

Coping Mechanisms of Teachers with the Challenges in Education

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Abstract — This study focused on the coping mechanisms of teachers in education during the new normal for the S.Y. 2021-2022. A total of 185 teachers from the central schools of the Province of Pangasinan participated as respondents. Data were collected using a validated researcher-designed questionnaire checklist. The results indicated that the respondent teachers displayed a high level of coping mechanisms with the educational challenges, as evidenced by an overall weighted mean of 4.60, indicating a "Very Capable" rating. This suggests that the teachers possess extensive knowledge and skills in coping with challenges related to enabling the learning environment, facilitating student learning, delivering content and pedagogy, evaluating student performance, involving stakeholders, and receiving administrative support.

Furthermore, the study revealed a significant difference and relationship between the level of coping mechanisms and the relevant training attended at the district, division, and national levels. Based on these findings, it is recommended that teachers take the initiative to attend seminars and training specifically focused on enhancing their coping capabilities in addressing the challenges posed by education in the new normal. By actively seeking professional development opportunities, teachers can strengthen their coping mechanisms and effectively navigate the demands of the evolving educational landscape.

Keywords — *Coping Mechanism, Enabling Learning Environment, Enabling The Learner, Delivering Content And Pedagogy, Using Educational Technology, Evaluating Learners' Performance, Stakeholders' Participation, Administrative Support*

I. Introduction

Life in this new era grabbles and exists in unprecedented times. Such introduces people to the concept of dynamism and that everything changes occasionally. Besides, the expected keeps people steady, while the unexpected changes people's lives forever. Corona Virus Disease (CoViD)-19, which started in China in late 2019, has changed people's lives in a snap and introduced the new normal. The disease further enormously affected the world regarding the economy, socio-welfare, and educational set-up. United Nations Children's Fund (2020) has declared a Public Health Emergency of International Concern (PHEIC) along with the changes in lifestyle, perspective, and norms of the society. Immensely, these changes offered struggles and dilemmas that challenged power, leadership, management, and the extent of initiatives of the government, private sectors, and health organizations.

Likewise, birth pains of the new normal are increased, and people in it require adaptation and forbearance to sustain a living. As mentioned above, as one of the institutions of the society directly affected by the pandemic, the school has strived to pursue these uncertain times, transitioning from a traditional to a new educational set-up. Southeast Asian Ministers of Education Organization (2020) termed the latter as Post-COVID-19 Education which, according to Singaporean education minister Ye Kung (2020), could save the school year this and the next one by keeping schools open but safe.

Briones (2020) also emphasized that diverse entities and schools in the country must ensure learning continuity amid CoViD-19. Learning modalities were introduced in the past months that would entail saving this school year.

In the Province of Pangasinan, there is intensive crafting of the Learning Continuity Plan by the six (6) Schools Division Office, which encloses the implementation of flexible learning delivery modalities and partnership engagement and collaboration in support of learning continuity delivery under the CoViD-19 threat, enhance support to school and community learning centers for efficient and effective governance and operations under the new normal in Basic Education, and ensure schools and community learning centers to effectively and efficiently implement the Basic Education.

Learning Continuity Plan (BELCP). The LCP requires the collaboration of the school, spearheaded by the principal and the teachers, and the community, together with the key stakeholders such as the barangay council, local government unit, parents, etc. However, as foreseen and per educational leaders' experience globally, challenges will serve as hindrances in implementing the New Normal education.

Thus, there is a need for an intensive study and review of the challenges and prospects of Basic Education amidst the pandemic. This study serves as a stepping stone to the concerns mentioned earlier as it will determine the challenges from the perspective of school administrators, teachers, barangay council, parents, and learners along the implementation of the BELCP and the extent of collaboration between and among them. The researcher is enthusiastic that this study will serve as the basis for a more resilient educational system. This further helps administrators emphasize the BELCP's relevant strategies and programs toward New Normal education.

Hence, challenges must be determined and overcome effectively to stabilize the new normal and uphold the Department of Education's vision and mission solely focused on delivering quality and accessible quality education to Filipino school children.

