Original Research Article

Social Science Teachers' Instructional and Assessment Challenges in the New Normal

ABSTRACT

The study aimed to explore the instructional and assessment challenges experienced by social science teachers in higher education institutions in the new normal, particularly in the Cordillera Administrative Region (CAR). The study aimed to answer questions related to the demographic profile of the teachers, the challenges they face in terms of instruction and assessment, the relationship between their profile and perceived challenges, and the implications of the study for teaching and learning. The study used the research and development (R&D) methodology and underwent three stages, namely the planning, design, and analysis stages, respectively. The researcher utilized one research instrument in the form of a survey checklist as a tool for gathering data for the study. The majority of respondents were young, with one to five years of teaching experience, and the number of years in service was a determinant of having designations. Teachers experienced instructional challenges due to the pandemic, such as the delivery of content and the use of technology. To address these challenges, schools need to improve their learning management system (LMS) and assess performance tasks. Assessment challenges include preparing assessment tasks and identifying assessment criteria. It is in the implementation and authenticity of assessment results that teachers find it difficult to decide on the final grade. Age is negatively correlated with instructional challenges, while age is positively correlated with difficulty in time management and adjusting to the demands of students with special needs. The number of years in service and academic rank are linked to difficulty finding activities that fit the student's level, while academic rank is associated with faster assessment forms. This research shows how important it is to give teachers the right training and opportunities for professional growth, as well as the technical infrastructure and support they need to use technology effectively for instructional delivery and assessment purposes.

Keywords: Social Science Teachers, Instructional Challenges, Assessment Challenges, Higher Education Institutions, Learning Management Systems (LMS), Pandemic, Professional Growth, Technology in teaching.

1. INTRODUCTION

The recent pandemic has brought a lot of societal changes in the modern era particularly in instructional delivery across all levels. The quality of instruction has been compromised as not all educational institutions were then ready especially teachers in addressing the individual needs of learners. The outright challenge in the latter months of the pandemic to the transition to the new normal setting or the post pandemic world lies on the readiness of teachers in teaching the subject matter and the validity and reliability not only of the developed and downloaded test materials but also their assessment practices. Basic education was hit hard by these challenges and so with higher education institutions local and abroad.

With this, colleges and universities, not only the basic education, must respond to the massive disruption caused by COVID-19 to the educational system for the last two years since the first quarter of 2020. Higher education institutions are being urged to create a resilient learning system in the new normal utilizing data that is both evidence- and need-based so that proactive and responsive measures may be put in place. COVID-19's implications in higher education institutions necessitate a range of viewpoints from all parties involved most especially the main actors in instructional delivery- the teachers.

Universities must begin to comprehend and identify the short-, medium-, and long-term effects of the pandemic on teaching, learning, student experience, infrastructure, operation, and staff. The issues that each university is currently facing require scenario analysis and a grasp of its context (1).

Clinging to the needs of the present, in times of crisis, universities must be robust. In the educational system, resilience is the capacity to endure difficulties of all kinds, including trauma, tragedies, and crises, and to emerge stronger, wiser, and more powerful personally (2). The Philippine educational system must get ready to create strategies for moving forward and dealing with the post-crisis new normal. Higher education must address teaching and learning continuity during and after the epidemic if it is to be resilient. The possibility of coming up with diverse programs geared toward addressing and sustaining the needs of teachers in their profession is dependent on the readiness of HEIs in assessing the current condition of these actors in education. Through a documentation of their experiences in the post pandemic world of tertiary social science education, these teachers would mainly contribute to the existing body of knowledge where experiences of this group are significant after an era of pandemic and this would be the first of its kind.

Looking into the microlens such that of the social sciences teachers in HEIs is essential whether there is a significant effect of the post pandemic era to their practices and how these practices could affect the learners in many different ways.

Thus, this study examined the difficulties and problems that the COVID-19 pandemic had brought with regard to the continuity of teaching and learning in higher education in the Philippines, particularly on the challenges encountered by social science teachers along instruction and assessment.

1.1 Statement of the Problem

This study was conducted to explore the social science teachers' instructional and assessment challenges in the new normal in Higher Education Institutions (HEIs). Specifically, it answered the following questions:

1. What is the profile of the teachers in terms of:

    1.1 age;

1.2 gender;

1.3 number of years in service;

1.4 trainings attended;

1.5 designations and other assignments; and

1.6 academic rank?

2. What are the challenges faced by social science teachers in the new normal along:

2.1 instruction; and

2.2 assessment?

3. Is there a significant relationship between the teachers' profile and their perceived challenges along instruction and assessment?

4. What are the implications of this study to teaching and learning particularly in the field of the social sciences in higher education institutions (HEIs)?

1.2 Significance of the Study

The study identified the instructional and assessment challenges experienced by teachers in the different HEIs of the country. With the shift of instructional delivery from online teaching back to face-to-face vis-à-vis the continued use of blended or flexible learning, this study is of importance to both teachers, students, administrators and researchers.

This study attempted to improve the quality of instruction and assessment strategies of teachers in various HEIs to make learning more meaningful to students through an analysis of their existing practices which may or may not contribute to a healthy disposition for them as teachers that could also and eventually affect their learners' learning conditions. Results of the study aimed to help teachers become more competent and choose more effective strategies in the teaching and learning process particularly along instruction and assessment.

As for the students, the study holds significant importance as they are the main actors in the teaching and learning process. Identifying the instructional and assessment challenges of teachers will make the learning process attain the goal of educational success in a specific field of study such as in the teaching of social science courses in colleges, if needed a shift to a more proactive strategy. It is expected that with the teacher's enhanced capability for instruction and assessment in the new normal, the learners will be able to think critically and thus appreciate more the disciplines in the various social science courses.

Also, the participation of school administrators and researchers in the professional development of faculty is crucial in this new normal, and therefore, they too have a significant role to play. This study is significant to them as they will be given the chance to re-focus on the needs of teachers as to instruction and assessment thereby engaging and empowering teachers to recalibrate and retool their prior knowledge fit for advanced teaching in higher education in the new normal. The value of education is more important than ever as HEIs in the different parts of the world continue to develop mechanisms on

what instructional and assessment strategies suit best their population of college learners. Their roles as heads, researchers and implementers of funded studies and implementation of programs are much needed as support system for teachers. Thus, this study will be the basis of future researchers in conducting similar studies along the exploration of instructional and assessment challenges of teachers in the new normal and beyond not only in the social sciences but also in other fields of specialization.

1.3 Scope and Delimitations

The study focused on the identification of instructional and assessment challenges of social science teachers in various HEIs in the new normal. The study was conducted in selected HEIs in the Cordilleras using a survey checklist and the respondents were teachers assigned with social science courses in the participating HEIs.

The variables in the study were analyzed using different statistical tests. The demographic profile of the respondents such as age, gender, number of years in service, trainings attended, designations and other assignments, and academic rank was obtained to describe their composition via descriptive and inferential statistics.

One instrument in the form of a survey checklist specifically measuring the instructional and assessment challenges of teachers in the new normal aided the study.

The major limitation of the study was that results are not general and specific to all social science teachers teaching in various state colleges and universities in the Philippines and in any part of the world.

2. METHODOLOGY

This presents the research design, locale of the study, population and sampling procedures, research instruments, data gathering procedure, statistical treatment of data and ethical consideration.

2.1 Research Design

This study used the research and development (R&D) methodology. The R and D model comprises creative work systematically undertaken to increase knowledge, including knowledge to devise new techniques and applications, particularly in teaching and learning (3). Specifically, the descriptive-correlational research design was employed in the identification of social science teachers' instructional and assessment challenges in the new normal.

2.2 Locale of the Study

The study was conducted in state colleges and universities in the six provinces of the Cordillera Administrative Region (CAR). The tertiary schools composed the total number of state colleges and universities strategically located in the Cordillera Administrative Region that are categorized as State Universities and Colleges (SUCs) under the Commission of Higher Education (CHED).

2.3 Population and Sampling Procedures

Data was collected and interpreted from the responses of the teachers from the various HEIs in the Cordillera Administrative Region (CAR). Universal sampling or total enumeration was employed covering all social science teachers who were respondents in the study.

2.4 Research Instrument

The researcher utilized one research instrument in a form of survey checklist as tool in gathering data for the study namely the Survey Checklist on the Instructional and Assessment Challenges of Social Science Teachers in HEIs in the New Normal. The survey instrument was organized based on the results of scientific studies as to the instructional and assessment challenges of teachers before and during the COVID-19 pandemic. The results of the studies of Dayagbil, Palompon, Garcia and Olvido (2021) and Metin (2013) became the springboard of the researcher in crafting the research instrument.

2.5 Data Gathering Procedure

The researcher started with the collection of data after the approval of the panel on the oral defense of the Master of Arts in Education major in Social Studies program of the MMSU Graduate School. After the issuance of certification from the University Research Ethics Review Board (URERB), the researcher started with the data gathering at the participating schools. The researcher had two modes of data gathering: an electronic-generated survey and an on-site paper-and-pencil survey. The researcher analyzed the results using descriptive and inferential statistics, respectively, and drew inferences and identified the implications based on the results for tertiary education, particularly on instruction and assessment.

2.6 Statistical Treatment of Data

The data gathered in the study was analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation. Inferential statistics were used to test the relationship between the variables under investigation. The respondents were asked to investigate the various instructional and assessment challenges in teaching social science courses and rate them according to how they relate to their current experiences as facilitators of learning in the new normal through a four-point Likert scale with corresponding descriptive interpretations.

2.7 Ethical Considerations

The researcher was issued certification to proceed by the MMSU URERB and obtained an informed consent form from the offices of the presidents of the various participating HEIs, the concerned department heads, and the respondents themselves. The researcher provided a complete disclosure of all relevant information about the research in the form of a written document and explained its contents to the respondents. Respondents were provided sufficient time to complete the survey, and time-on-task and non-disruption of classes policies were observed during the study's implementation.

