instruction to strengthen their holistic personality development to manage challenges in class. School heads together with the stakeholders may work with teachers in addressing the challenges they face in the new normal teaching practices and conduct of experimental research that may help them addressing the issues and concerns of the new educational system.

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