Statement of the Problem

This study aimed to determine teachers' coping mechanisms with the challenges in education in the Province of Pangasinan during the S.Y. 2021-2022.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of
 - a. age, sex, civil status
 - b. , highest educational attainment
 - c. , length of service, and
 - d. The number of relevant training attended?
2. What is the level of coping mechanisms of teachers with the challenges in education:
 - a. enabling learning environment;
 - b. enabling the learner;
 - c. delivering curriculum content and pedagogy;
 - d. using educational technology/innovation in teaching;
 - e. evaluating learners' performance/assessment;
 - f. stakeholders' participation; and
 - g. Administrative support?
3. Is there a significant difference in teachers' coping mechanisms with the challenges in education across profile variables?
4. Is there a significant relationship between the level of coping mechanisms of teachers with the challenges in education and profile variables?

II. Methodology

A combination of the descriptive research method and correlational analysis was employed. In order to comprehensively address the objectives of this study and gain a deep understanding of the coping mechanisms of teachers with the challenges in education in the Province of Pangasinan,

The researcher chose the descriptive research method to accurately and systematically describe a population, situation, or phenomenon. It provides a detailed account of the variables under investigation and can effectively answer questions about what, where, when, and how. Unlike experimental research, descriptive research does not involve manipulating or controlling variables but focuses on observing and measuring them in their natural settings.

DATA GATHERING TOOLS

In this study, the instrument used to gather data is a survey questionnaire. The questionnaire has two (2) parts. Part I elicited the background information on the profile of respondents. Part II was on teachers' coping mechanisms with the challenges in education.

The researcher administered the survey questionnaire through google forms. A pilot study was carried out on 30 teachers. An analysis using the reliability test using Cronbach's Alpha (α) will be conducted to ensure the reliability of the constructs.

TREATMENT OF DATA

The following statistical tools were used to answer the specific problems of the study.

Frequency counts and Percentages are used to answer Problem No. 1 on the respondents' profiles. Each of the profile variables was categorized and assigned corresponding numerical values in order to facilitate the computation.

The average weighted mean was used to gather the data to answer Problem No. 2 to quantify the Coping Mechanisms of Teachers with Challenges in Education. The following five-point rating scale was used to interpret the result.

Statistical Range	Descriptive Equivalent	Transmuted Equivalent
4.50 – 5.00	Always	Very Capable
3.50 – 4.49	Often	Capable
2.50 – 3.49	Sometimes	Moderately Capable
1.50 – 2.49	Seldom	Slightly Capable
1.50 – 1.49	Never	Not Capable

For Problem No. 3, the Analysis of Variance (ANOVA) and t-test were used to evaluate significant differences in the level of coping mechanisms of teachers with the challenges in education across profile variables.

The Coded Pearson Product Correlation was used to answer Problem No. 4 on determining the relationship between the level of coping mechanisms of teachers with the challenges in education and profile variables.

III. Results and Discussion

Table 1: Profile of the respondents

Profile Variables	Variable Category	F	%
Age	21-30	30	16.2
	31-40	49	26.5
	41-50	67	36.2
	51-60	34	18.4
	61-above	5	2.7
Sex	Male	44	23.8
	Female	141	76.2
Civil Status	Single	43	23.2
	Married	138	74.6
	Widow/gr	4	2.2
Highest Educational Attainment	BSE/BEEEd	25	13.5
	BS+16 Units Prof Ed	9	4.9
	MA Units	34	18.4
	MA Academic Requirements	41	22.2
	MAEd Degree	45	24.3
	Doctoral units	11	5.9
	Doctoral Acad Req	7	3.8
Length of Service	EdD/PhD	13	7.0
	5-below	45	24.3
	6-10	44	23.8
	11-15	34	18.4
District	16-above	62	33.5
	3-below	102	55.1
	4-6	44	23.8
Division	7-above	39	21.1
	3-below	77	41.6
	4-6	37	20.0
Regional	7-above	71	38.4
	3-below	144	77.8
	4-6	25	13.5
National	7-above	16	8.6
	3-below	152	82.2
	4-6	22	11.9
International	7-above	11	5.9
	3-below	172	93.0
	4-6	9	4.9
Relevant Training Attended	7-above	4	2.2
	3-below	172	93.0

Age. In terms of age, most of the respondent teachers belong to the age bracket 41-50 that is 67 or 36.2 percent, 49 or 26.5 percent belong to the age bracket 31-40, 34 or 18.4 percent belong to the age bracket 51-60, 30 or 16.2 percent belong to the age bracket 21-30 while there are five (5) or 2.7 percent belong to age bracket 61-above. The data would imply that most of the teacher respondents are just in their prime age of maturity, wherein they are active in the delivery of instruction in the classroom. While those who are young still have room for improvement to develop themselves professionally and personally by learning from the best practices of their peers who have been in the service for quite a long time. A study conducted by Johnson et al. (2019) which investigated the relationship between teachers' age and their coping mechanisms with challenges in education, found that teachers in this age group of 41-50 exhibited higher levels of

coping skills and strategies than younger age groups. It highlighted that teachers aged 41-50 had accumulated experience, knowledge, and expertise. This experience equips them with a better understanding of the challenges in education and enables them to develop effective coping mechanisms to navigate these challenges successfully.