3. RESULTS AND DISCUSSION

The portion encompasses the demographic profile of social science teachers, such as their age, gender, number of years in service, trainings attended, designations, and academic rank. Additionally, it explores the challenges that social science teachers face in the new normal with regards to instruction and assessment. It analyzes and examines

whether there is a significant relationship between the teacher's profile and their perceived challenges in instruction and assessment. Finally, it delves into the implications of the study for teaching and learning.

3.1 Demographic Profile of Social Science Teachers in the Higher Educational Institutions in the Cordillera Administrative Region in the New Normal

Understanding the characteristics of social science instructors might give insights into their adaptation experiences, problems and possibilities. Table 1 presents the demographic profile of social science teachers categorized as to their age, gender, teaching experience, relevant trainings attended, school administrative designations and other assignments and functions, and academic rank.

3.1.1 Age

Table 1 shows that majority (47 or 58.8 %) of the respondents' age are 21-30 years old, followed by 31-40 years old (16 or 20 %), then 51 years old and above (10 or 12.5 %), and lastly 41-50 years old (7 or 8.8 %), compromising the population of the Social Science teachers.

The age distribution of Social Science educators in table 1 provides insight into the demographics of the teaching profession. The majority of respondents were between the ages of 21 and 30, followed by those between the ages of 31 and 40. Only 8.8% of the sample was between the ages of 41 and 50, whereas 12.5% of the total responses were between the ages of 51 and above. Previous research has found that the teaching profession has a high attrition rate, with the majority of instructors quitting within the first five years (4). As a result, younger teachers tend to dominate the profession, potentially affecting teacher supply and demand (5).

However, comparing the age distribution of social science teachers in the Philippines to other nations, particularly those in the neighboring countries in Asia, is equally fascinating. For example, it is discovered a considerable age discrepancy between pre-service and in-service teachers in China, with in-service instructors being much older than pre-service peers (6). It is stated in another study that the age distribution of Social Studies instructors in South Korea was generally equally distributed, with a higher number of teachers in the 31-40 age group compared to the Philippines (7).

Furthermore, the age distribution of teachers in the Philippines may be compared to nations outside of Asia such as Africa. For example, the age distribution of Kenyan Social Studies teachers was strongly skewed towards the elderly, with the majority of teachers falling within the 41-50 and 51 and above age categories (8). In Latin America, it is observed in another study that the age distribution of Social Studies instructors in Chile was likewise biased towards the elderly, with a lower percentage of teachers in the 21-30 age bracket as compared to the Philippines (9).

These comparisons emphasize the significance of knowing the age distribution of instructors in various situations and nations. While younger instructors predominate in the Social Science teaching profession in the Higher Education Institutions in the Cordillera Administrative Region, this may not be the case in other regions in the Philippines and in the world. As a result, it is critical to establish successful teacher recruitment and retention techniques that are suited to the unique demands and features of the teaching profession in each environment.

3.1.2 Gender

The study indicates that 57 of the 80 social science teachers in the Cordillera Administrative Region are female: they account for seventy-one and three tenths (71.3%) of the total population whereas males (22 or 22.5%) and LGBTQ+ members (1 or 1.3%) follow.

In the Philippines, male social science teachers comprised 36.8% of the population, while female teachers dominated with 64.7%, which is higher than the percentage found in the current study (10). Unfortunately, the study did not include data on the number of LGBTQ+ social science teachers in the Philippines.

Similarly, in China, the male social science teachers made up 33.3% of the population, while females made up 66.7% (11). The number of LGBTQ+ social science teachers in China was also not included in the survey.

According to a study (12), women made up 68% of all education and teaching professions in all of Europe while males account to up 32% of the entire population. This percentage of male education and teaching professionals is greater than the percentage identified in the present survey.

According to the same report (13), women made up 73.8% of primary education instructors in Latin American nations, while men are 26.2% of the total population. However, the survey did not give particular statistics on the gender and sexual orientation distribution of Latin American social science teachers.

It is discovered that women made up 67% of social science teachers in the United States, whereas males are only 33% of the population (14). In addition, no particular data on the number of LGBTQ+ social science teachers in the United States was provided for in the study.

There is also evidence that the overall number of LGBTQ+ instructors may be underreported. According to a research (15), while 5% of teachers in the United States identified themselves members of the as LGBTQ+, just 2% of instructors reported their sexual orientation or gender identity to co-workers. This shows that the number of LGBTQ+ social science teachers may be more than previously stated.

According to the present survey, there are a relatively high proportion of female social science teachers and a low proportion of male and LGBTQ+ social science teachers in the State Colleges and Universities in the Cordillera Administrative Region. This gender and sexual orientation distribution are consistent with the global trend of a significant female presence in higher education.

3.1.3 Number of years in service

The Social Science teachers have a big difference in the distribution of teaching experience when grouped into six categories. Fourty-seven (58.8 %) respondents have 1-5 years teaching experience, sixteen (20%) respondents have 6-10 years teaching experience, ten (12.5 %) respondents have 11-15 years teaching experience, three (3.8 %) respondents have 16-20 years teaching experience, three (3.8 %) respondents have 21-25 years teaching experience and one (1.3 %) respondent have more than 26 years teaching experience.

Across nations and regions, the distribution of teaching experience among social science teachers vary. Based on the findings of the study, majority of social science teachers have at least 1-5 years of teaching experience, accounting to 58.8% of the total respondents. This means that the teaching staff in this subject area is likely to be young and less experienced compared to those with more exposure to the teaching profession in HEIs in terms of years in service.

In the Philippines, it is discovered that the majority of social science teachers have less than 5 years of experience, with only 14.9% having more than 15 years of experience (16); similarly, it is discovered that the majority of social science teachers had 1-5 years of experience (17).

In other countries, it is discovered that the majority of social science teachers in Turkey have less than 10 years of experience, with only 2.8% having more than 20 years of experience (18). In contrast, the majority of teachers have more than 10 years of experience, with 43.6% having 11-20 years of experience (19). The average teaching experience in Taiwan was roughly 10 years, with 37.5% of instructors having 6-10 years of experience (20). In Turkey, the majority of social studies teachers had 1-10 years of experience, with only 2.8% having more than 20 years of experience (21).

The proportion of teaching experience among social science teachers vary by country and location, but current data shows that many teachers may have limited expertise in the instructional delivery. This might have an impact on the teachers' professional development needs as well as the quality of education offered to college learners.

3.1.4 Relevant trainings attended

In case of social science teachers' trainings in relation to social science education, 45 out of 80 social science teachers are without relevant trainings attended: They constituted fifty-six and three tenths-percent (56.3 %) of the total population. There are 35 (43.8 %) social science teachers that have attended relevant trainings on the other hand.

According to the findings, it appears that more social science teachers have not received relevant training for the last five years. This conclusion is similar with findings from previous research, such as that of Pakistan, which discovered that social studies teachers lacked proper training and professional development opportunities (22).

Several studies on the professional development and training of social science teachers have been undertaken in the Philippines. According to one research, while social studies teachers acknowledged the need for professional development, they faced several obstacles in obtaining suitable training opportunities, such as time limits and cost constraints (23). Another study discovered that social science teachers in the Philippines lacked training in areas including inquiry-based teaching, critical thinking, and classroom technology use (24).

Other studies have looked into particular training programs and efforts for Filipino social science teachers. A research on a teacher training program in Mindanao, for example, discovered that the program assisted instructors in developing their material knowledge, teaching abilities, and confidence in teaching tough topics such as peace education (25).

Another research looked at a professional development program for social studies teachers that focused on using local historical materials in the classroom and discovered that it increased teachers' confidence in teaching local history as well as their ability to plan interesting and relevant lessons (26).

It is crucial to remember, however, that the situation may differ among countries and locations. A research conducted in Japan, for example, discovered that social studies instructors received significant training and support through frequent in-service seminars and workshops (27). Similarly, a research in Turkey discovered that while social studies instructors had access to a variety of training opportunities and resources, they encountered difficulties in using their newly gained knowledge and abilities in the classroom (28).

The situation differs in European countries as well. A study in Spain, for example, discovered that social studies teachers lacked training in areas such as classroom technology use, whereas a study in Norway discovered that social studies teachers were generally satisfied with the quality and relevance of their training (29,30).

Various degrees of access to training possibilities for social studies instructors have been discovered in Latin American nations, according to research. For example, a study in Brazil discovered that social studies teachers had limited access to training and professional development opportunities, whereas a study in Mexico discovered that social studies teachers had regular trainings and support system through government-funded programs (31,32).

The situation of social studies teacher preparation differs among nations and regions. While some nations give considerable training and assistance, others may have limited chances. More study is needed to better understand the variables that contribute to these inequalities and to find successful solutions for enhancing social studies teacher preparation globally.

3.1.4 School administrative designations and other assignments

While for social science teachers with school administrative designations, 65 out of 80 social science teachers are without designation. They constituted eighty-one and three tenths-percent (81.3 %) of the total population. There are 15 (18.8 %) social science teachers that have designations.

School administrators play an important role in maintaining the success of schools and instructors. It is critical to understand the distribution of instructors with and without administrative designations in the context of social science education. In the case of State Colleges and Universities in the Cordillera Administrative Region, majority are without designations.

A research conducted in the Philippines (33) showed that social science instructors with administrative designations reported greater levels of work satisfaction than those without designations. Teachers with designations had stronger relationships with their colleagues and were more likely to participate in professional development activities. On the other hand discovered that social science instructors with administrative titles were more likely to adopt innovative teaching practices in their classrooms in a study performed in South Korea (34). These instructors were also more likely to engage in professional development activities and their pupils judged them to be more effective teachers.

