

Original Research Article

Challenges of a School in Teaching and Learning: A Grounded Theory

ABSTRACT

This study aimed to understand how a senior high school in Philippine setting transform its practices to attune to the challenges of the **new normal** in education. The study was able to identify challenges encountered by teachers and students and how these challenges are responded and articulates the solution of the identified problems in teaching and learning amidst new normal. The study made use of a qualitative research design to gather in-depth insights about the problem and generate new ideas for research. The results of the study showed that the school recognizes the challenges like teachers' complaints, insufficiency of number of employees in school, accountability of school's properties, current principal's role, the new normal situation, constraints of school activities, transportation issues, limitation of transaction in school, issues of onsite monitoring, choice of modality, safety of parents and teachers, and coordination with **the barangay** officials have also to be given consideration. In addition, challenges of teachers are teaching delivery and strategies, assurance of students' learning, poor internet connectivity, authenticity of assessment and safety of teachers and parents. The teachers also observed the issues faced by the students such as parental support, inability to meet the resources needed for learning, modality issues, adjustment to new normal way of education, and failure of producing outputs on target dates. The school responded with solutions like collaboration among staffs, good and strong relationship with different stakeholders, transformational leadership of the principal. The mechanism utilized in addressing the challenges faced are learning continuity plan, agreed choice of modality, and capacity building program.

Keywords: Hybrid Teaching, Teaching in New Normal, Challenges in New Normal, Challenges of Students

1. INTRODUCTION

Education is a social process; it is not preparation for life but is life itself [1]. In different forms of life, education never ends whether it is in a formal or informal setting. Engaging in provision education is an experience that everyone acknowledges as a noble profession. Teachers' difficulties are made easier by their extensive experience in the classroom. Indeed, there are numerous reasons to give up due to challenges encountered, but the benefits of labor in assisting students in shaping their futures is more than enough motivation to strive for more and work harder.

Teachers' concerns aren't just about the difficulties of class delivery and the tasks that come with it. When the COVID 19 pandemic erupted in 2020, it was far more than that. Teachers' typical experiences and struggles change dramatically as a result of variables that endanger both teachers and **kids' health**. In fact, the start of courses was postponed due to concerns and doubts about how classes would be given while maintaining safety precautions in the face of COVID 19. This pandemic had an impact on all industries around the world. It alters company strategy as well as everyone's way of life. Other businesses, including building and the built environment, hotel and restaurant management, sports, and even religious activities, must adapt.

Comment [1]: students

Students, parents, and educators around the world have felt the unanticipated rippling impact of the COVID-19 epidemic as schools have been closed to deal with the global pandemic. While governments, frontline workers, and health officials do their utmost to contain the spread, educational systems strive to provide high-quality education to all students during these tough times. Many students have experienced psychological and emotional hardship at home/living environment and have been unable to interact successfully. The greatest online homeschooling techniques have yet to be discovered [2].

Education amidst COVID 19 was a big challenge faced by the government. It challenges the educational system on how delivery methods have to be implemented with financial, technological, emotional constraints faced by the school administrators, teachers, and students. The school was able to devise methods of delivery either online classes or modular methods of modality. Staff and student readiness must be assessed and supported while adapting to the new adjustments. Learners with a fixed mindset have a hard time adapting and adjusting, but learners with a growth mindset adapt easily to new situations. For online learning, there is no one-size-fits-all methodology. There are a range of subjects to choose from, each with its own set of requirements. Various disciplines and age groups necessitate various ways to online learning[3].

In line with methods of class delivery, issues and questions arise on the effectiveness of teaching in this new normal condition. It further questioned the technological resources needed in effectively achieving quality of education to the students. Besides, to follow government safety measures being implemented across the country, school administrators have to implement new schemes of working conditions such as working from home of teachers with modular modality in remote schools in provinces. Another delivery method was done through online classes in higher educational institutions and some private institutions where internet connectivity is available. With regards to these working conditions, there are doubts on effective implementation in the assessment procedures, effective teaching and learning process, some issues on the stability of internet connection, and teachers and students' adaptability of the new normal teaching and learning process. Also, there are advantages and disadvantages that the teachers have to embrace in working from home. Cases like extended working hours at home and at the same time the convenience of working at home.

On the other hand, teachers encountered a lot of problems related to the needed resources in a modular method of teaching. Some issues were observed with teachers having problems adapting the needed technological knowledge in delivering online classes, internet connectivity issues, appropriate assessment procedure, and not to mention the emotional and financial crisis brought by this pandemic in performing their duties and obligations to deliver the expected outcome of learning efficiently and effectively by the students, teachers, school and the community.

The COVID-19 pandemic has affected nearly 1.6 billion learners in more than 190 countries and all continents according to the United Nations. It resulted in the largest disruption of education systems in history resulting in closures of schools and other learning institutions which are around 94 percent of the world's student population, up to 99 percent in low and lower-middle-income countries[4]. This figure shows how educational institutions across the globe were affected by the COVID 19. We could hear varied experiences for both teachers and students and could be heard all over the world about their difficulties in coping up with the challenges that this pandemic has brought. But even amid these difficulties, all of us are hopeful that we can gain strength out of this and there is always a positive side in all these experiences.

It is in this context that this study aimed to determine the varied experiences of administrators, and teachers in this new normal of education. This helps the researchers gather the information to help educational institutions respond to challenges for similar situations in the future.

1.1 Statement of the Problem

This study aimed to understand how a senior high school in Philippine setting transform its practices to attune to the challenges of the new normal in education. The study was able to identify challenges encountered by teachers and students and how these challenges are responded and articulates the solution of the identified problems in teaching and learning amidst new normal.

2. METHODOLOGY

The study made use of a qualitative research design to gather in-depth insights about the problem and generate new ideas for research. Specifically, a grounded theory was implemented as a research tool that will help the researchers develop a theory that will help to explain the main concern of our study and how it will be resolved or processed. Grounded Theory is an inductive research methodology for generating knowledge and understanding which aimed to develop theory based on the research process[5].

In this study, a phenomenon from people's experience is aimed to develop a theory on challenges of teaching and learning in this new normal based from the experiences of teachers and administrator. The study used an interview guide with three major concerns and a series of an open-ended questions. The instrument was validated before being used for actual interview. It was reviewed by the three identified experts using rating from 1 to 4 based on relevance and clarity. All corrections were then edited by the researchers and returned to the validators before being used for actual interview. However, theoretical sampling was adopted as prescribed for the grounded theory.

The respondents of the study include the school principal, coordinators, administrative officer and the PTA President. The researchers assured that all necessary activities in the conduct of the study were properly undertaken such as sending communication letters, consent forms, scheduled interviews and its confidentiality. The data were then transcribed and reviewed for accuracy.

Theoretical sampling is a sampling used as prescribed for grounded theory. It identifies the participants which allows a theory to emerge. This type of sampling supports the conducting of interviews with initial interview from the school principal until saturation is achieved. Theoretical sampling is a method in grounded theory studies which seeks additional data based on concepts developed from initial data analysis and following where the data have led to expand and refine the evolving theory during the analytical process[6].