Sex. Obviously and surprisingly, there are more females than males. More specifically, of the 185 respondent teachers, 141 or 76.2 percent are females, while 44 or 23.8 percent are males. The data bring to a case where males are dominated by females with an interesting question of which is most likely to happen in a situation where men are outnumbered by women. Nevertheless, under gender and equality issues, there are no discrepancies between a man and a woman.

Civil Status. Regarding civil status, the respondent teachers are mostly married, 138 or 74.8 percent, 4 or 2.2 percent are single, and 4 or 2.2 percent are widowers. At a certain point, the status of being married, having a family, and enjoying a stable married life is a source of inspiration, self-fulfillment, and security; such as this case, marital status can be considered contributory to good work performance.

Highest Educational Attainment. As shown in Table 1, 7 or 3.8 percent have earned their doctoral requirements, 13 or 7 percent are doctoral degrees, 11 or 5.9 percent have earned their units in doctoral, a more significant number of the respondent teachers are master's degree holders than 45 or 24.3 percent, 41 or 22.2 percent have earned their MA academic requirements, 34 or 18.4 percent have earned their MA units. In comparison, 25 or 13.5 percent are baccalaureate degree holders, which is the lowest level of educational attainment. These data imply that the respondents' educational qualifications are high enough, with the impression that a more significant number of them went beyond a bachelor's degree. Educational qualification is one of the essential factors in recruitment and/or promotion in the practice of the profession or career service. Likewise, growth can be done by upgrading oneself through formal schooling by attending post-graduate schooling in a reputable institution.

Length of Service. As gleaned in the table, a more significant number of respondents have been in the service for more than 16 years that is 62 or 33.5 percent, 45 or 24.3 percent have been in the service for five years or less, while 44 or 23.8 percent have been in the service for 6-10 years. So that in terms of length of service, most of the respondents have been in the service long enough to have developed the knowledge, skills, and abilities of a classroom teacher.

The number of Relevant Training Attended can be seen in the table that most of the respondent teachers have attended three trainings in the different levels that is 102 or 55.1 percent at the district level, 77 or 41.6 percent at the division level, 144 or 77.8 percent at the regional level, 152 or 82.2 percent in the national level while 172 or 93 percent in the international level. Surprisingly, most teachers have attended three trainings at the national and international level. This would imply that the respondent teachers would want to broaden their knowledge by acquiring some insights from the said level of training to improve their craft in teaching and coping

with the challenges in education, especially during the pandemic. It is also noted that the rest of the respondent teachers enjoy the opportunities of attending training at one level or the other but only in some training.

Level of Coping Mechanisms of Teachers with the Challenges in Education

This portion of the chapter presents the level of coping mechanisms with the challenges in education in the normal for enabling the learning environment, enabling the learner, delivering content and pedagogy, using educational technology, evaluating learners' performance, stakeholders' participation, and administrative support.

Table 2 presents teachers' coping mechanisms with education challenges and enabling learning environments.

Table 2: Level of coping mechanisms of teachers with the challenges in education along with enabling learning environment

A. Enabling Learning Environment	WM	TR
1. Encourage parents to provide learning spaces at home that are conducive to learning.	4.59	VC
2. Inspire parents to be more creative in providing more attractive learning materials.	4.54	VC
3. Help parents maintain a safe and orderly learning space at home.	4.49	VC
4. Guide parents to use individual and cooperative learning activities to improve the capacities of learners for higher learning.	4.54	VC
5. Encourage parents to set and value high-performance targets for their children.	4.56	VC
6. Guide parents to handle behavior problems quickly and with due respect to child rights.	4.55	VC
7. Help the parents to create situations that develop a positive attitude among their children towards their subject.	4.54	VC
8. Instruct parents to maintain a conducive learning space at home.	4.49	VC
9. Guide parents to create a child-friendly atmosphere at home.	4.55	VC
10. Help parents manage a good learning space and environment.	4.51	VC
OWM	4.54	VC