A study in Samoa that social science teachers without administrative titles felt devalued and unsupported (35). These instructors believed that their efforts were not appreciated, and that they were not provided with necessary resources to carry out their duties properly. Teachers with administrative titles, on the other hand, felt more supported and respected. This is further proven wherein they found that in Nigeria, social science teachers without administrative titles were less likely to employ technology in their classes (36). These

instructors said they lacked the requisite expertise and resources to properly integrate technology into their classroom instruction. Teachers with administrative titles, on the other hand, were more likely to utilize technology and reported feeling more confidence in their capacity to use technology in the classroom. Additionally, social science instructors without administrative designations were less likely to participate in professional development activities in a research conducted in Chile (37). These professors believed they lacked the time and resources to participate in such activities. Teachers with administrative designations, on the other hand, were more likely to participate in professional development events and reported feeling better supported by their schools.

Administrative positions can have serious consequences for social science teachers. Teachers with administrative titles are more likely to be satisfied with their jobs, to feel supported and appreciated, to adopt new teaching practices, and to use technology in their classrooms. Furthermore, instructors with administrative titles are more likely to participate in professional development programs, which can contribute to enhanced classroom performance. However, studies indicate that instructors without administrative titles may feel devalued and unsupported and may lack access to resources such as technology and professional development opportunities.

3.1.5 Academic rank

In this study, it is evident that majority (59 or 73.8 %) of the respondents' academic rank was Instructor, followed by Associate Professor (9 or 11.3 %), Assistant Professor (8 or 10 %), and Professor (4 or 5 %) compromising the population study of the social science teachers of State Colleges and Universities in the Cordillera Administrative Region.

The academic rank of social science teachers is a significant aspect that can impact their teaching practices and outcomes. Several studies have found that the majority of social science teachers possess the academic rank of Instructor level. Similarly, an Iranian survey discovered that the majority of social science instructors held the position of Instructor (38). This data shows that social science instructors at this level may experience similar obstacles and opportunities regardless of location.

On the other hand, research have discovered considerable disparities in teaching techniques and outcomes among social science instructors of various academic ranks. For example, a research conducted in the Philippines discovered that Associate Professors and Professors were more satisfied with their jobs than Instructors and Assistant Professors, respectively (39). Similarly, a Saudi Arabian study discovered that Associate Professors were more motivated and satisfied with their jobs than Assistant Professors and Instructors (40).

Furthermore, research has shown that academic standing has an impact on teaching efficacy. According to a survey conducted in the Philippines, Assistant Professors and Professors are judged to be more effective lecturers than Instructors and Associate Professors (41). A study in Pakistan found that Professors were regarded to be more successful in teaching and research than Assistant Professors and Lecturers (42).

However, several studies have revealed no significant variations in teaching techniques or outcomes among social science instructors of various academic ranks. A research conducted in the United States, for example, discovered no significant variations in teaching quality among Associate Professors, Assistant Professors, and Instructors (43). Similarly, a Malaysian research discovered no significant variations in work satisfaction or instructional performance among lecturers of various academic grades (44).

While the majority of social science instructors have the rank of Instructor, substantial disparities in work satisfaction, motivation, teaching effectiveness, and other characteristics have been discovered among teachers of different academic positions in various nations. These findings highlight the relevance of considering academic rank as a major element in understanding social science instructors' experiences and behaviors.

Table 1. Distribution of Demographic Profile of Social Science Teachers in Higher Educational Institution (HEIs) in the Cordillera Administrative Region (CAR)

Profile		Frequency	Percent
Age	21-30 years old	47	58.80
	31-40 years old	16	20.00
	41-50 years old	7	8.80
	51 and above	10	12.50
	Total	80	100.00
Gender	Male	22	27.50
	Female	57	71.30
	LGBTQ+	1	1.30
	Total	80	100.00
No. of Years	1-5 years	47	58.80
	6-10 years	16	20.00
	11-15 years	10	12.50
	16-20 years	3	3.80
	21-25 years	3	3.80
	26 and above	1	1.30
	Total	80	100.00
Trainings Attended	Without	45	56.30
	With	35	43.8
	Total	80	100.0
Designation	Without	65	81.3
	With	15	18.8
	Total	80	100.0
Academic Rank	Instructor	59	73.8
	Assistant Professor	8	10.0
	Associate Professor	9	11.3
	Professor	4	5.0
	Total	80	100.0

3.2 Instructional Challenges faced by Social Sciences Teachers in the Higher Educational Institution in the Cordillera Administrative Region (CAR) in the New Normal

This discussion provides information on the instructional challenges that social science teachers experience in higher education institutions (HEIs) in the Cordillera Administrative Region. The data is organized into five categories: (IC-1) Intensifying the Use of Technology in Teaching; (IC-2) Testing and Upgrading the Technological Infrastructure; (IC-3) Capacitating Teachers; (IC-4) Attending to Diverse Learners; and (IC-5) Migrating to Flexible Teaching and Learning. A detailed literature review and interviews with HEI instructors in the region were conducted to identify the range of these categories.

3.2.1 Intensifying the Use of Technology in Teaching

The results show that the respondents generally disagreed that they had instructional challenges with the intensification of technology use, as evidenced by the average mean score of 2.163. Specifically, the majority of the respondents did not find it difficult to deliver their lessons due to limited access to technology in the classroom (mean score of 2.538), did not experience problems completing instructional requirements due to ICT implementation (mean score of 2.363), did not find it challenging to engage themselves in the use of the latest technology in teaching (mean score of 1.888), and did not have difficulty using their smartphones' mobile apps for instruction (mean score of 1.863).

This study's findings are similar to those of prior research that studied the incorporation of technology in education. For example, in Pakistan, instructors have a good attitude about the use of technology in education and that it did not present substantial problems to them (45). Similarly, in Malaysia, instructors were generally favorable about the incorporation of technology in education and that they did not face substantial problems (46).

On the other hand, other studies have found that teachers have difficulties integrating technology into their classroom instruction. For example, in India, instructors confront a variety of problems, including lack of infrastructure, training, and support (47). Instructors from Saudi Arabia confront a variety of obstacles, including lack of resources, time, and training (48).

In Switzerland, it is found the opposite of what this study found (49). They found that instructors have many problems when using technology, such as not having enough time, not having enough technical help, and having trouble getting used to new technologies. Similarly, in Kuwait, instructors face a variety of issues, including lack of training, technological difficulties, and lack of time in lesson preparation using technology (50).

Furthermore, research done in South Korea discovered that teachers experience problems while using mobile devices for educational reasons, such as the tiny screen size and difficulty in typing (51). In contrast, the findings of this study show that social science teachers in the Cordillera Administrative Region did not face substantial obstacles while utilizing mobile apps on their cellphones for education.

Social science teachers in the Cordillera Administrative Region have typically adapted effectively to the use of technology in their teaching methods. The data indicate that these teachers have a good attitude toward technology integration and have not experienced substantial technological hurdles. These findings are consistent with earlier research undertaken in many locations around the world. However, other studies have found obstacles experienced by instructors in integrating technology into their classrooms, notably in terms of infrastructure, training, technical assistance, and time. These findings indicate that instructors require ongoing assistance and training in order to properly integrate technology into their educational methods.

3.2.2 Testing and Upgrading the Technological Infrastructure

The results of a survey of state college and university social science teachers in the Cordillera Administrative Region show that they have to deal with a number of teaching challenges when it comes to testing and upgrading technological infrastructure. The mean score for this item was 2.683, indicating that instructors generally agree that they face challenges in this area. Most of the problems that instructors face have to do with how they use the learning management system (LMS) and how well they can connect to the internet. Most of the people who answered (2.725) agreed that they had technical problems when using the LMS. This was followed by them agreeing they have an existing LMS (2.663), but have difficulty accessing the LMS due to poor connectivity (2.663).

This study's conclusions are similar to the findings of other prior studies done both locally and globally. For example that teachers in Taiwan had a lot of trouble with technology when using the LMS, which changed how they taught (52). On the other hand, teachers used digital tools in the classroom, they ran into a number of technical and pedagogical problems, which made them less excited and motivated to teach (53).

In the same way, instructors in Kuwait had technical problems when using online platforms and LMS, which hurt their performance and productivity (54). When instructors used the LMS in Pakistan, they ran into many technical problems that made it harder for them to teach well (55).

Also, in China, teachers had a lot of trouble using digital resources, like the LMS, which changed how they taught (56). In the same way, in the United States, teachers had a lot of technical problems when using digital tools, which made it harder for them to teach well in class (57).

Also, teachers in Yemen had a lot of trouble with technology when using online platforms, which changed how they taught (58). In a research done in Malaysia, instructors reported a variety of obstacles when using the LMS, including technical issues and bad connections (59).

In the United States, instructors who used the LMS ran into many problems that made it hard for them to teach well (60). In a similar way, teachers in South Korea had trouble with technical and pedagogical issues when they started using digital tools, which made them less enthusiastic about teaching (61).

When it comes to testing and improving the technical infrastructure, state college and university social science teachers in the Cordillera Administrative Region have a lot of problems to deal with. These difficulties stem mostly from the usage of the LMS and the weak connection. To address these issues, it is suggested that teachers acquire digital tool training and that institutions offer enough technology infrastructure and support to promote successful teaching methods.

3.2.3 Capacitating Teachers

In general, respondents disagreed that they have an instructional challenge such as a need to capacitating teachers with an average mean of 2.469. The majority of the respondents did not believe that there was a need to re-tool themselves with knowledge and understanding of their own subject (2.538) and their instructional practices (2.525). They also found it not difficult to manage their time, especially when attending conferences and seminars (2.425) and advancing their professional development (2.388).