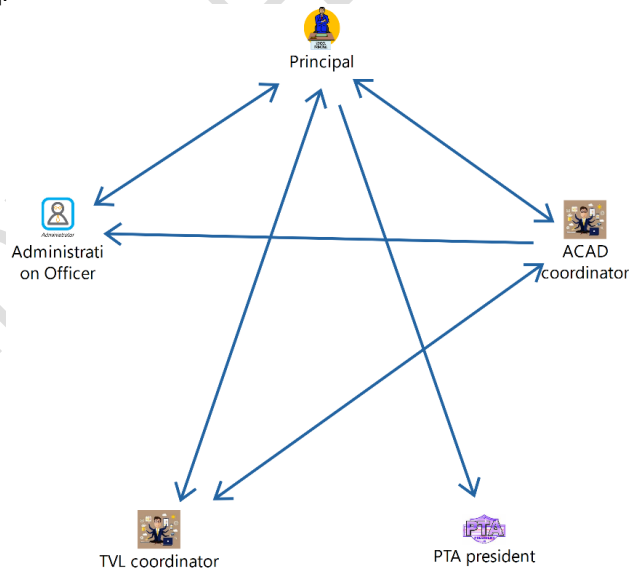


Figure 1. Theoretical Sampling Design

The data was gathered with an initial interview from all the participants. Before conducting the interview, a letter of request to the principal and the teachers who will emerge in the process was made through the Division superintendents citing the details of the research. The letter of inform consent was given to the participants before conducting the interview. In the data gathering, interview was used utilizing zoom us meeting application. After each interview session, the raw data was transcribed and analyzed with the use of maxQDA software. In using this software, analysis begins with coding to sort and organize data. The second step is axial coding to analyse the questions based from the initial coding made. Lastly, the selective coding which helps to narrow down the selected code to develop the theory.

3. RESULTS

The findings from the emerging participants' responses to the principal's initial interview are presented in accordance with the study's statement of the problem, which was able to identify the challenges faced by teachers and students, how these challenges are addressed, and articulate the solution to the identified problems.

3.1 *New Normal Experiences in Teaching and Learning of the School's Principal*

The discussion below shows how the principal describes the experiences in this new normal setting of education during this time of pandemic.

Learning Continuity Plan (LCP). The principal described the LCP of the school to be satisfactory or good since it is prepared already for two weeks based on the quarantine two weeks period protocol. This means that if a teacher may be infected and must undergo quarantine, the LCP will not be affected since it is prepared for two weeks.

Nung dito na ako sa Carmona, nalaman ko na ang learning continuity plan naman ay fix na into 2 weeks [When I was here in Carmona, I found out that the learning continuity plan was fixed in 2 weeks] (Principal, 23).

Challenges in the introduction of LCP through webinars. The principal cited the challenge during the training conducted to school heads about LCP in which decision must be made and need the involvement of teachers and the community.

Hindi mo pwedeng pag desisyonan na mag-isa, it is a concerted effort ng lahat specially ng nasa community, hindi lang actually kayo eh, hindi lang teachers. [You can't decide alone, it's a concerted effort by everyone especially those in the community, it's not just you actually, it's not just teachers] (Principal, Pos. 19)

A survey must be conducted on the choice of modalities to be implemented by which LCP has to follow specific format and be submitted on specific deadline.

Onsite Monitoring. The principal described onsite monitoring as a challenge due to ECQ restrictions on transportation. The principal needs to go to school with a bit distance coming from the principal's house.

So paano ko imomonitor ang school gayong ang, ang school ay isang oras ang biyahe mula sa bahay, tapos bawal pang biyahe. [So how can I monitor the school when, the school is an hour's drive from home, and then no more trips available] (Principal, Pos. 18)

Challenge on Management. The principal cited the challenge in managing the school in terms of insufficiency of number of employees in school, accountability of school's properties, current principal's role, managing teachers' complaints and the new normal situation. The principal stressed out the need of being always in the school since the LGU needs to do inspection in rooms. There is insufficiency of number of employees in the school that the principal could not just trust to give the key to anyone else.

So ayun, ang ibig ko lang sabihin araw-araw dapat nandito yung principal, dahil walang ibang tao na hinahanap at mananagot kundi ang principal [So, I just mean that the principal should be here every day, because no one else is looking for and responsible but the principal] (Principal, Pos. 30)

This new normal situation challenges the principal to go to school always, even if there is a memorandum about working from home. During the start of this new normal situation, the principal further cited the issues on information dissemination in which new policies must be explained to the teachers. In addition, there is a challenge on learning the application such as zoom and google meet.

Another implementation of ECQ. The principal cited another challenge during new implementation of ECQ by which no transactions are allowed in school. The principal stressed the

significance of distribution of modules to students to avoid over workload to teachers and of course for student's learning's sake. The principal has a hard time to decide on the distribution of modules since consideration should be made with factors like students' learning, teachers' workload and avoiding crowd in school due to safety purposes.

Dapat hindi tatambak ang mga tao, dapat may schedule, so iyon, sa ngayon, yun pa rin yung problema, okay so, kung gagawin bang dalawang araw o isang araw lang ang distribution and retrieval. So napaka hirap magdesisyon una nga yung guilt at yung pagdedesisyon. [People should not pile up and there should be a schedule, for now, that is still the problem, whether the distribution and retrieval will be done for two days or just one day. So, it is very difficult to decide, first the guilt and then coming up with the decision] (Principal, Pos. 27)

Student's Issues in the New Normal. The principal cited the observed challenges to the students in the new normal which include adjustment to the new normal way of education, choosing the modality, and not able to finish outputs on target dates.

Other problems during implementations. The principal identified other problems that arise during implementation such as on the weekly schedule of teachers in the barangay which causes teachers to become tired and weary of the process and some parents cannot get the modules on the scheduled date.

General Solutions to the Challenges in New Normal. The principal identified the general solutions implemented for specific problems brought by this new normal learning environment. With the challenge of the modality, the teachers wholeheartedly responded by accepting the new normal through orientations and seminars on teaching in the new normal, LAC sessions and in-service trainings. Solutions to delivery methods were identified using asynchronous and online teaching. In addition, modular modality was used by which distribution and retrieval were done every two weeks in catchment area. During MECQ, the retrieval was shortened and scheduled a catchment area at every Barangay which was considered as one best solution.

The principal stressed out the significance of coming up with the solutions by motivating teachers on the significant contribution to the education of the students. Specific approaches were made to come up with solutions are developed by the school.

Surveying on the status of teachers when it comes to data or internet connection , scheduled sessions wherein data/internet is on its best/learning the applications to reach out for the parents and teachers/Orientation by an ICT Teacher about zoom and google meet, school Monitoring by calling the assigned security guard from time to time/CCTV checking in the cellphone (installed)Crafting of LCP with the school's Technical Working Committee Consist of the Subject and Grade level coordinators, motivating teachers on our contribution to the education of the students(Principal, Pos. 74-79)

Collaborative Efforts of Stakeholders. The principal stressed out the significant collaboration among the school's administrators and teachers as the best solution in responding to the all the challenges faced in this new normal. It was identified the contribution of administrative officer and coordinators, teachers, PTA and Barangay officials, in coming up with the solutions.