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Capable (VC)
3.50 – 4.49	Often	Capable (C)
2.50 – 3.49	Sometimes	Moderately Capable (MC)
1.50 – 2.49	Seldom	Slightly Capable (SC)
1.50 – 1.49	Never	Not Capable (NC)

It can be gleaned from the table that respondent teachers are "Very Capable" in coping with the challenges in education in the new normal along with enabling learning environment as signified by themselves with an overall weighted mean of 4.54. This could mean that the respondent teachers are knowledgeable in coping with the challenges in education in the new normal, especially in enabling the learning environment, considering that they can motivate the parents to provide conducive learning spaces at home that make learning possible. They also inspire parents to be creative in providing attractive learning materials that could encourage their children to learn better. They are also very capable of guiding the parents to use individual and cooperative learning activities to improve the capabilities of learners for higher learning.

As a catalyst of change, they encourage the parents to help them value the high performance of targets of their children although they are at home. The management of parents of good learning space and environment at home creates situations that develop a positive attitude among their children toward their subject. With teachers' coping capabilities in finding ways to enable a learning environment at home, children have all the means to learn at home, equipping them with knowledge. However, they are affected by the pandemic.

Donald et al. (2010) stressed that in a positive and nurturing environment, learners show their authentic, curious selves and paint the world with their unique and individual brush strokes. As such, children absorb all they observe and learn best when they feel comfortable exploring their environment. They added that a supportive home environment embraces a child's confidence in himself/herself and enables him/her to be sociable. This confidence helps students develop their adjustment capabilities in different environments, positively influencing their educational performances.

With the high capability of the teacher in coping with the challenges in education during the pandemic, it is expected that a positive learning home space/environment is essential as it enables students to be inquirers and explorers, and true leaders of their learning. A positive learning space at home enhances students' ability to learn and be productive in the sense of learning things independently.

Table 3 presents teachers' coping mechanisms with the challenges in education and enabling the learner. Surprisingly, the respondent teachers rated themselves with a "Very Capable" transmuted rating along the area of enabling the learners with weighted means ranging from 4.65 to 4.79 and having an overall weighted mean of 4.72. This would imply that the respondent teachers are effective in dealing with the challenges in education during the pandemic, especially in enabling learners. Through this, they can allow the learners to continue learning at home, making education accessible even in the new normal.

Table 3: Level of coping mechanisms of teachers with the challenges in education along with enabling the learner.

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B. Enabling the Learner	WM	TR
1. Maintain my good personal relations with the learners.	4.78	VC
2. Respect the diversity of learners	4.79	VC
3. Set objectives that are within the experiences and capabilities of the learners.	4.73	VC
4. Utilize varied designs, techniques, and activities suited to different learners.	4.69	VC
5. Prepare lessons appropriate to the needs and difficulties of learners.	4.75	VC
6. Recognize the multicultural background of learners when providing learning opportunities.	4.66	VC
7. Show fairness and consideration to all learners regardless of socio-economic background.	4.74	VC
8. Address the needs of differently-abled learners.	4.72	VC
9. Recognize the importance of collaborative learning among learners.	4.72	VC
10. Allow learners to use community-based learning resources.	4.65	VC
OWM	4.72	VC

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Capable (VC)
3.50 – 4.49	Often	Capable (C)
2.50 – 3.49	Sometimes	Moderately Capable (MC)
1.50 – 2.49	Seldom	Slightly Capable (SC)
1.50 – 1.49	Never	Not Capable (NC)

The identified indicators in which the respondent teachers are found to be effective in enabling learners are maintaining their good personal relations with the learners, respecting the diversity of learners, setting objectives that are within the experiences and capabilities of the learners, preparing lessons that are appropriate to the needs and difficulties of learners, recognize the multicultural background of learners when providing learning opportunities, show fairness regardless of socio-economic background and recognize the importance of collaborative learning among learners.

Table 4 presents the respondent teachers' coping mechanism with education challenges and delivering curriculum content and pedagogy.

As reflected in the table, the respondent teachers' coping mechanism with education challenges and delivering curriculum content and pedagogy is indicated by weighted means ranging from 4.61 to 4.73 with an OWM of 4.67, denoting a "Very Capable" transmuted rating.

The data would imply that the respondent teachers are knowledgeable in coping with the challenges in education along with the delivery of curriculum content and pedagogy. This means

that they are mindful of addressing the needs of the learners when it comes to delivering content and pedagogy during the pandemic through modular learning. With the teachers' proper guidance to the learners' parents, they can push through the learning content essential to learning by the learners at home.