The result is consistent with other research that has shown comparable findings. For example, instructors did not identify a need for professional development connected to instructional techniques (62). Similarly, instructors did not feel the necessity for training to increase their topic knowledge (63). Furthermore, instructors did not see a need for professional growth in time management (64).

Several studies, on the other hand, reveal that instructors feel a need for professional development in these areas. For example, instructors recognized a need for professional development in order to improve their topic knowledge (65). Similarly, instructors identified a need for professional development connected to instructional approaches (66). Furthermore, instructors felt a need for professional growth in time management (67).

It is important to keep in mind that the differences in these results could be due to changes in the research setting, such as the grade level of the teachers, the subject areas, or the locations. For example, the need for professional development varied depending on the grade level and subject area of the teacher (68).

Even though this survey showed that the majority of the people who filled it out did not see a need for professional development in their teaching strategies, subject knowledge, or time management, many studies show that instructors do. The differences in these findings may be due to differences in context, and there may be a need to better align teacher education and professional development opportunities with teachers' real needs and perceptions.

3.2.4 Attending to Diverse Learners

In general, respondents disagree that they have an instructional challenge in attending to diverse learners, with an average mean of 2.158. The majority of the respondents did not believe that teaching in a multicultural setting meant having to sacrifice their personal time in order to attain expected learning outcomes (2.450). They also did not find difficulty adjusting and handling a class with some students having special needs (2.113), as well as finding no difficulty in attending to a diverse group of learners (1.913).

According to the results of the survey, respondents did not think it was a big deal to teach to different types of students, adapt to classrooms with students who have special needs, or work with a diverse group of students. This discovery is consistent with the findings of previous research that has found comparable effects.

One probable explanation is that instructors receive enough assistance and training in these areas. Instructors who got training on educating students from varied cultural backgrounds felt more confident in their capacity to educate these kids effectively (69). Furthermore, instructors who participated in professional development programs focusing on teaching children with special needs felt better equipped to fulfill the requirements for these kids (70).

Other researches, however, has revealed that instructors may require greater assistance in these areas. Instructors reported feeling less prepared to educate students from varied cultural backgrounds than pupils from the dominant culture (71). Similarly, instructors in Bangladesh had less confidence in their skills to educate pupils with impairments (72).

There are many studies that show how important it is for instructors to have a good attitude toward diversity and inclusion. Teachers with favorable views about diversity were more likely to modify their teaching to fit the needs of different learners (73). Similarly,

instructors with favorable attitudes about inclusive education were more likely to deliver inclusive instruction to students with impairments (74).

Furthermore, research has shown that instructors with high levels of self-efficacy may be more effective in serving the needs of diverse learners. Instructors with high levels of self-efficacy were more likely to persevere in the face of adversity and change their teaching to fit the requirements of their pupils (75). Similarly, instructors with high levels of self-efficacy used a broader range of teaching tactics (76).

Even though the study showed that respondents did not have many problems teaching to different types of students, other studies have shown that more help may be needed in this area. Also, for teachers to effectively meet the needs of different students, they need to have a positive view of diversity and inclusion and a strong sense of their own abilities. More research needs to be done to find effective ways to help teachers meet the needs of different types of students.

3.2.5 Migrating to Flexible Teaching and Learning

In general, respondents disagree that they have an instructional challenge in migrating to flexible teaching and learning, with an average mean of 2.521. In support, the majority of the respondents did not experience difficulty in online teaching or instruction with the use of internet connectivity in schools (2.375), did have internet connection at home (2.238), and had innovations when it came to flexible instructional delivery (1.863). However, the majority of the respondents also believed that face-to-face teaching is the best mode of instructional delivery (3.075), believed that they have difficulty accessing learning resources for their class in the absence of an internet connection (2.823), and believed that flexible instruction will entail an additional cost in the long run (2.788).

As a result of the COVID-19 pandemic, many schools all over the world have had to switch to more flexible ways of teaching and learning, such as online and blended learning. While some respondents had no trouble with flexible teaching and learning, there are still obstacles to overcome, such as restricted access to learning materials and the perception that face-to-face training is the ideal style of instruction.

Many studies done in many countries have shown that the move to flexible learning has both problems and opportunities. For example, research done in the Philippines discovered that, while online education had been the norm during the epidemic, many educators still preferred face-to-face instruction and thought that online instruction could not replace it (77). Similarly, a lack of digital literacy, as well as restricted access to technology and the internet, were significant impediments to adopting flexible learning in the Philippines (78).

In South Korea that a lack of digital literacy and training among instructors was a substantial hurdle to adopting online learning during the pandemic (79). The study also discovered that instructors' views toward technology influenced their readiness to utilize online learning. In Saudi Arabia, students' attitudes toward e-learning were generally positive, and they thought that e-learning helped improve their learning experiences (80). This implies that views toward flexible learning may differ depending on situation and demographics.

According to a research performed in Algeria while online learning became more popular during the pandemic, there were still hurdles to overcome, such as lack of connection and engagement between professors and students in online classrooms (81). Comparable

issues in Singapore, such as the lack of social connection and participation among online students (82).

Other studies have emphasized the need for consistent internet connectivity, access to technology, and proper training and support for instructors as they build new skills and tactics for online teaching.

In Nigeria, for example, it is discovered that while flexible learning was a viable alternative to traditional face-to-face learning, there were still challenges to overcome, such as the need for reliable internet connectivity and the need for teachers to develop new skills and strategies for online teaching (83). Similarly, there were still obstacles to overcome in Pakistan, such as the lack of access to technology and the internet in remote regions, as well as the necessity for instructors to obtain proper training and support for online teaching (84). Comparable difficulties to online learning in India, such as the necessity for students to have dependable equipment and internet connectivity, as well as the need for teachers to obtain proper training and support for online teaching (85).

In Serbia, even though online learning had become more popular during the pandemic, there were still problems to solve. For example, students needed to have access to reliable devices and the internet, and teachers needed to have the right training and support for online teaching (86).

While flexible learning provided educational possibilities throughout the pandemic, it also highlighted the limitations and discrepancies in the availability of technology, digital literacy, and teacher and student training and support.

Table 2. Item Mean Rating Showing the Instructional Challenges faced by Social Science Teachers in the various Higher Educational Institutions (HEIs) in the Cordillera Administrative Region (CAR)

Challenges Encountered by Teachers	Mean Rating	Descriptive Rating
A. Instructional Challenges		
IC-1. Intensifying the Use of Technology in Teaching		
1. I find it difficult to engage myself in the use of the latest technology in teaching.	1.888	Disagree
2. I experience having difficulty in using my smartphone's mobile apps for instruction.	1.863	Disagree
3. I experience having problems completing instructional requirements due to ICT limitation (e.g. knowledge of .	2.363	Disagree
4. I have difficulty delivering my lessons due to limited access to technology in the classroom (e.g. LCD projector, audio equipment.	2.538	Disagree
IC 1 Composite Mean	2.163	Disagree
IC-2. Testing and Upgrading the Technological Infrastructure		
5. There is an existing LMS in our school.	2.663	Agree
6. I find difficulty accessing our LMS due to poor internet connectivity.	2.663	Agree
7. I experience technical glitches in the use of our LMS.	2.725	Agree
IC 2 Composite Mean	2.683	Agree
IC-3. Capacitating Teachers		

Challenges Encountered by Teachers	Mean Rating	Descriptive Rating
8. I find it difficult for me to advance my professional development because it is too expensive and at times I cannot afford it.	2.388	Disagree
9. I believe there is a need to re-tool myself along knowledge and understanding of my main subject/field.	2.538	Disagree
10. I believe there is a need to-retool myself along knowledge and understanding of instructional practices (knowledge mediation) in my main subject/field.	2.525	Disagree
11. I find difficulty in time management especially when it comes to attending conferences and seminars along instruction due to many intervening reasons both personal and professional (e.g. financial, health conditions, family-related, etc.).	2.425	Disagree
IC 3 Composite Mean	2.469	Disagree
IC-4. Attending to Diverse Learners		
12. I have difficulty attending to diverse group of learners.	1.913	Disagree
13. I experience handling a class with some students having special needs and I find it difficult adjusting to their demands.	2.113	Disagree
14. I believe that teaching in a multicultural setting means having to sacrifice your personal time in order to attain expected learning outcomes.	2.450	Disagree
IC 4 Composite Mean	2.158	Disagree
IC-5. Migrating to Flexible Teaching and Learning		
15. I do not have innovations when it comes to flexible instructional delivery.	1.863	Disagree
16. I experience having difficulty in online teaching or instruction with the use of internet due to poor internet connectivity in schools.	2.375	Disagree
17. I do not have internet connection at home for many reasons (e.g. no hotspot area, economic reasons, etc.)	2.238	Disagree
18. I believe flexible instruction will entail an additional cost to teachers in the long run.	2.788	Agree
19. I have difficulty in accessing learning resources for my class if there is no internet connection.	2.823	Agree
20. I believe face-to-face teaching is the best compared to all other modes of instructional delivery.	3.075	Agree
IC 5 Composite Mean	2.521	Disagree

Legend: Range of Mean	Descriptive Interpretation
3.41 – 4.00	Strongly Agree (SA)
2.61 – 3.40	Agree (A)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

3.3 Assessment Challenges Encountered by Social Science Teachers in the Higher Educational Institution (HEIs) in the Cordillera Administrative Region in the New Normal

The table below provides information on the assessment challenges that social science teachers encounter in higher education institutions (HEIs) in the Cordillera Administrative Region. The data is organized into four categories: (AC-1) preparing the assessment task; (AC-2) determining the assessment criteria; (AC-3) implementing performance tasks; and (AC-4) assessing performance tasks. A detailed literature review and interviews with HEI teachers in the region were conducted to obtain results in this discussion.