Syempre kailangan ng tulong natin ng admin officer, so ah, although meron na tayong schedule, ngayon nagbago ang mga quarantine quarantine na iyan, so I have to ask the the admin officer specifically, uhm, ano tawag dito, ang ating mga coordinators, specifically ang ating TVL coordinator at ating academic coordinator, sila na talaga yung mainly, ang pinagtatantuan ko [Of course we need the help of the admin officer, although we already have a schedule and now quarantine period have changed, so I have to ask the admin officer specifically, what do you call it, our coordinators, specifically our TVL coordinator and our academic coordinator, they are really the ones mainly I am asking for help] (Principal, Pos. 50)

3.2 New Normal Experiences in Teaching and Learning of the School's ACAD Coordinator

The discussion below shows how the ACAD coordinator describes the experiences in the new normal setting of education during this time of pandemic.

Challenges of teaching in the new normal. The academic coordinator cited the challenges in achieving the learning of students. The coordinator identified the common issues faced by the teachers on poor internet connectivity, and the teaching strategies which fits the health protocol of the government.

We are only allowed the distance learning modality tulad ng ito nga po online , itong modular tapos itong blended learners as well. [We are only allowed the distance learning modality like this online, it's modular then it's blended learners as well] (Acad coordinator, Pos. 6)

In teaching modality, some teachers perceived that online modality is much difficult than modular because of issues on internet connectivity.

On the other hand, the school faced some challenges in modular modality on safety issues during submission of modules by which at certain occasion, there was a huge volume of parents observed during submission which the school failed to anticipate.

Hindi naming na anticipate yung volume ng tao yung pila naming umabot hanggang rice fields siguro mga one kilometer yung pila [we didn't anticipate the volume of people, the line reached up to rice fields, maybe about one kilometer away] (Acad coordinator, Pos. 11)

The school responded to this challenge to avoid the same incident to happen in the future by conducting survey from the stakeholders on the method to be used and have it voted among the teachers.

Galing sa boses ng aming stakeholders, galing sa result ng survey ng aming mga client ng studyante. mga teachers at mga ano mga magulang. So yung ini implement natin Sir, bago yan ma implement pinagbobotohan din yun nung body Sir. [From the voice of our stakeholders, from the survey results of our students' clients, teachers and parents. So before that can be implemented it will also be voted on by the body Sir] (Acad coordinator, Pos. 15)

The school devised strategies of teaching using online and modular modalities. The teachers, as designed from LCP, delivers two hours online sessions and two hours for their asynchronous or independent learning.

Ang ginawa kasi namin is yung learning continuity plan ay hindi kami araw-araw na magtuturo ng online sir, hindi kami araw-araw. Kung meron tayong four hours per subject per week two hours lamang ang itatagal mo sa bata [because what we did is, in the learning continuity plan, we don't teach online every day sir. If we have four hours per subject per week you will only spend two hours with the child] (Acad coordinator, Pos. 19)

Challenges of students in the new normal. The academic coordinator observed the challenges of students like unable to meet the resources needed for learning and level of parental support. The coordinator stressed out that not all students can be able to provide internet connections as they are also unfortunate with financial resources.

Kasi nga given the fact na hindi lahat mayaman, hindi lahat may kaya so yung pag conduct mo ng mga synchronous online classes. [Because given the fact that not everyone is rich, not everyone can afford it when you conduct synchronous online classes] (Acad coordinator, Pos. 7)

The level of support is also one of the challenges for students' learning as based on the assessment of the teachers, some parents do not extend the needed support in school for their children.

Kasi yung iba walang pakialam sa bata yung magulang, inaassess naming kung itong mga batang ito ay nagdesisyon lamang sa sarili nila or kasama ang magulang magdesisyon, kasi sometimes kahit may internet ayaw umattend ni bata [because other parents don't care about their children, we assess whether these children decide only for themselves or with their parents, because sometimes even with the available internet the child does not want to attend the class] (Acad coordinator, Pos. 9)

To respond to this challenge, teachers made some changes which caters the need of students in terms of modality. Models A to B were created to accommodate the different students in terms of how they will be able to attend classes and submit their answers through online, offline or combination.

Yung model A can attend online classes and can submit output online, model B can attend classes pero hindi niya kayang magsubmit ng mga output online. Ngayon, ah yung model C vice versa nun okay po, ayaw umattend ng online class pero nakakapagsubmit ng mga soft copy and the rest yung D is talagang walang kakayahang both of the attendance sa classes at magsubmit ng output.

[Model A can attend online classes and can submit output online, model B can attend classes but cannot submit outputs online. Now, model C is vice versa, doesn't want to attend an online class but can submit soft copies and the rest model D is really incapable of both of the class attendance and submitting output] (Acad coordinator, Pos. 17)

Relationship with Stakeholders is key to success. The ACAD coordinator sees the significance of having a good relationship with the stakeholders in this difficult time. The coordinator cited various assistance from stakeholders like monetary subsidy from the government for load and internet, additional assistance from industrial firms, significant help from a functioning government, and huge help from parents. It has been observed, to achieve this relationship, strong partnership, and linkages with the stakeholders and LGU are important. The coordinator acknowledges the outreach program extended by the commercial and industrial firms.

Meron kaming malakas na linkages at partnership sa aming stakeholders. Lalo na po ang aming LGU napaka hands on po dito sa amin. Plus yung bugso ng tulong ng mga magulang. Plus yung mga industrialized sites name ditto kasi may mga commercial and industrial locations po kami dito nagbababa sila ng mga outreach program nila. [We have strong linkages and partnerships with our stakeholders. Especially our LGU is very hands on with us. And the huge help from parents. Also, the industrialized sites here have commercial and industrial locations, which they extend their outreach programs] (Acad coordinator, Pos. 23)

Also, the barangay officials have extended help in the distribution and retrieval of modules to the students. Designated kiosk in the catchment area at every barangay are designed to facilitate the effectivity of modular modality.

Collaboration among staffs. The ACAD coordinator acknowledges the collaboration of all staffs as the best solution in providing solution to the problems. He sees the significance of collective ideas from the suggestions of all concerned staffs like teachers, subject coordinators, advisers,

Para sa experience ko po, naenlightened ako sa na dapat tayo ay marunong tumanggap ng mga suggestions, may katangian na kaya niyang tumanggap ng mga ibang opinion, kaya niyang tumanggap ng mga suggestion kasi naniniwala ako na two heads are better than one [For my experience, I was enlightened that we should be able to accept suggestions, there is a characteristic that can accept other opinions, can accept suggestions because I believe that two heads are better than one] (Acad coordinator, Pos. 40-41)

Learning Continuity Plan (LCP). The ACAD coordinator cited that the bases of LCP were taken from the survey conducted from the parents. The decisions on modality took considerations the suggestions from the parents which caters the available resources that they can provide.