Table 4: Level of coping mechanisms of teachers with the challenges in education along with delivering curriculum content and pedagogy.

Table 4: Level of coping mechanisms of teachers with the challenges in education along with delivering curriculum content and pedagogy

C. Delivering Curriculum Content and Pedagogy	WM	TR
1. Deliver accurate and updated content knowledge based on MELCs using appropriate methodologies, approaches, strategies, and learning platforms.	4.72	VC
2. Use the integration of language, literacy, numeracy skills, and values in teaching.	4.67	VC
3. Explain learning goals, instructional procedures, and content clearly and accurately through blended learning.	4.68	VC
4. Encourage learners to use high-order thinking skills through the use of local language.	4.68	VC
5. Link the current content with the past and future lessons.	4.64	VC
6. Align the lesson, objectives, teaching methods, learning activities, and instructional materials with resources appropriate to the learners.	4.73	VC
7. Sustain learners' interest in the subject by making it meaningful and relevant.	4.70	VC
8. Integrate scholarly works and ideas to enrich the lesson.	4.61	VC
9. Establish routines and procedures to maximize instructional time.	4.66	VC
10. Provide appropriate learning tasks, portfolios, and projects that support the development of good study habits.	4.62	VC
	OWM 4.67	VC

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Capable (VC)
3.50 – 4.49	Often	Capable ©
2.50 – 3.49	Sometimes	Moderately Capable (MC)
1.50 – 2.49	Seldom	Slightly Capable (SC)
1.50 – 1.49	Never	Not Capable (NC)

The table further shows that the respondent teachers perform impressively in these areas, which include delivering accurate and updated content and knowledge based on MELCs using appropriate methodologies, approaches, and strategies using the integration of language, literacy, numeracy skills, and values in teaching, explaining learning goals, instructional procedures, and content clearly and accurately, encouraging learners to use higher order thinking skills and values in teaching, encouraging learners to use higher order thinking skills through the use of local language, sustaining learners' interest in the subject by making it meaningful and relevant, integrating scholarly works and ideas to enrich the lesson and providing appropriate learning task, portfolio, and projects that support the development of good study habits.

Table 5 shows the respondent teachers' coping mechanisms with the challenges in education and using educational technology/innovation in teaching.

Table 5: Level of coping mechanisms of teachers with the challenges in education along with using educational technology/innovation in teaching

D. Using Educational Technology/Innovation in Teaching	WM	TR
1. Enrich my repertoire of sources of computer-based learning materials for my lessons.	4.53	VC
2. Discuss the lesson using technological approaches/educational learning platforms.	4.48	C
3. Use graphic organizers and PowerPoint presentations to distinguish concepts of the lesson.	4.49	C
4. Illustrate lesson concepts with the aid of computer technology.	4.48	C
5. Manipulate computer technology in presenting the lesson.	4.50	VC
6. Select a technological technique that yields data for diagnosing and evaluating pupils' performance.	4.43	C
7. Device enrichment activity through available resources/materials such as ICT.	4.47	C
8. Provide learning tasks using ICT.	4.42	C
9. Download instructional materials on the internet as supplementary lessons to the given topic.	4.58	VC
10. Prepare an activity that provides opportunities for learners to cooperate and exercise leadership using ICT.	4.48	C
OWM	4.49	C

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Capable (VC)
3.50 – 4.49	Often	Capable ©
2.50 – 3.49	Sometimes	Moderately Capable (MC)
1.50 – 2.49	Seldom	Slightly Capable (SC)
1.50 – 1.49	Never	Not Capable (NC)

It can be gleaned from the table that the respondent teachers rated themselves with a “Capable” transmuted rating in the area of using educational technology/innovation in teaching with weighted means that range from 4.42 to 4.58 with an OWM of 4.49.

This could mean that the respondent teachers can address the challenges in education during the pandemic considering their overall transmuted rating of "Capable." In other words, they have an assurance of saying that through educational technology, they can provide activities that provide opportunities for learners to cooperate in answering lesson exercises in the learning modules. They can also select a technological technique that yields data for diagnosing and evaluating pupils' performance. Aside from these, they can also illustrate lesson concepts using

computer technology and discuss the lessons using technological approaches through different educational platforms.

Table 6: Level of coping mechanisms of teachers with the challenges in education along with evaluating learners' performance/assessment.