3.3.1 Preparing the Assessment Tasks

Based on the average mean score of 2.416, the results showed that most of the people who filled out the survey did not agree that they had trouble preparing assessment tasks. Specifically, the majority of the respondents did not encounter issues with the various tools of technology as aid in assessment preparation (2.600), did not experience difficulty preparing flexible assessment tasks that could address both the needs of on-site and online learning (2.488), did not experience difficulty in preparing appropriate performance tasks for the different subjects as they were handling more than one course preparation (2.300), and did not experience difficulty in determining activities that were fit to the student's level (2.275).

Assessment preparation is a vital component of good higher education teaching and learning. State college and university social science teachers must develop assessment assignments that effectively measure students' knowledge and abilities while also meeting the demands of in-campus face-to-face and online learning.

According to the survey results, majority of the respondents had no difficulty preparing evaluation assignments. They had no problems with the various technological tools used to aid in assessment preparation, difficulty preparing flexible assessment tasks that could address both the needs of on-site and online learning, difficulty preparing appropriate performance tasks for different subjects because they were handling multiple course preparations, and difficulty determining activities that were appropriate for the student's level. The average mean score obtained in the aforementioned was 2.416.

However, the outcomes of the examined research indicate that instructors may have difficulties developing appropriate assessment assignments. Faculty members at Philippine colleges frequently struggle with designing relevant and trustworthy assessment tools (87). Teacher education programs may not effectively equip instructors to create and conduct assessments that match learning objectives and standards (88). Furthermore, instructors in the Philippines may have distinct assessment ideas and practices, which may influence their assessment preparation techniques (89).

Other research has discovered elements that aid in good assessment preparation. The necessity of giving students timely and detailed feedback in order to help them improve their performance (90). Professional development opportunities and collaborative work cultures can assist instructors in increasing their assessment literacy and improving their assessment preparation skills (91). Incorporating feedback might improve higher education teaching and learning (92).

The validity and reliability of assessments can be improved when there is a clear match between learning goals and assessment tasks (93). Exam wraps can improve both how well

students think about how they think and how well they do in school (94). Formative assessment works best when it is tied to learning goals and followed by feedback (95). Proctoring and formative feedback can raise student engagement and motivation, as well as improve the validity and reliability of exams (96).

The difference between the survey results and the studies suggests that some state college and university social science teachers in the Philippines may not have had a lot of trouble getting ready for assessments, but it is still important to help them learn how to do assessments well. This kind of help can come in the form of opportunities for professional development, collaborative work environments, and the use of feedback, exam wrappers, and formative assessments that are aligned with learning outcomes.

Making assessment assignments is an important part of teaching and learning in higher education. Even though the survey results suggest that most state college and university social science teachers in the Philippines may not have had a lot of trouble preparing assessments, studies show that teachers may have trouble making and using assessments that match learning goals and standards. As a result, it is critical to provide assistance for assessment literacy development in order to assist teachers in developing successful exam preparation procedures.

3.3.2 Determining the Assessment Criteria

The results showed that the respondents generally disagreed that they had challenges with the determination of assessment criteria, as evidenced by the average mean score of 2.292. Majority of the respondents disagreed that they were interested in learning more about the importance of rubrics in the assessment of student learning (2.425), did experienced being able to determine the appropriate assessment criteria (2.250), and did not experience difficulty in knowing how to prepare appropriate rubrics for certain specific assessment tasks (2.200).

According to what was said about social science teachers at state colleges and universities in the Philippines in the Cordillera Administrative Region, they did not have any trouble coming up with standards for evaluating their students. This finding contrasts with studies conducted in the Philippines found that many teachers in the country lack the necessary knowledge and skills to create effective assessment tools, including assessment criteria (97, 98).

In Malaysia and Pakistan, researchers also found that many teachers do not have the right knowledge and skills to make good evaluation criteria (99, 100). In contrast, In Australia teachers thought assessment criteria helped improve the quality of assessment and student learning results (101).

Studies in China and Indonesia show that many teachers have trouble coming up with good ways to evaluate their students (102, 103). These data imply that the amount of knowledge and abilities needed to create evaluation criteria may differ between nations.

It is stressed the need to provide clear and precise assessment criteria for students in the United States in order to enhance student learning outcomes (104). Similarly, in the United Kingdom, instructors required training and help in defining clear and precise assessment criteria in order to increase the quality of their assessments (105).

According to the information given about social science teachers in state colleges and universities in the Cordillera Administrative Region, results would show that they do not have

much trouble figuring out how to evaluate their students. This is different from studies done in the Philippines and other countries, which found that many teachers did not have the knowledge and skills to come up with good evaluation criteria. These findings imply that the degree of knowledge and abilities in generating assessment criteria may differ between nations, and that teacher training and assistance are critical for enhancing the efficacy of assessment criteria in the classroom.

3.3.3 Implementing Performance Tasks

The results showed that the respondents generally agreed that they experience assessment challenges such as in implementing performance tasks with an average mean score of 2.838. Majority of them encountered students copying the work of others or their learning activities and homework lifted from the internet and other sources, as well as having a lot of students in their classes (3.088). However, majority of them disagreed that they experience difficulty implementing their assessment activities due to lack of physical environment and technological facilities (2.600). They also disagreed that using assessment forms are sometimes time-consuming (2.525).

Several more studies have been done in different countries to look at how performance tasks are used in different situations. EFL teachers had obstacles in adopting performance-based evaluation, such as issues in generating assignments that effectively evaluated student learning (106). It is reported similar difficulties in implementing performance-based assessment in Malaysian schools (107), while Nigerian teachers encountered difficulties due to lack of clear guidelines for designing and evaluating performance tasks (108).

A look into the challenges of using performance tasks in the Philippines, wherein it is found that teachers had a hard time making activities that were both related to the curriculum and relevant to the students' culture (109). The implementation of performance-based assessment in Hong Kong primary schools have problems with measuring a wide range of learning outcomes and giving students helpful feedback (110).

A look into how performance tasks were used in Mexican classrooms found that teachers had trouble designing and evaluating tasks because they did not have enough training and support (111). A look into how performance-based assessment was used in Chinese classrooms found that teachers had trouble coming up with tasks that were valid, reliable, and related to the curriculum (112).

On the other hand, performance-based assessments were used in Taiwanese classrooms where it is found that teachers had trouble making activities and judging students' performance because there were no clear standards (113). The focus on the difficulties of adopting performance-based assessment in South Korean classrooms, stressing obstacles such as a shortage of time for developing and assessing assignments as well as the need for clear rules and administrative assistance (114).

Performance tasks were used in Rwandan classrooms from the teachers' point of view wherein teachers had trouble designing and evaluating tasks because they did not have enough training or support, and they also did not have enough time or resources to do so (115).

These studies show the different problems that teachers face when using performance-based assessment in their classrooms. These problems include problems with task design and evaluation, assessing a wide range of learning outcomes, giving students constructive feedback, and the need for clear rules and administrative support. The findings of the study

on social science instructors in state colleges and universities, on the other hand, indicate that the physical environment and technological equipment are not substantial hurdles to executing such assessments.

3.3.4 Assessing Performance Tasks

The results showed that the respondents generally agreed that they have assessment challenges in assessing performance tasks with an average mean score of 2.666. Majority of the respondents believed that assessment made on-site is more objective compared to other alternative modes (2.850). They also agreed that they experienced not being able to give feedback on time to recently concluded performance tasks due to personal and work-related reasons (2.738) as well as experienced not being able to assess objectively due to overlapping activities and other assignments as required by their designation (2.650). However, majority of them disagreed that they have not yet mastered the rudiments of performance assessment (2.425).

The results of the study demonstrated that teachers experience difficulty in assessing performance tasks, which is a common issue across different nations and circumstances. For instance, a study conducted in Indonesia found that teachers struggle with assessing performance tasks due to the lack of clear criteria and rubrics, which is similar to the findings of the current study (116). However, it is also found that time constraints and workload management are additional challenges that teachers face when assessing performance tasks, which were not major concerns in the current study (116).

Another study done in Nigeria discovered that instructors experience difficulty in assessing performance tasks owing to lack of knowledge and skills in producing accurate and reliable assessments, which is consistent with the current study's findings (117). However, it is also found that teachers in their sample struggled with the lack of resources and infrastructure to support performance assessment, which was not a major issue in the current study (117).

In a study conducted in the United States in 2021 found that teachers have trouble assessing performance tasks because learning goals and assessments do not match up (118). This is similar to what this study found. On the other hand, it is also discovered that teachers in their sample faced lack of access to high-quality assessment tools and resources, which was not a major concern in the current study (118).

Similarly, a study conducted in South Africa found that teachers face challenges in assessing performance tasks due to the lack of training and support in assessment practices, which is similar to the findings of the current study (119). However, Hlalele also observed that instructors in their sample struggled with the lack of communication and collaboration between teachers and assessment specialists.

Lastly, it is found that teachers have trouble judging performance tasks because they do not understand and follow the criteria for judging (120). This is similar to what this study found. However, it is also found that teachers in their sample struggled with the lack of alignment between assessments and classroom instruction, but of no major concern in the current study (120).

These studies show that teachers face the same problems when evaluating performance tasks in different countries and settings. However, the specific challenges and solutions may vary depending on the local context and educational system. Therefore, it is

necessary to design context-specific solutions to help teachers improve their assessment processes.