We have identified according sa survey, like for example ang mga ginagamit na platform is messenger tapos text yung mga walang kakayahang mag mobile data or even we call them one by one tinatawagan naming sila, si parents ang taga decide sir, si parents ang hinahayaan naming magdecide. [we have identified according to the survey, like for example the platforms used are messenger then text for those who are not capable of mobile data or even we call them one by one we call them, parents are the ones who decide sir, parents are the ones we let to decide] (Acad coordinator, Pos. 9)

General solutions to all challenges. On the teaching strategy, the ACAD coordinator described the class as heterogenous group using modular, online and blended modalities. Submission for modular modality is online to save resources.

Ginawa kasi namin ay heterogenous Sir, wala kaming section na puro modular, wala kaming section na puro online. So ang adviser will handle both different students under different modalities. [We made it heterogeneous Sir, we don't have a purely modular section, we don't have a purely online section. So the adviser will handle both different students under different modalities] (Acad coordinator, Pos. 9)

The identified methods used are based on trial-and-error approach. After using the strategy, the coordinator stressed out the need to perform post evaluation to know if the strategy is effective and if not, necessary changes has to consider. Factors like safety of parents and teachers must be considered.

Mga strategies ay trial and error yun kasi there are some strategies na nakita namin na hindi effective, pinapalitan agad naming yun kasi every quarter Sir nagpplanning kami kasi nagkakaroon kami ng post evaluatin kung itong isang step namin ay may mga factors kami to be considered eh like for example safety ng teachers, safety ng parents [strategies are trial and error because there are some strategies that we found to be ineffective, we change them immediately because every quarter Sir, we do planning because we have a post evaluating this steps and we have factors to be considered like safety of teachers and parents] (Acad coordinator, Pos. 11)

3.3 New Normal Experiences in Teaching and Learning of the School's TVL coordinator

The discussion below shows how the Technical Vocational Livelihood (TVL) coordinator describes the experiences in the new normal setting of education during this time of pandemic.

Transformational Leadership. The TVL coordinator believes that one solution to overcome the present challenges in teaching and learning in the new normal education is transformational leadership through shared leadership and teacher empowerment.

Transformational leadership through shared leadership and teacher empowerment. (TVL Coordinator, Pos. 1)

He thinks that providing teachers the opportunity to perform their job in utmost possibilities and inclusion in decision making related to school matter will lead them to grow professionally.

Providing teachers opportunity to perform his/her job in utmost possibilities and inclusion to decision making will eventually lead the teachers to grow professionally. (TVL Coordinator, Pos. 1)

The school head already shows this kind of leadership in the current situation.

I think this is the kind of leadership style our school head, Ms. Doliente, is trying to facilitate and inculcate. (TVL Coordinator, Pos. 1)

The following are discussions in which the TVL coordinator laid his ideas of the challenges and solutions of the following individuals.

Teachers' Challenges. The teachers needed to deliver quality education to the students. One of the challenges is how to provide the skills necessary training to those who have chosen modular distance learning, especially in the TVL students. In modular learning modality, the teachers need to provide a hardcopy of the lesson to distribute to the students who chose modular distance learning modality. The schedules of the retrieval and distribution of modules are also a concern of the teachers.

The challenges that teacher and learners are experiencing. One of those is the delivery of technical vocational training in a distance learning delivery modality, the modules needed and schedules of retrieval and distributions (TVL Coordinator, Pos. 3)

Capacity Building Program. The school head proposed capacity building program to break the barriers and skills gap. The school head also considers the need of the teachers by designing purposive programs to help the teachers deliver their lessons and improved technology literacy. The school head also facilitates the distribution of laptops for the teachers in a work from home setup and providing printers per strand leaders.

She even proposing capacity building program for the purpose of breaking the barriers and skills gap. (TVL Coordinator, Pos. 2)

As a result, the initiative of designing purposive programs for teachers are very evident. (TVL Coordinator, Pos. 2)

The school head also consider the suggestions on how to well provide the needs of teachers especially in technology.(TVL Coordinator, Pos. 3)

distribution of laptop for teachers, providing of printers per strand leaders, and other related school activities and programs. (TVL Coordinator, Pos. 3)

Master Teachers' Challenges. The master teachers are responsible for extending their efforts to meet the department's set objectives in terms of curriculum implementation. They are expected to be an expert to their field of specialization. The master teachers also need to provide technical assistance, conduct curriculum reviews, share best practices, conduct research, and other related tasks. In the new normal education, the master teachers also have no idea on how to conduct the said duties and responsibilities.

A master teacher is to extend his effort to ensure that the set objectives of department, in terms of curriculum implementation, will be met. Master teachers are expected to perform as experts in their field of specializations. Furthermore, activities such as providing technical assistance, conducting curriculum review, sharing best practices, conduct of research, and other related task are expected to be done. (TVL Coordinator, Pos. 2)

Group Discussion. The school head facilitates and conducts group discussions to help the master teachers to fulfill their duties and responsibilities. She ensures that the master teachers are doing their job correctly by sharing her experiences to know how to do their tasks properly. Through these strategies and practices, the school head gives confidence to the master teacher in performing their duties.

In this reason, the school head provides strategies on how to facilitate and conduct the above mentioned tasks. She always conduct group discussion and share her experiences for us to have some ideas of how things are being done. These set of practices enable us, master teacher, to be more confident in performing our job. (TVL Coordinator, Pos. 2)

TVL Coordinator's Challenges. As a TVL coordinator, he needs to update and ensures that the TVL teachers and learners need are met.

The extent of facilitating transformational leadership is evident in performing my task as TVL coordinator. (TVL Coordinator, Pos. 3)

Collaboration of Teachers. The school head always coordinates with the TVL coordinator to know the teacher and learners' challenges. The school also thinks of the learners' welfare by carefully planning the schedules of retrieval and distribution of modules.

The school head always ask for updates about the challenges that teacher and learners are experiencing. (TVL Coordinator, Pos. 3)

These are very evident in the scheduling of distribution and retrieval activities (TVL Coordinator, Pos. 3)

TEA President's Challenges. As the elected president of the Teacher-Employee Association, he needs to design and provide a program that will address issues and concerns related to teachers and employees.

One of the responsibilities as elected president of TEA of school is to design and provide programs that will address issues and concerns related to teachers and employees. (TVL Coordinator, Pos. 4)

TEA meeting. The school head actively participates in every meeting set by the TEA officers and provides suggestions and options that will benefit the teachers and the employees. The school head is there only to guide but let the officers decide. She taught them to craft the association's bylaws and advised them on the strategies and options in acquiring new school uniforms.

The extent of providing closed assistance of the school head is evident through the attendance and active participation in every intellectual discussion set by the officers. The school head always provide suggestions and options on how to well benefit the teachers and employees, subsequently she let the set of officers to decide. These are evident in the process of crafting association's by laws, school uniform, and other related task.

(TVL Coordinator, Pos. 4)

3.4 New Normal Experiences in Teaching and Learning of the School's Administration Officer

The discussion below shows the view of the administrative officer on the new normal experiences in teaching and learning. The administrative officer expressed her issue in contacting the teachers when there are reports that needed to be submitted given by the higher-ups. The challenges are the poor

internet connection and some of the teachers lived in a place where internet connectivity is flawed and far from school.