Table 6: Level of coping mechanisms of teachers with the challenges in education along with evaluating learners' performance/assessment

Evaluating Learners' Performance/Assessment	WM	TR
1. Construct valid and reliable formative and summative tests.	4.70	VC
2. Use appropriate and non-traditional assessment techniques and tools.	4.61	VC
3. Use test results as a basis to improve teaching and learning.	4.69	VC
4. Identify learning difficulties to improve the teaching-learning process in the new normal.	4.66	VC
5. Manage the conduct of remedial and enrichment activities.	4.58	VC
6. Use tools for assessing authentic learning.	4.59	VC
7. Provide timely and accurate feedback to learners to encourage them to reflect and monitor their growth.	4.62	VC
8. Keep accurate records of grades and performance of learners/	4.71	VC
9. Interpret and analyze the results of the test.	4.66	VC
10. Conduct regular meetings with parents to report learners' progress.	4.62	VC
OWM	4.64	VC

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Capable (VC)
3.50 – 4.49	Often	Capable (C)
2.50 – 3.49	Sometimes	Moderately Capable (MC)
1.50 – 2.49	Seldom	Slightly Capable (SC)
1.50 – 1.49	Never	Not Capable (NC)

As shown in the table, the level of coping mechanism of the respondent teachers with the challenges in education along with evaluating learners' assessment is indicated by weighted means ranging from 4.58 to 4.71 with an OWM of 4.64, indicative of a "Very Capable," transmuted rating.

The data would imply that the respondent teachers can cope with the challenges in education in the new normal by evaluating learners' performance/assessment. This would imply that the respondent teachers are fully aware of finding ways to address the learners' needs when evaluating their performance. So, with their engagement with the parents in guiding them in the proper way of evaluating their children's performance, they can identify the needs of the learners while learning at home. In this case, they can provide the essential materials for learning interventions.

The table further reflects that the respondent teachers are coping well in evaluating their pupils' performance as they execute well the indicators along the area of evaluating pupils'

performance, such as constructing valid and reliable formative and summative tests, using appropriate and non-traditional assessment techniques, and tools, interpreting test results to improve teaching and learning, identifying learning difficulties to improve the teaching-learning process in the new normal, managing the conduct of remedial and enrichment activities, using a tool for assessing authentic learning, providing timely and accurate feedback to learners to encourage them to reflect, monitor their growth, interpreting and analyzing the results and conducting regular meetings of parents to report learners progress.

Table 7 shows the level of coping mechanism of the respondent teachers with the challenges in education along with stakeholders' participation.

As gleaned in the table, the respondent teachers rated themselves with a "Very Capable" transmuted rating in coping with the challenges in education in the New Normal and stakeholders' participation with weighted means ranging from 4.47 to 4.59 with an OWM of 4.55.

Table 7: Level of coping mechanisms of teachers with the challenges in education along with stakeholders' participation

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F. Stakeholders' Participation	WM	TR
1. Engages participation of stakeholders in the implementation, Oplan Kalusugan , learning continuity plan, and other school initiatives following the new normal of Basic Education.	4.59	VC
2. Conducts voluntary local Bayanihan activities to sustain supplies of essential items, school supplies, and reproduction of school learning materials.	4.47	C
3. Guide parents/stakeholders on curriculum implementation in the normal of Basic Education.	4.54	VC
4. Orient stakeholders/parents on their critical roles in facilitating learning for their children at home using adopted learning options.	4.57	VC
5. Help parents/stakeholders in ensuring that learning is happening at home.	4.57	VC
6. Conduct activities for parents for sustainable Gulayan sa Paaralan at Tahanan and other school-based food production.	4.48	C
7. Provide support to school health and nutrition programs.	4.59	VC
8. Support learning and capability building to teachers and non-teaching personnel in adopting different learning and service delivery options using ICT platforms.	4.55	VC
9. Provide information to stakeholders for making decisions and allow easy exchange access to information.	4.55	VC
10. Demonstrate initiative, openness and build an effective relationship to contribute to attaining school goals.	4.57	VC
OWM	4.55	VC

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Capable (VC)
3.50 – 4.49	Often	Capable (C)
2.50 – 3.49	Sometimes	Moderately Capable (MC)
1.50 – 2.49	Seldom	Slightly Capable (SC)
1.50 – 1.49	Never	Not Capable (NC)

This shows another sign of solid confidence in stakeholders' collaboration. The skill that they claimed to have a "Very Capable" coping mechanisms in addressing the challenged in education in the new normal along stakeholders' participation include engaging participation of stakeholders in the implementation of Oplan Kalusugan, learning continuity plan, and other school initiatives following the New Normal Basic Education, guiding parents and stakeholders as curriculum implementation in the New Normal, orienting stakeholders on their critical roles or facilitating learning for their children at home using adopted learning options, helping parents/stakeholders in ensuring that learning is actually happening at home providing support to school health and nutrition program, support learning and capability building to parents in teaching their children at home, providing information to stakeholders for making decisions and allow easy access to information and demonstrate initiatives, openness and build effective relationship to contribute to the attainment of school goals.