Table 3. Item Mean Rating Showing Assessment Challenges faced by Social Science Teachers in the Higher Educational Institutions (HEIs) in the Cordillera Administrative Region (CAR) in the New Normal

Challenges Encountered by Teachers	Mean Rating	Descriptive Rating
B. Assessment Challenges (ACs)		
AC-1. Preparing the Assessment Tasks		
1. I experience difficulty in determining activities that are fit to the students' level.	2.275	Disagree
2. I experience difficulty in preparing appropriate performance tasks for the different subjects as I am handling more than one course preparation.	2.300	Disagree
3. I encounter issue(s) in the use of the various tools of technology as aid in assessment preparation.	2.600	Disagree
4. I experience difficulty preparing flexible assessment tasks that could address both the needs of on-site and online learning.	2.488	Disagree
AC 1 Composite Mean	2.416	Disagree
AC-2. Determining the Assessment Criteria		Disagree
5. I experience not being able to determine appropriate assessment criteria.	2.250	Disagree
6. I experience difficulty in knowing how to prepare appropriate rubric for certain specific assessment tasks.	2.200	Disagree
7. I am into learning more on the importance of rubric in the assessment of student learning.	2.425	Disagree
AC 2 Composite Mean	2.292	Disagree
AC-3. Implementing Performance Tasks		
8. I have a lot of students in my class, if not too many.	3.088	Agree
9. I use assessment forms that are sometimes time-consuming.	2.525	Disagree
10. I experience difficulty implementing my assessment activities due to lack of physical environment and technological facilities.	2.600	Disagree
11. I encounter students copying the work of others or their learning activities and homeworks lifted from the internet and other sources.	3.138	Agree
AC 3 Composite Mean	2.838	Agree
AC-4. Assessing Performance Tasks		
12. I experience not being able to assess objectively due to overlapping activities and other assignments as required by my designation(s).	2.650	A
13. I experience not being able to give feedback on time to recently concluded performance tasks due to personal and work-related reasons.	2.738	Agree

Challenges Encountered by Teachers	Mean Rating	Descriptive Rating
14. I believe that assessment made on-site is more objective compared to other alternative modes.	2.850	Agree
15. I understand and recognize that I have not yet mastered the rudiments of performance assessment.	2.425	Disagree
AC 4 Composite Mean	2.666	Agree

Legend:

Range of Mean	Descriptive Interpretation
3.41 – 4.00	Strongly Agree (SA)
2.61 – 3.40	Agree (A)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

3.4 Relationship Between the Teachers' Profile and their Perceived Challenges Along Instruction and Assessment

The link between a teacher's profile and their perceived problems in instruction and assessment is an important topic of research in the field of education. Instructors come from varied backgrounds, with varying degrees of experience, training, and education. These variables can impact their perspective of the obstacles they confront in the classroom, including controlling student behavior, devising successful evaluations, and tailoring the curriculum to suit the needs of various learners. Knowing the link between a teacher's profile and their perceived obstacles can influence the development of customized professional development and support programs to help instructors overcome these challenges and enhance student results.

3.4.1 Correlation between the Demographic Profile of Respondents and their Perceived Instructional Challenges

Age is negatively correlated with IC-1.3 (I experience problems completing instructional requirements due to ICT limitations). This means that completing instructional requirements due to ICT limitations is not really a problem as they age. The statement suggests that age may be linked to problems with using ICT to finish educational requirements. This means that as people get older, they may become better at using technology to finish educational tasks. However, studies on the connection between age and technology use are mixed, with some studies showing that older people have more difficulty using technology, while others find no major age-related variations in technology use.

For example, older people were less likely to use social media and mobile devices (121), but other studies found no substantial age-related differences in technology adoption (122, 123). Furthermore, the relationship between age and technology use may be influenced by other variables such as schooling, income, and previous exposure to technology. For example, older adults with higher levels of education and income were more likely to use technology for health-related reasons than those with lower levels of education and income (124).

Age is positively correlated with IC-2.6 (I find difficulty accessing our LMS due to poor internet connectivity.) ; IC-3.11 (I find difficulty in time management, especially when it comes to attending conferences and seminars along with instructions, due to many intervening reasons both personal and professional (e.g., financial, health conditions, family-related, etc.). ; IC-4.13 (I experience handling a class with some students having special

needs, and I find it difficult to adjust to their demands); and IC-5.15 (I do not have innovations when it comes to flexible instructional delivery.)

Older teachers tend to have difficulty accessing their LMS due to poor internet connectivity; difficulty in time management; difficulty handling a class with some students having special needs and difficulty adjusting to their demands; and a lack of innovations when it comes to flexible instructional delivery. Recent studies on the relationship between age and instructional challenges have yielded conflicting findings. For example, senior instructors (aged 56–65) have greater difficulty using digital tools, such as accessing their LMS, than their younger peers (125). Similarly, older instructors (aged 51–65) have more difficulty with time management due to a heavier caseload and personal obligations, such as family responsibilities (126). Other studies, however, have found that older instructors are more adaptable and innovative in their teaching methods than younger teachers. For example, senior teachers (aged 55 and older) were more likely than younger teachers to use innovative teaching methods and adjust to shifting conditions (127). Furthermore, older instructors (aged 50 and up) reported greater degrees of work satisfaction and motivation than their younger peers (128). This could be because older teachers have more experience and expertise, which allows them to navigate the complexities of teaching more effectively. Overall, these findings indicate that while age can present some challenges for teachers, it is not always a determining factor in how well they perform in their role. Nonetheless, schools should provide assistance and instruction to all teachers, regardless of age, to help them improve their abilities. In this manner, educators can continue to develop their skills and improve the standard of teaching and learning for their students.

Another variable is gender which is negatively correlated with IC-1.1 (I find it difficult to engage myself in the use of the latest technology in teaching.) This means that gender affects the engagement in the use of latest technology in teaching. According to research, gender is an element that can influence student involvement in the use of cutting-edge technology in the classroom. For example, female instructors may be less likely to interact with technology due to societal and cultural factors that link technology with male-dominated professions (129). Similarly, female instructors reported lower levels of trust and self-efficacy when using technology in the classroom (130). This indicates that gender may have a negative correlation with IC-1.1, implying that female teachers may find it more difficult to participate in the use of cutting-edge technology in the classroom than their male peers. Other studies, however, have discovered mixed findings regarding the effect of gender on student engagement with technology in the classroom. For example, no substantial variation in the use of technology in instruction between male and female teachers (131). Similarly, while male teachers claimed greater levels of confidence in using technology, there was no substantial difference between male and female teachers in terms of their actual use of technology in the classroom (132). Overall, the relationship between gender and engagement with technology in teaching appears to be complex, and more study is required to completely comprehend the variables that contribute to this relationship. Nonetheless, schools and educational organizations should take measures to ensure that all instructors, regardless of gender, receive the required support and training to successfully integrate technology into their teaching practices.

Number of years in service on the other hand is negatively correlated with IC-1.3 (I experience having problems completing instructional requirements due to ICT limitation). This means that if the length of service increases, the problems in completing instructional requirements due to ICT limitation lessens. (If the length of service decreases the problems in completing instructional requirements due to ICT limitation heightened.) According to research, the number of years someone has been working can affect how hard it is for them to finish their education requirements because of ICT issues.

Instructors with more years of experience were more likely to have a positive outlook toward using technology in their instruction and to have gotten technology integration training (133). This means that teachers who have been in the profession longer may have a better understanding of how to use technology in the classroom and may be less likely to have trouble meeting educational requirements due to ICT limitations, which have a negative relationship with IC-1.3.

Other studies, on the other hand, have discovered that the connection between years of service and technology incorporation is not always simple. For example, while experienced teachers may know more about and be better at using technology, they may also be less open to change and have developed teaching methods that make it harder to use technology (134). This means that teachers with more experience may still find it hard to meet teaching requirements because of ICT limitations, especially if they do not get enough help or training on how to integrate technology.

Number of years in service is positively correlated with IC-3.11. (I find difficulty in time management especially when it comes to attending conferences and seminars along instruction due to many intervening reasons both personal and professional (e.g. financial, health conditions, family-related, etc.).) This means that if the length of service increases the difficulty in time management especially when it comes to attending conferences and seminars along instruction due to many intervening reasons both personal and professional also increases likewise if the length of service decreases the difficulty in time management especially when it comes to attending conferences and seminars along instruction due to many intervening reasons both personal and professional also decreases. In contrast to the previous finding, studies show that the number of years of service is favorably linked to the experience of trouble with time management, particularly when it comes to attending workshops and seminars in addition to teaching. Teachers who had been in service for a longer period of time reported more difficulties with time management, such as difficulty balancing professional and personal obligations, attending conferences and seminars, and staying up to date with new instructional practices (135). This implies that instructors with more years of experience may encounter more time-management difficulties, resulting in a positive correlation with IC-3.11.

Other studies have found the same thing, which shows how hard it is for instructors with different levels of experience to manage their time well. Teachers with more years of experience may have to deal with unique challenges when it comes to managing their time (136). For example, they may have to find a way to meet the needs of different stakeholders and continue their own professional development while also meeting the needs of their students. While seasoned instructors may have an abundance of knowledge and skill, they may also face higher challenges in terms of time management and having professional development opportunities, resulting in a positive association with IC-3.11.

The designation as another variable is negatively correlated with IC-1.3. (I experience problems completing instructional requirements due to ICT limitations.) This means that if they have a designation, the problems in completing instructional requirements due to ICT limitations will become easier. Or if they do not have a designation, the problems in completing instructional requirements due to ICT limitations become even harder.

The results show that instructors with titles are less likely to have trouble meeting teaching requirements due to ICT limitations, while those without titles are more likely to have such problems. However, there has been little study on the link between teaching designation and ICT proficiency. Teachers with higher-level jobs, like chief teacher or principal, were more likely to use technology in their teaching than teachers with lower-level

jobs (137). The research, on the other hand, did not look directly at the link between designation and ICT proficiency or at whether or not ICT limitations made it hard to finish educational tasks. Other studies have found that an instructor's ICT competency is affected by their access to technology, their training opportunities, and their own attitudes and beliefs (138). While the findings suggest a negative correlation between designation and IC-1.3, more research is required to fully understand the relationship between these factors as well as the specific mechanisms by which teacher designation may influence ICT competency and the experience of difficulties in completing instructional requirements.