Poor internet connectivity po, kc po mostly malalayo po ang residence ng mga teachers sa school. [Poor internet connectivity, because most of the residence of the teachers is far from the school] (Administration Officer, Pos. 11)

The following discussions are the perception of the administrative officer of the challenges and the come-up solutions for the following individuals.

Challenges of Learners. The learners are not allowed to visit the school, even though some are 18 years old and above, to get their copy of the modules and self-learning activities. The administrative officer also stands firm that the school is only following the instruction of the Inter-Agency Task Force of the LGU, which implements that no students can go to school.

Hindi kasi sabi ng IATF, [The IATF said no] (Administration Officer, Pos. 31)

The administrative officer also coordinated with the Technical Vocational Livelihood (TVL) coordinator on what strategies they plan for the student's skills assessment. One of the challenges faced in the TVL track is not all TVL students have the equipment to be used for their skills enhancement. Examples of these are an oven for Cookery students and a welding machine for Shielded Metal Arts and Welding (SMAW) students, and tools for Electrical Installation and Maintenance (EIM) students.

Tinanong ko yong Coordinator, ang pinag usapan dw nila na for the Assessment ng mga bata, na wala naming equipment sa bahay, walang mga kagamitan, [I asked the Coordinator, what they talked about for the Assessment of children, that we have no equipment at home, no equipment] (Administration Officer, Pos. 17)

Barangay Assistance to Learners. The barangay officials extend assistance by allowing the students come to their office and check if there are defective appliances and outlets. Some of the students ask their neighbors if they have faulty appliances like electric fans and coffee makers. The students in Electrical Installation and Maintenance can apply what they have learned in class through this strategy. The administrative officer emphasized that the Local Government Unit gave help or assistance to the learners.

Meron daw silang nakausap sa mga barangay na doon nalang, like my sirang electric fan o ano ano pa na pwedeng tingnan ng mga bata. Maglocation sila sa mga bahay, magtingin sa mga sirang outlet, coffee maker. [They said they had talked to the barangays, that there were broken electric fan or whatever else the children could see. They will locate in houses, look at broken outlets, coffee makers.] (Administration Officer, Pos. 17)

Poor Internet Connectivity. The administrative officer believed that one of the challenges encountered by the teacher is also the poor internet connectivity. She gave an example of a teacher who teaches fashion and designing who needs to buy load for data to connect to the internet and conduct online classes. She also commented that it is challenging to teach fashion designing in an online class.

Sabi niya mgpapaload po muna ako, kasi she is handling fashion designing class, at mahirap nga nman yon e handle sa online. [she said "I'll recharge first", because she's handling fashion designing class, and it's really hard to handle online] (Administration Officer, Pos. 13)

The administrative officer also observes that as time passes by with the new normal education, the teachers develop specific strategies for delivering their lessons. Some teachers conduct an asynchronous class and merge classes from different sections with the same subjects and teachers into one online class session.

Ngayon po they can manage like kung saan sila pwede ding makapagconduct ng klase, like asynchronous teaching kung sino sino yong mga online, e merge nalang sa isang klase [Now they can manage where they can also conduct a class, like asynchronous teaching whoever are online, just merge into one class] (Administration Officer, Pos. 15)

Teachers' Assistance. There is an allotted load budget amount 2000-2500 a month per teacher. The office also gave one ream of bond paper, ink and offered to use the computer laboratory if needed.

Allocated na budget for load like 2000-2500 a month per teacher. I also give them 1 ream bondpaper, ink and they can use the computer lab anytime if they have task to do. [allocated a

budget for load like 2000-2500 a month per teacher. I also give them 1 ream bond paper and ink, and they can use the computer lab anytime if they have task to do] (Administration Officer, Pos. 36)

3.5 New Normal Experiences in Teaching and Learning of the School's PTA President

The discussion below shows the perception of the Parent-Teacher Association (PTA) president in the learning and experiences in the new normal education. The PTA president states that she felt the impact of the pandemic started last year (2020). Many projects were postponed, and some of the planned activities were canceled even they have a budget.

Marami akong projects na hindi natuloy, napakahirap po para sa amin kahit na may budget. [I have a lot of projects that didn't go through, it's very difficult for us even with a budget] (PTA President, Pos. 7)

In this new normal education, the PTA officers are working hand in hand with the school head, administration, and teachers in helping implements the Learning Continuity Plan (LCP) of the school. The PTA presidents said to bridge the challenges of distance learning, other students chose modular distance learning.

One of the roles of the PTA officers is helping in the distribution and retrieval of modules. They also get help from the barangay officials in keeping the safety of everyone during the scheduled retrieval and distributions in school by ensuring that all must follow the standard protocol of social distancing of the IATF.

Tumutulong po ang mga Brgy.Officials sa school para po maka-sigurado [the Brgy. Officials at the school are helping to ensure standard protocol] (PTA President, Pos. 11)

Every barangay has a patrol car ready to be used whenever the PTA officers needed a ride for free.

Meron naman po patrol car bawat Brgy. Yon po ang ginagamit ng bawat brgy. [There is a patrol car we used in every Brgy] (PTA President, Pos. 21)

The LGU assisted the school by giving a photocopier machine and school supplies.

Ang pinakamalaking tulong po ng LGU, Nagbigay po sila ng photocopier machine, supplies like bond paper, etc [The biggest help from the LGU, they provided a photocopier machine, supplies like bond paper, etc.] (PTA President, Pos. 13)

4. DISCUSSION

The study revealed the challenges experienced by the school on the management of the principal, as well as the different issues faced by both teachers and students. These challenges are responded to with general solutions, collaboration among stakeholders, and transformational leadership of principal.

A mechanism such as LCP, agreed choice of modality, and capacity building are used to identify solutions. It has been discovered that school administrators embrace digital transformation and technology-based professional development in schools as a means of fostering a digital learning culture[7]. Figure 2 showed the grounded theory that was developed to meet the challenges identified, as well as the mechanisms that were used to obtain the solutions.