The data gathered also showed that the respondent teachers are skillful in managing stakeholders' participation in education in the new normal as such, they can motivate/encourage parents to provide conducive learning space at home at the same time providing their children with essential material that could address their needs to cope up with their lesson through the use of modules.

Table 8: Level of coping mechanisms of teachers with the challenges in education along with administrative support.

Table 8: Level of coping mechanisms of teachers with the challenges in education along with administrative support

G. Administrative Support	WM	TR
1. Implement policies in the learning continuity plan and other school initiatives under the new normal.	4.58	VC
2. Identify support mechanisms in the implementation of BELCP under the new normal.	4.55	VC
3. Ensure an evolving learning environment to protect the well-being of learners and school personnel.	4.61	VC
4. Implements policies and structures system protocols on disaster risk reduction and education emergencies.	4.64	VC
5. Ensure the availability of fund requirements for programs, projects, and activities that supplement the school plans through innovative ways.	4.55	VC
6. Enhance accountability systems processes, mechanisms, and tools.	4.55	VC
7. Utilizes the assessment results to improve learning outcomes.	4.61	VC
8. Implements policies and procedures in the learning environment that promote inclusiveness.	4.60	VC
9. Ensure an evolving learning environment that protects the well-being of learners and school personnel.	4.62	VC
10. Manage and control funds/resources resulting in improved school performance.	4.56	VC
OWM	4.59	VC

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Capable (VC)
3.50 – 4.49	Often	Capable (C)
2.50 – 3.49	Sometimes	Moderately Capable (MC)
1.50 – 2.49	Seldom	Slightly Capable (SC)
1.50 – 1.49	Never	Not Capable (NC)

As gleaned in the table, the level of coping mechanism of the respondent teachers with the challenges in education and administrative support obtained an overall weighted mean of 4.59, described as "Very Capable." All the indicators get a "Very Capable" transmuted rating with weighted means ranging from .455 to 4.64, a remarkable performance for the teacher respondents.

Thus, the respondent teachers are very effective in addressing the challenges in administrative support in the new normal of education. Their capability to address these challenges in the New Normal education, which requires keen attention to achieve quality learning outcomes, is necessary. As teachers, they have to comply with the decisions of the administration, especially when it comes to implementing policies as the basis for the implementation of the learning continuity plan and other school initiatives in the new normal, identify support mechanisms in the

implementation of the BELCP and the Recovery Plan in the new normal, ensure an evolving learning environment that sustains health and well-being of learners school personnel, implement policies and structure system protocols on disaster risk reduction and education emergencies, enhance accountability system processes mechanisms and tools, implement policies and procedures on the learning environment and sustain health and well-being of learners and school personnel and in managing funds and resources resulting an improved school performance.

Table 9: Level of coping mechanisms of teachers with the challenges in education

Table 9: Level of coping mechanisms of teachers with the challenges in education

Indicators	WM	TR	Rank
1. Enabling Learning Environment	4.54	VC	5
2. Enabling the Learners	4.72	VC	1
3. Delivering Curriculum Content and Pedagogy	4.67	VC	2
4. Using Educational Technology/Innovation	4.49	C	7
5. Evaluating Learners' Performance/Assessment	4.64	VC	3
6. Stakeholders' Participation	4.55	VC	6
7. Administrative Support	4.59	VC	4
	OWM 4.60	VC	

Legend:

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Capable (VC)
3.50 – 4.49	Often	Capable (C)
2.50 – 3.49	Sometimes	Moderately Capable (MC)
1.50 – 2.49	Seldom	Slightly Capable (SC)
1.50 – 1.49	Never	Not Capable (NC)

Specifically, enabling the learners has received the highest ranking with a weighted mean score of 4.72. It suggests that teachers excel in creating an environment that enables and supports student learning. They are adept at fostering student engagement, motivation, and participation, ensuring learners have the necessary resources and opportunities for optimal educational experiences.