Academic rank on the other hand is negatively correlated with IC-1.3. (I experience problems completing instructional requirements due to ICT limitations.). This means that if the academic rank is high, the problems in completing instructional requirements due to ICT limitations become easier. (Or if the academic rank is low, the problems in completing instructional requirements due to ICT limitations become harder.)

According to the results, teachers with a higher academic rank are less likely to have trouble meeting teaching requirements due to ICT limitations, while teachers with a lower academic rank are more likely to have such problems. This fits with what a previous study found, which showed a positive link between academic rank and ICT skills (139). Teachers with a higher academic rank said they used technology in their classes more often than teachers with a lower academic rank (140). The research found that teachers with a higher academic rank were more likely to take part in personal development opportunities related to technology.

These results indicate that teachers with a better academic rank may have greater access to ICT instruction and tools. It is important to remember, though, that academic standing is not the only thing that affects ICT skills. Access to technology, training chances, and individual views and ideas are also important variables (138).

Table 4. Showing Correlation Coefficient between the Demographic Profile of Respondents and their Perceived Instructional Challenges

Linear (Profile & ICs)	Age	Gender	No. of Years in Service	Trainings Attended	Designation	Academic Rank
IC-1.1	0.04	-.254*	0.069	-0.067	0.028	0.152
IC-1.2	-0.03	0.04	0.022	-0.143	0.003	0.004
IC-1.3	-.320**	0.05	-.245*	-0.109	-.241*	-.229*
IC-1.4	-0.02	0.008	-0.004	-0.123	0.063	0.066
IC-2.6	.221*	-0.071	0.176	0.058	0.205	0.159
IC-2.7	0.083	0.029	0.076	-0.006	0.041	-0.02
IC-2.8	0.173	0.156	0.157	0.046	0.148	0.182
IC-3.8	-0.046	-0.104	-0.059	-0.019	-0.079	-0.053
IC-3.9	0.08	0.148	0.079	0.136	0.08	0.066
IC-3.10	-0.031	0.037	-0.023	-0.013	0.049	-0.018
IC-3.11	.221*	0.036	.230*	0.152	0.216	0.183
IC-4.12	0.144	-0.066	0.064	0.171	-0.073	0.044
IC-4.13	.252*	0.013	0.213	0.168	0.14	0.107
IC-4.14	0.021	0.219	0.001	-0.024	0.091	-0.002
IC-5.15	.251*	0.105	0.168	0.188	0.1	0.091

Linear (Profile & ICs)	Age	Gender	No. of Years in Service	Trainings Attended	Designation	Academic Rank
IC-5.16	0.042	-0.105	0.01	0.059	-0.025	0.013
IC-5.17	0	-0.103	-0.01	0.119	0.018	-0.037
IC-5.18	-0.008	-0.132	-0.059	0.016	0.009	-0.019
IC-5.19	0.123	-0.046	0.059	0.062	0.094	0.074
IC-5.20	-0.044	0.017	-0.066	0.147	-0.039	0.049

3.4.2 Correlation between the Demographic Profile of Respondents and their Perceived Assessment Challenges

The number of years in service is negatively correlated with AC-1.1 (I experience difficulty determining activities that are fit to the students' level.) This means that the longer or greater the number of years of experience, the easier it is to determine activities that are appropriate for the students' level. The results show that teachers with more experience are less likely to have trouble finding tasks that are right for their students' levels, while teachers with less experience are more likely to have trouble doing this. This is consistent with an earlier study, which showed a favorable relationship between teaching experience and instructional efficacy (141). Teachers with more years of experience were more likely to use a wider range of teaching methods, such as ones that were student-centered and tailored to the needs of each student (142). These results imply that instructors with more years of experience may be more adept at tailoring their instructional approaches to their students' needs and abilities. It is important to remember, though, that years of experience are not the only thing that affects how well a teacher teaches. Other variables, such as teacher preparation, topic expertise, and classroom management abilities, are also important (143).

Academic rank is negatively correlated with AC-1.1 (I experience difficulty determining activities that are fit to the students' level.) (Sometimes, these forms are time-consuming.) This means that the lower their academic rank, the more difficult it is for them to determine activities that are appropriate for their level. According to the statement, there is a negative relationship between academic rank and AC-1.1. This means that teachers with lower academic ranks may have a harder time finding tasks that are right for their students' skill levels. Instructors with advanced degrees and more teaching experience do a better job (144). This result backs up their findings. According to the authors, instructors with higher scholastic ranks may have more subject matter expertise and a better grasp of pedagogical techniques, enabling them to better tailor their training in line to their students' requirements.

A teacher's experience is a good predictor of student success, especially for students who come from poor families (145). This means that as teachers get more experience, they will be better able to meet the different needs of their students. For example, they will be better able to give students tasks that are right for their level.

Academic rank is also positively correlated with AC-3.9 (I use assessment forms that are sometimes time-consuming.) This means that the higher the academic rank, the more they use assessment forms that are sometimes time-consuming. Studies in the Philippines have also looked into the connection between scholastic rank and evaluation difficulties in the classroom. A better academic rank is a good sign that a student's learning results are being evaluated in a more efficient and effective way (146).

In a similar way, using a variety of ways to test and grade students in the classroom is linked to better grades (147). Higher academic ranks can provide teachers with the information and skills they need to successfully evaluate their students' learning results. This is evident in the inverse relationship between scholastic standing and the difficulty in identifying tasks appropriate for students' levels (AC-1.1).

Teachers with higher scholastic ranks are more likely to grasp their students' capabilities and constraints and can thus create tasks that are appropriate for their students. On the other hand, the higher degree of accountability and rigor that come with higher academic ranks can explain the positive link between academic rank and the use of time-consuming evaluation forms (AC-3.9).

Higher academic level teachers are expected to maintain a higher standard of assessment and evaluation, which may necessitate the use of more thorough and time-consuming assessment forms.

Table 5. Showing Correlation Coefficient between the Demographic Profile of Respondents and their Perceived Assessment Challenges

Linear (Profile & ACs)	Age	Gender	No. of Years in Service	Trainings Attended	Designation	Academic Rank
AC-1.1	-0.181	0.102	-0.253*	-0.126	-0.182	-0.264*
AC-1.2	-0.011	-0.101	-0.009	-0.123	0.022	0.032
AC-1.3	0.035	0.141	-0.015	-0.058	0.037	-0.078
AC-1.4	0.134	0.037	0.166	0.139	0.025	0.055
AC-2.5	-0.03	0.01	0.024	-0.065	0.059	0.031
AC-2.6	0.038	0.126	-0.006	0.037	0.000	0.071
AC-2.7	0.061	0.033	0.038	-0.163	-0.016	-0.003
AC-3.8	-0.043	-0.162	-0.005	-0.002	0.063	-0.039
AC-3.9	0.173	0.213	0.128	0.104	0.15	.243*
AC-3.10	0.069	0.017	0.009	0.000	-0.034	-0.027
AC-3.11	-0.121	-0.003	-0.154	-0.052	-0.075	-0.117
AC-4.12	0.073	-0.216	0.067	0.201	-0.026	0.005
AC-4.13	-0.084	0.156	-0.066	-0.092	-0.169	-0.111
AC-4.14	-0.128	0.155	-0.086	-0.173	-0.029	-0.056
AC-4.15	-0.101	0.161	-0.070	-0.089	-0.054	-0.055

3.5 Implications of the Study to Teaching and Learning

The consequences of research studies for teaching and learning may be profound, since they assist educators in better understanding the elements that impact student accomplishment and making informed decisions regarding instructional approaches. Teachers can acquire insights into how students learn and how to improve their teaching techniques by reviewing the findings of research in many domains, such as psychology, neurology, and education. Using evidence-based tactics, customizing training to specific

student requirements, and offering feedback that supports learning and growth are all examples of this. Finally, by remaining current on the newest research, educators may improve their teaching approaches and assist their students in reaching their full potential.

3.5.1 Implication of Respondents' Profile to Teaching and Learning

The position of social science teachers in the Cordillera Administrative Region as to their respective profiles when put together affects how they teach and how their students learn. Teacher expertise is one of the most important factors that affect how well a student does in school (148). Also, if teachers do not go to relevant trainings, it could hurt their professional development and make it harder for them to keep up with new teaching methods and educational tools. Also, lack of women in the education field may affect how well students do in school. Several studies have shown that having female teachers can help students, especially girls, do better in school (149, 150). However, the region's overrepresentation of female instructors may indicate a dearth of diversity in the teaching field, which may have an effect on the learning experiences of students from diverse backgrounds.

Furthermore, the absence of leadership opportunities for social science instructors in the Cordillera Administrative Region may have an effect on curriculum development and limit possibilities for innovation and improvement. Teacher leadership is critical for school growth because it allows for the creation of new methods of teaching and learning (151). To handle these problems, more professional growth opportunities for teachers, especially in pedagogy and educational technology, may be required. In addition, attempts should be made to recruit and keep experienced teachers in the area, as well as provide more leadership opportunities for social science teachers to promote curriculum innovation and improvement. To guarantee that students receive a high-quality education, problems such as instructor expertise, professional growth opportunities, and leadership in the teaching field must be addressed.

3.5.2 Implication of Instructional Challenges Experienced by Social Science Teachers to Teaching and Learning

The instructional challenges encountered by social science teachers in the Cordillera Administrative Region have several implications to teaching and learning in the new normal. One of the study's key results is that teachers encounter challenges in evaluating and updating technological infrastructure, emphasizing the need for HEIs to provide the required technological infrastructure and support to enable effective technology incorporation (152).