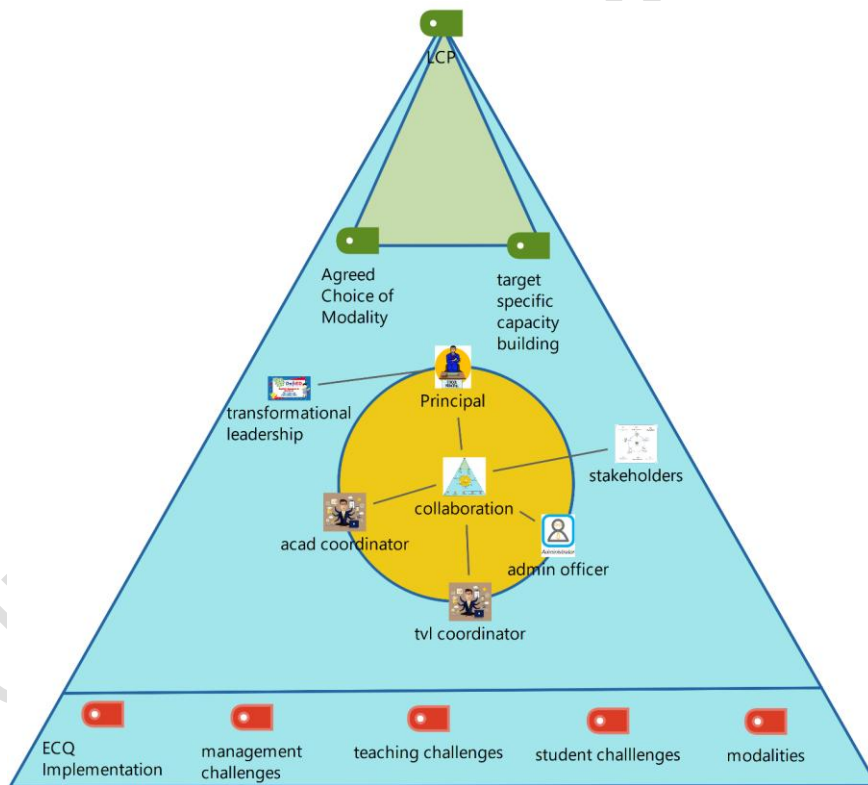


Figure 2. New Normal Experiences in Teaching and Learning

Implementation of ECQ

The school recognizes the challenges brought by the restrictions made by the government during the implementation of ECQ such as constraints of school activities, transportation issues, limitation of transaction in school, issues of onsite monitoring, and the choice of modality.

Challenge on Management.

The management skills of school's principal are being tested in terms of planning, monitoring, and executing. In planning, the school has to come up a Learning Continuity Plan (LCP) which cater the need of both teachers and students in its teaching and learning process. The principal has to conduct onsite monitoring which faces issues on transportation and some government restrictions. In addition, there is a need to address issues such as teachers' complaints, insufficiency of number of employees in school, accountability of school's properties, current principal's role, and the new normal situation. In executing the plan, issues like safety of parents and teachers, appropriate modalities, coordination with the barangay officials have to be given enough consideration. The school management trainings provide Heads of Schools with the necessary school management skills to effectively manage their particular schools[8].

Challenges of Teaching in the New Normal

The challenge of achieving the expected outcome in the learning of students is indeed a real challenge in this difficult time. The school administrators, coordinators and teachers have identified issues encountered from the onset of this pandemic such as teaching delivery and strategies, assurance of students' learning, poor internet connectivity, authenticity of assessment and safety of teachers and parents.

Findings revealed that teachers face significant challenges in terms of learning quality transfer, module distribution and retrieval, students' difficulty following instructions, power outages, internet connectivity, and the pandemic's health concerns[9].

Challenges of Students

The school acknowledges the observed difficulties in the learning process of their students. It appears that there are a lot of challenges faced by the teachers in delivering the lessons, the isolated issues faced by students are big factors in the teaching and learning process. The teachers observed the issues faced by the students such as parental support, inability to meet the resources needed for learning, modality issues, adjustment to new normal way of education, and failure of producing outputs on target dates.

Students manage by keeping a daily pattern centered on digital engagement, seeking parental support in schooling, and interacting with peers online[10].

Challenge on Modalities

The challenges faced both by parents and students on modalities were affected by different factors such as internet connectivity, availability of resources and adaptability by both students and teachers. The school did a trial and error to identify the effective method of modality which is reflective in the LCP. A combination of online, modular, and blended modality was used to cater the needs of students depending on the available resources for both teachers and students. Online and modular modality were commonly used in delivery of classes with considerations on the ability of students to submit their works. Submission of their works was done though online for those who have internet connections, and some modules are submitted by parents in school. There are issues faced by the school such as uncontrolled number of parents going to school with threats on safety concerns. Teachers devised a method of delivering classes having two hours' online session and two hours asynchronous and independent learning. The choice of modality was also a primary decision made with influence from parents.

In the study of Verde and Valero on the study of "Teaching and Learning Modalities in Higher Education During the Pandemic: Responses to Coronavirus Disease 2019 From Spain", stressed that the findings can be used to consider the advantages and disadvantages of various teaching and learning methods in higher education. The current circumstance necessitates that we continue to consider the best teaching style in order to ensure that kids' education is not jeopardized[11].

Collaboration among staffs

All these challenges faced by the school were responded with respective solutions brought by different stakeholders of the school. The grounded theory developed shows the key characteristics that must embodied to face all these challenges must start with the collaboration of the internal stakeholders, the collaboration among staffs of the school before it extrudes to the external stakeholders.

The collaborative effort of the principal, coordinators, teachers, and staffs is considered one of the best solutions identified by the school. It is evident in the observation of the school head and coordinators on the involvement of property custodian in the distribution of tablets, safety officer on safety protocols, ACAD coordinators and principal in promulgation of programs, involvement of teachers and advisers in variety of solutions made, consultation of principal with the administrative officer, and the Administrative Officer, the TVL and Academic Coordinators and teachers working together for the LCP.

The grounded theory produced in the study "Challenges in Hybrid Teaching Amidst Pandemic: The Proposed Model" showed that the fundamental attributes that must be embodied to address all of these difficulties must begin with internal stakeholder collaboration that will positively impact student learning[12].

Relationship with stakeholders

One key reason for the success in responding solutions to the challenges faced by the school is their good and strong relationship with different stakeholders. The school recognized the significant help of a functioning government such as the immediate response from them on the problems faced by the school which include the 2000 PhP subsidy from government for internet services of teachers. In addition, the additional assistance from commercial and industrial firms through their outreach program is a big help to the school. There are also some huge help received from parents identified in this difficult time. Barangay officials are also instrumental in the modular modality by having their hall as catchment area in the distribution and retrieval of modules. It is therefore concluding the significance of the linkages of school to different stakeholders such as parents, local government unit, private firms, and barangay officials during difficult situations like this COVID 19 pandemic.

A department head who is helpful is essential in developing positive relationships among lecturers, which is one of the most effective Hybrid Teaching methods[12].

Transformational Leadership

These solutions identified by school were made possible because of one characteristic of the principal through transformational leadership. It is in this leadership style of the school head by which teachers shared leadership and empowerment, providing teachers opportunity to perform the job in utmost possibilities and inclusion to decision making which eventually lead the teachers to grow professionally. In this reason, the school head provides strategies on how teachers will facilitate and conduct the tasks such as providing technical assistance, conducting curriculum review, sharing best practices, conduct of research, and other related task which are expected to be done. In addition, the principal also considers the suggestions on how to well provide the needs of teachers as well as learners. These are very evident in the scheduling of distribution and retrieval activities, distribution of laptop for teachers, providing of printers per strand leaders, and other related school activities and programs. Further, the process of designing activities and programs and decision making are products of the leadership style the school head is utilizing.

Transformational leadership has a substantial positive link with mediator intrinsic motivation, according to the findings. It also concludes that transformative leadership has a favorable substantial association with work performance[13].

Mechanisms of addressing the Challenges

To address the challenges faced by the school, it is important to note the mechanisms utilized by the school in providing solutions to respective problems.