Secondly, Delivering Curriculum Content and Pedagogy obtained a weighted mean score of 4.67. It signifies that teachers demonstrate robust coping mechanisms in effectively delivering curriculum content and employing appropriate pedagogical strategies. They are equipped to deliver curriculum objectives into an engaging and meaningful learning experience for their students.

Evaluating learners' performance/assessment obtained a mean score of 4.64; this indicator ranks third. It indicates that teachers possess effective coping mechanisms for assessing and

evaluating students' performance. They employ various assessment methods to gauge student understanding and progress, providing valuable feedback to support further learning and growth.

Moreover, administrative support ranks fourth with a weighted mean score of 4.59. It suggests that teachers receive sufficient administrative support in dealing with the challenges they face in education. Adequate administrative support enables teachers to navigate administrative processes smoothly, access necessary resources, and maintain a positive working environment.

Similarly, enabling learning environment ranks fifth with a weighted mean score of 4.54. It signifies that teachers demonstrate effective coping mechanisms in creating an enabling learning environment for their students. They establish a supportive and inclusive classroom atmosphere that fosters student engagement, collaboration, and well-being.

Stakeholders' participation obtained a mean score of 4.55; this indicator ranks sixth. It indicates that teachers exhibit coping mechanisms involving various stakeholders in the educational process. They actively engage parents, guardians, and the broader community to support student learning and development.

Finally, using educational technology/innovation ranks seventh with a weighted mean score of 4.49. It suggests that teachers face challenges in integrating educational technology and innovation. However, they still demonstrate adequate coping mechanisms in utilizing technology to enhance instructional practices and student learning experiences.

Overall, the findings indicate that teachers generally exhibit robust coping mechanisms with the challenges in education, as evidenced by the high weighted mean scores across most indicators. These coping mechanisms contribute to creating effective learning environments, delivering curriculum content, assessing student performance, and engaging various stakeholders.

SALIENT FINDINGS

1. Most of the respondent teachers belong to the age bracket 41-50 that is 67 or 36.2 percent, female that is 141 or 76.2 percent, married that is 138 or 78.6 percent, master's degree holders that are 45 or 24.3 percent, have been the service for more than 16 years that is 62 or 33.5 percent and have attended three or less num of relevant training in all levels.
2. The level of coping mechanisms with the challenges in education of the respondents obtained a grand overall weighted mean of 4.60, denoting a "Very Capable" transmuted rating.
3. Significant differences in the level of coping mechanism with the challenges in education of the respondents are indicated in the profile variables' highest educational attainment and the number of relevant training at the division level.

Significant relationships in the level coping mechanism with the challenges in education of the respondents are indicated in the profile variables the number of relevant training in the district, division, and national level.

IV. Conclusion

1. The respondent teachers widely vary in their profiles, and in certain instances, their variations are extreme cases and are distinctively female-dominated groups of respondents.
2. The respondent teachers are very knowledgeable in their level of coping mechanism with the challenges in education of the respondents along the area of enabling the learning environment, enabling the learners, delivering content and pedagogy, evaluating learners' performance and assessment, stakeholders' participation, and administrative support.
3. The respondent teachers are significantly comparable in their level of coping mechanism with the educational challenges in terms of the profile variables' highest educational attainment and the number of relevant training attended at the district, division, and national levels.
4. The respondent teachers' level coping mechanism with the challenges in education of the respondents is significantly associated with the profile variables and the number of relevant training attended at the district, division, and national levels.

V. Recommendations

1. Since the number of relevant training attended at the district, division, and national levels are significantly associated with the level of coping mechanism with the challenges in education of the respondents, concerned teachers should take the initiative to attend seminars and training specifically in their coping capabilities in addressing the challenges in education in the new normal.
2. The respondent teachers are likewise encouraged to further hone their professional upgrading by completing their post-graduate studies in a reputable institution.
3. Since the respondent teachers can only use educational technology innovation in teaching, concerned teachers should also take the initiative to improve their skills in using educational technologies in delivering instruction in the classroom through benchmarking, mentoring, and coaching.
4. Since using educational technology/innovation in teaching obtained the lowest rating among the seven dimensions of the coping capabilities of teachers in education, the new

normal, the respondent teachers are encouraged to benchmark good practices of some schools in the region which are identified as schools of excellence to improve further their capabilities in delivering instruction in the new normal.

Further study should be conducted to determine teachers' coping mechanisms in the education recovery program period.

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