Furthermore, the research discovered that teachers need pertinent training and professional development opportunities to enable them to use cutting-edge technology and adaptable teaching and learning methods. This is consistent with other studies that have emphasized the significance of teacher training and assistance in enabling technology incorporation and enhancing instructional practices (153, 154).

The research also showed that teachers need to come up with teaching methods and support systems that can meet the needs of a wide range of students. This emphasizes the significance of establishing an inclusive learning environment that meets the requirements of students from varied backgrounds, cultures, and learning abilities. Several studies have stressed the importance of inclusive teaching techniques that can increase student involvement, motivation, and success (155, 156).

Finally, the research discovered that instructors must shift to adaptable teaching and learning, which may incur extra costs in the long run. This highlights the importance of HEIs

investing in building an adaptable and adjustable learning environment that can accommodate students' shifting requirements as well as job market demands. This is aligned with other studies that have emphasized the significance of establishing an adaptable learning setting that can support student involvement, motivation, and success. (157, 158).

The study's results show that HEIs and people in charge of education policy should focus on providing the infrastructure, training, and support needed to make teaching and learning work well in the new normal. By addressing these problems, teachers can create a more inclusive, effective, and responsive environment for teaching and learning that meets the needs of students and society as a whole.

3.5.3 Implication of Assessment Challenges Experienced by Social Science Teachers to Teaching and Learning

In the new normal, the problems that social science teachers in higher education institutions in the Cordillera Administrative Region have with testing can have big effects on how they teach and how their students learn. The research found four major categories of assessment challenges among teachers of social sciences in the new normal: (AC-1) preparing the assessment task; (AC-2) establishing the assessment criteria; (AC-3) implementing performance tasks; and (AC-4) evaluating performance tasks.

One thing that research has shown is that teachers need proper training and help with planning, carrying out, and evaluating assessments in order to improve their knowledge and skills in these areas. This result backs up what other studies have found that teachers need training to improve their assessment skills (159, 160).

Another implication is that teachers need to learn how to make rubrics so they can evaluate student learning in a fair and accurate way. Research has shown that rubrics can be useful tools for measuring how much students have learned because they give clear, specific criteria for judging student work (161, 162).

According to the findings of this study, the difficulty of doing performance tasks means that there needs to be enough technical equipment and a good physical environment to help teaching and learning go well. A previous study indicates that using technology can improve teaching and learning by giving students access to a variety of tools and enabling communication and cooperation (163, 164).

It is also critical to address the problem of copying. This necessitates the creation of suitable tactics, such as providing students with clear academic ethics standards, promoting creativity, and providing students with feedback that can improve their learning. A previous study indicates that tactics such as plagiarism detection tools can be helpful in combating plagiarism (165, 166). Thus, schools need to have some for the teachers to utilize as they do not come for free.

Teachers need enough time and money to be able to accurately evaluate their students' learning and give them feedback that can help them learn better. This is one of the challenges of assessing performance tasks. A previous study indicates that providing students with timely comments can improve their learning by encouraging introspection and metacognition (167, 168).

Social science teachers in higher education institutions need the right training, resources, and support to deal with evaluation problems in the new normal. This can

improve evaluation quality, encourage academic success, and improve student learning results.

3.5.4 Implication of the Correlation between the Demographic Profile of Respondents and their Instructional Challenges

The relationship between the respondents' demographic characteristics and their instructional difficulties have significant implications to teaching and learning. Several important results came from this study emphasizing the importance of targeted interventions to assist teachers in addressing these issues.

First of all, the negative relationship between age and ICT constraints show that as teachers get older, it may be hard for them to keep up with the latest technological changes that are needed for teaching and learning (169, 170). Teachers who want to improve their technological abilities and use of instructional technology may profit from professional development opportunities or mentoring (171).

Second, the link between years of service and problems with time management shows that experienced teachers may need help keeping track of their responsibilities and balancing their work and personal lives (172, 173). This could include flexible job arrangements or access to tools that can assist them in better managing their time (174).

Third, the fact that there is a negative link between title or academic rank and problems with ICT means that instructors with higher academic ranks may have more resources and help to deal with these problems. However, this may result in disparities in access to technology and tools for teachers at lower levels or without a designated position (175).

Also, the fact that older people are more likely to have trouble getting to the Learning Management System (LMS) because of bad internet connections show how important it is for schools to make sure that teachers have access to reliable internet connections (176, 177).

Furthermore, the favorable relationship between age and difficulties adjusting to the demands of students with special needs emphasizes the significance of professional development opportunities for teachers to better their skills in meeting the requirements of diverse learners (178, 179).

Lastly, the negative link between gender and using cutting-edge technology in education shows that there may be differences between men and women in how they adopt and use technology (180, 181). This emphasizes the importance of initiatives that address gender bias, encourage equitable access to technology, and provide chances for professional development for all instructors.

Finally, tackling educational challenges such as technology, time management, and meeting the requirements of varied learners is essential for establishing a more fair and effective learning environment for all students. Teachers can profit from ongoing assistance, tools, and chances for professional growth to help them overcome these challenges.

3.5.5 Implication of the Correlation between the Demographic Profile of Respondents and their Assessment Challenges

To begin with, experience is an important element in deciding suitable tasks for students. According to the data, the number of years of expertise is inversely related to AC-1.1, which

alludes to the difficulty in identifying tasks appropriate for the pupils' level. This suggests that as teachers acquire expertise, it becomes simpler for them to identify which activities are appropriate for their students' levels. Schools and organizations must provide chances for instructors to acquire more experience through training, mentoring, and professional development programs.

Second, a student's grade is the opposite of how hard it is to find them appropriate work. Statistics show that teachers with less experience may have a harder time figuring out which tasks are best for their students. This means that schools need to give lower-ranking teachers help and tools to help them improve their skills and get better at what they do. Teachers at all levels should have the same opportunities to learn and improve their skills, which has implications as to how they teach and how their students learn.

Finally, higher-ranking teachers frequently use time-consuming evaluation forms. This could suggest that they value assessment and evaluation more and are ready to devote more time to them. This, however, may suggest that they depend significantly on assessments and may need to investigate more efficient methods of assessing students' learning. The challenge for teaching and learning is that schools and institutions must provide instructors with training and resources to assist them in exploring different evaluation methods and tools that can save time.

The data show that teachers' ability to choose good tasks for their students is affected by their experience, how well they did in school, and how they evaluate students. As a result, schools and organizations must help teachers of all academic levels improve their skills by giving them support, training, and tools.

Also, Teachers' attitudes affect the implementation of appropriate activities shows how important it is to help teachers have good attitudes about teaching and learning (182). Encouraging a positive attitude towards teaching can lead to more effective teaching practices, including the use of appropriate activities that can help students learn and achieve better outcomes. Furthermore, effective feedback can increase student motivation highlights the need for teachers to not only design appropriate activities but also to provide feedback that is specific, actionable, and personalized (183). This can help students engage in learning activities more effectively, leading to better outcomes. Moreover, teacher beliefs about teaching and learning highlights the importance of considering teacher beliefs when designing professional development programs to promote the use of appropriate activities in the classroom (184).

Understanding teachers' beliefs about teaching and learning can help designers of professional development programs tailor their programs to be more effective in promoting appropriate activities.

4. CONCLUSION

After looking at the data and figuring out what it meant, it was concluded that most social science teachers in the Cordillera Administrative Region are women between the ages of 21 and 30, between 1 and 5 years of teaching experience and with a few having designations.

Concerning educational challenges, it is concluded that most of the respondents who answered the survey did not agree that it is harder to teach as the demand for technology use went up. They did agree, though, that they would have to learn how to test and update technical infrastructure, which would be a challenge. Also, they usually agree that preparing

teachers, meeting the needs of different students, and making the switch to flexible teaching and learning are still challenges that they experience.

Concerning assessment problems, it is concluded that most respondents did not agree that it was hard for them to make assessment tasks and set assessment criteria. They did agree, though, that they have trouble assessing performance duties and putting them into action.

In terms of the relationship between demographic profile and instructional challenges, it was concluded that age has a negative correlation with completing instructional requirements due to ICT limitations and a positive correlation with having trouble accessing the LMS due to poor internet connectivity, trouble managing time, and trouble adapting to the needs of students with special needs. There is a negative link between gender and how hard it is to use cutting-edge technology in the classroom. Due to ICT limitations, having more years of work makes it harder to finish school, and having more years of work makes it harder to manage time. Because of ICT limitations, both designation and academic position are linked negatively to meeting educational requirements.

In terms of the relationship between demographic profile and assessment challenges, the number of years in service and academic rank are both linked to having trouble finding activities that are right for the student's level, while academic rank is linked to using assessment forms as time-consuming.

In the end, the study of the problems social science teachers face led to a number of important conclusions. The region's social science instructors are mostly young. The research shows how important it is to give teachers the right training and opportunities for personal growth, as well as the technical infrastructure and support they need to use technology effectively. Also, if social science teachers do not have many chances to take on leadership roles, it could slow down the creation of new courses and make it harder for them to improve and move up. The research also emphasizes the significance of establishing an open learning atmosphere that meets the requirements of students from various origins and with varying learning abilities. The research emphasizes the importance of proper training and help with assessment planning, execution, and evaluation to enhance teachers' skills and understanding in this field. Teachers must also learn how to create rubrics to correctly and fairly evaluate student learning, and there must be adequate technological tools and suitable physical settings to support effective teaching and learning. These results pose a challenge to teaching and learning, highlighting the need for increased investment in teacher development and assistance to further enhance the educational standards in the new normal.

ETHICAL APPROVAL

Ethical Approval undergone from the careful and thorough review of the University Research Ethics Review Board (URERB) of Mariano Marcos State University (MMSU).

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