The Learning Continuity Plan. This serves as the baseline reference for the needed solutions especially on issues of modality, and health and safety of teachers and students. The choice on modalities were based using survey from parents and based on the guidelines of the government in

relation to health protocols. The effective planning on the LCP showed the collaboration of principal, coordinators, advisers, teachers and staffs.

Agreed choice of modality. The school used a combination of different modalities just to cater the available resources by both teachers and students. The basis on the agreed choice of modalities is influenced by the choice of the parents. Specifically, the school used a combination of online, modular and blended modalities.

Capacity Building Program. This helps the teachers in coping up with the barriers and skills gap. The school also considers the need of the teachers by designing purposive programs to help the teachers deliver their lessons and improved technology literacy. The school also facilitates the resources needed for the different modalities used by the teachers.

Teachers altered their teaching and learning designs according to the institution's regulations during school lockdowns, according to the findings. The importance of safety and security was mentioned as an emergent theme from the qualitative responses, as was the trajectory for flexible learning delivery, the role of technology, the teaching and learning environment, and the function of technology. To ensure teaching and learning continuity, higher education institutions must transition to flexible teaching and learning modalities, re-calibrate the curriculum, equip teachers, upgrade infrastructure, and design a strategic plan[14].

5. CONCLUSION

The study grounded on the challenges faced by the school, purposed to develop a model which showed the school's characteristics, best practices and mechanisms amidst new normal. Following a theoretical sampling, the data gathering commences with the first participant—the Principal. From the narratives of the Principal, the next sample is generated. This form of sampling is anchored on the method of Grounded Theory. Based on the analysis from the data gathered in the study, the following conclusions are drawn:

This model includes three practices that may mitigate, if not address, the challenges of a school in teaching and learning, namely, 1) learning continuity plan, 2) agreed choice of modality, and 3) Capacity Building Program. These three practices can address challenges on teaching and learning along with management, modalities and students' issues. The school must embody key characteristics to face all challenges and must start with the collaboration among staffs of the school before it extrudes to the linkages of external stakeholders.

The school head must possess transformational leadership to provide teachers opportunity to perform the job in utmost possibilities and inclusion to decision making which lead the teachers to grow professionally.

The qualitative method of research proves to achieve in-depth data gathering on the richness of the experience of teachers and students in finding the needed information which is grounded on the subject's teaching exposure.

Other school teachers can adapt the model to address the challenges they are encountering in their classes. Supervisors and administrators can also adopt the model to be implemented to the staff under them.

6. RECOMMENDATIONS

The following recommendations are forwarded:

Firstly, the researchers recommend school's characteristics, best practices and mechanisms to be used in difficult situation like this pandemic, specifically, the collaboration among staffs and relationship with the external stakeholders.

In addition, challenges of students are encouraged for further studies.

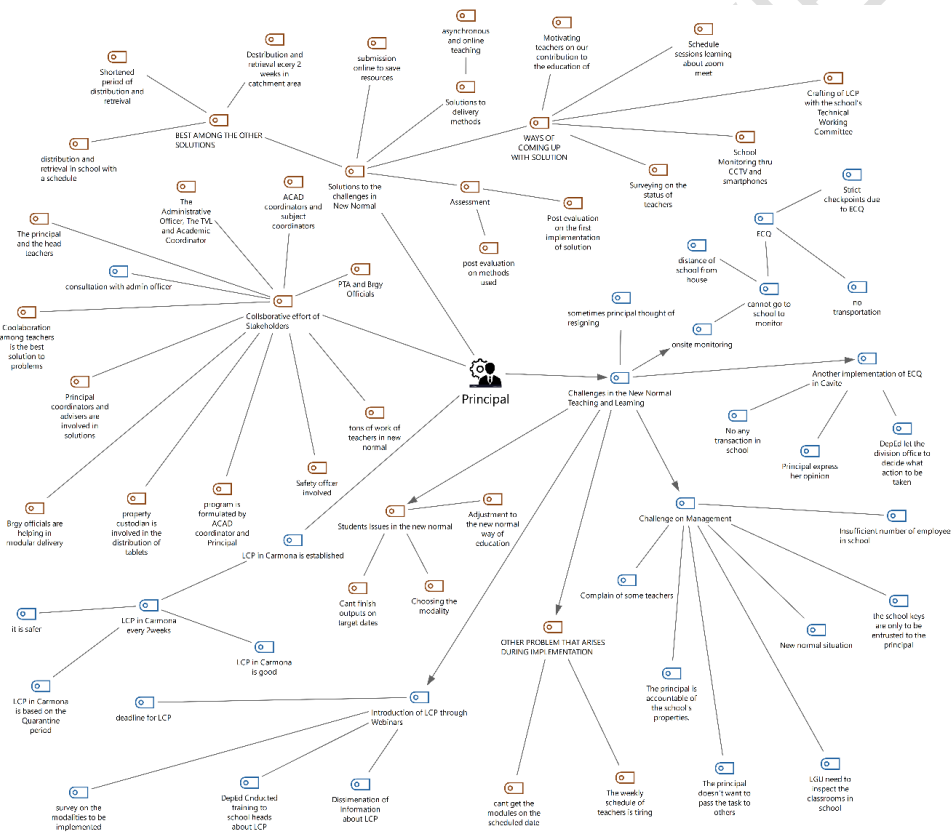
CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

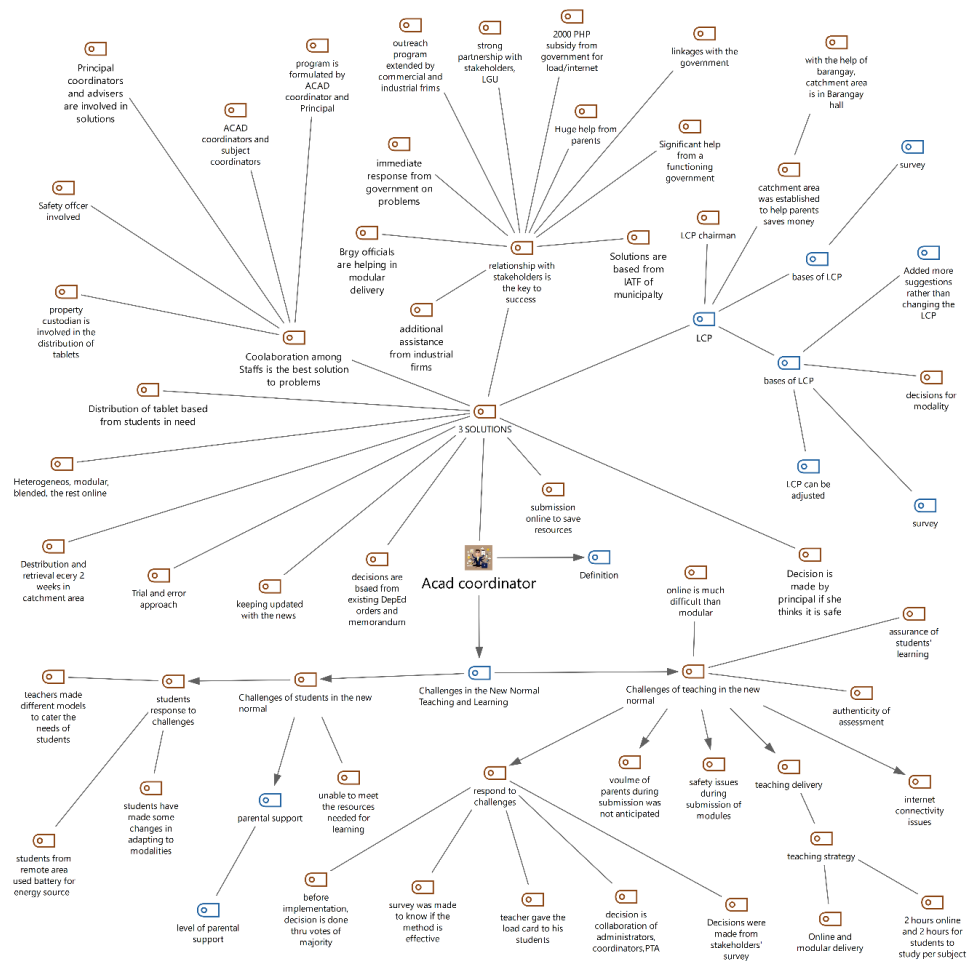
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APPENDIX (MaxQDA Map)

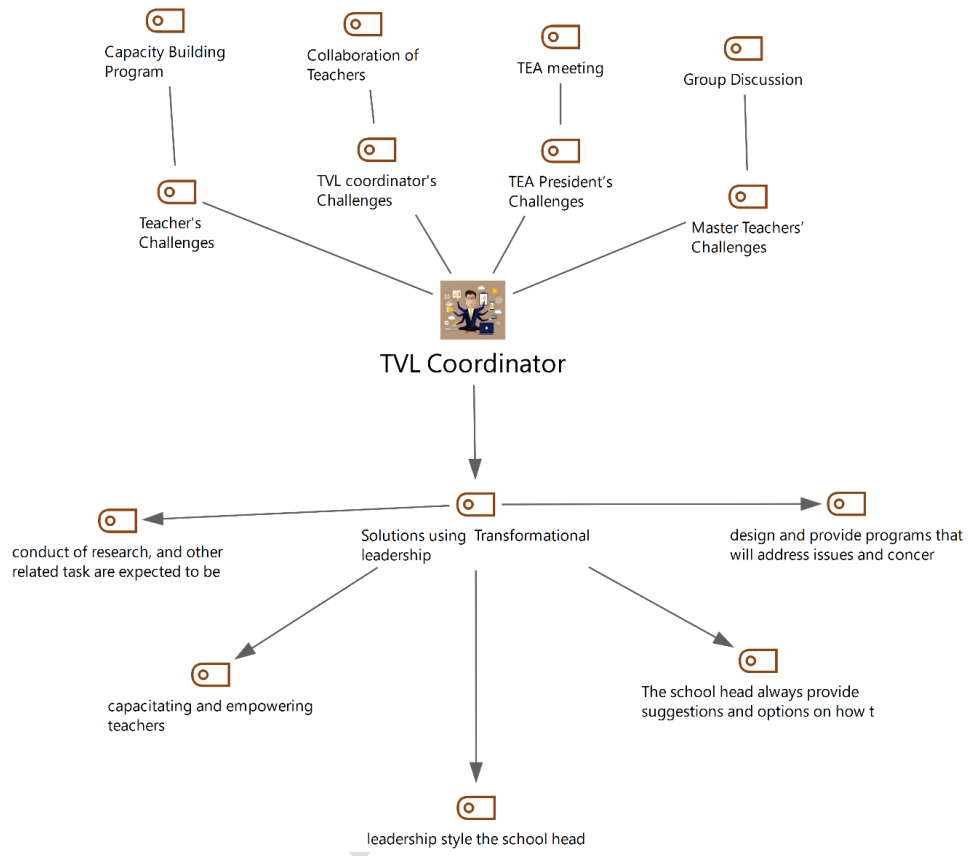


Principal's View on the New Normal Experiences in Teaching and Learning



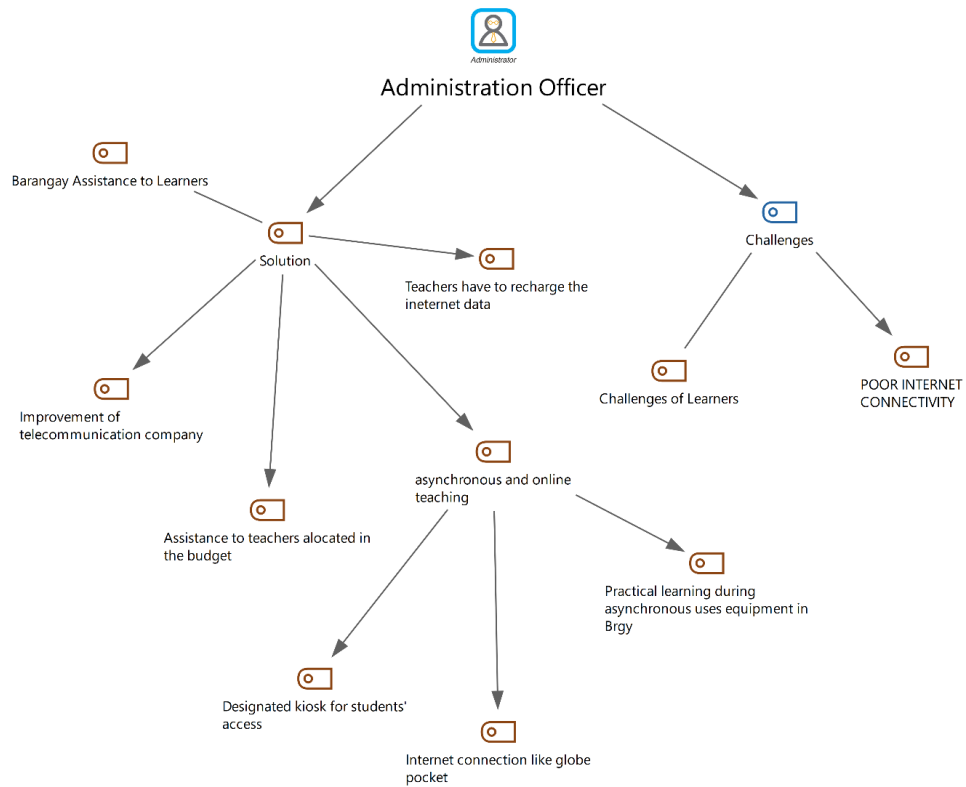
ACAD Coordinator's View on the New Normal Experiences in Teaching and Learning

UNDE



TVL Coordinator's View on the New Normal Experiences in Teaching and Learning

UNDER



Administration Officer's View on the New Normal Experiences in Teaching and Learning

UNDER REVIEW



PTA President



Solution



Challenges



Brgy officials are helping in modular delivery



PTA Projects were not implemented even budget is available



Brgy helps in collection and distribution of modules



LGU assistance like office supplies

PTA president's View on the New Normal Experiences in Teaching and Learning

UNDER PE