CHALLENGES AND COPING MECHANISM OF PUBLIC ELEMENTARY TEACHERS AND THE ACADEMIC BEHAVIOR AND PERFORMANCE OF LEARNERS DURING THE TRANSITION PHASE OF IN-PERSON LEARNING MODALITIES IN SCIENCE

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ABSTRACT

Another transition in learning modality is implemented as the education sectors and community adapt with the pandemic. Nevertheless, teaching and learning should be continued, overcoming diverse challenges and adopting various coping mechanisms. The most pressing needs of teachers for coping with current teaching and learning are provision of quality resources creation of policy that will improve balancing of workload designing flexible and equitable work assignments improving health protection, and being supportive for work-life blends.

Research Design Descriptive method was used to determine relationship of challenges and coping mechanism of public elementary teachers and the academic behavior and performance of learners during the transition phase of in-person learning modalities in science. The responses were tabulated as basis for statistical treatment of the data. In order to analyze and interpret the data gathered, weighted mean, standard deviation, Pearson r correlation and regression analysis were utilized in the study. Respondents of the Study Random sampling technique was applied from a population of Public Elementary Teachers and Learners at the five high performing Schools under the Sub Office of Santa Cruz namely: Bagumbayan Elementary School, Gatid Elementary School, Santa Cruz Elementary School, Santo Angel Central Elementary School and Santisima Cruz Elementary School came up with 150 respondents of this study. An individual is selected as part of the sample due to good evidence that they are representative of the data population.

Sampling Technique Random sampling is one of the simplest forms of collecting data from the total population. Sampling Technique Random sampling is one of the simplest forms of collecting data from the total population. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between Coping Mechanism of teachers and academic behavior and academic performances of the students" is partially rejected. Thus, the alternative should be partially accepted which incites that there is a significant relationship between them. "There is no significant relationship between Coping Mechanism of teachers and academic behavior and academic performances of the students" is partially rejected. Thus, the alternative should be partially accepted which incites that there is a significant relationship between them.

Keywords:

Challenges, coping mechanisms, academic behavior, academic performance, learning modalities, objectives, activities, content

INTRODUCTION

With the implementation of in-person classes, public health response suggests teachers and students have might have opportunities for physical activity and social-emotional skill building while experiencing more significant levels of stress and mental health problems. Moreover, teachers and students are adjusting again to the limited actions and programs for implementing in-person classes after the most crucial situation brought about by the pandemic. Modifying teaching strategies and instructional materials are also very important for the in-person classes.

Sari and Nayir (2022) revealed that teacher's strategies to deal with these problems are making new arrangements regarding the classroom management, getting help from colleagues, family members and experts and communicating with students and parents. As the classes continuously getting back to normal, academic readiness and academic engagement should be developed through addressing the issues and challenges of the teachers.

Furthermore, teachers coping mechanism also plays a vital role in the developmental and growth of their students. Specially, public school teachers which are exposed to a lot of things and changes in the educational system. They should become stronger and resilient as they need to give their students vital support and build more foundation for their learning.

Resiliency should be fostered to help them overcome any problem and challenges they may encounter throughout their teaching career. Villa and Manalo (2020) revealed that as education migrates to a New Normal, teachers should make necessary preparations to equip themselves with transition phase of learning modality.

In line with the above discussion, science as part of academic subjects needs to be prioritized as it also comes with various learning materials that are necessary to engage the students for more effective learning. With the change in teaching and learning modality, academic engagement and behaviour of the students are also affected with the change of educational tools that are being used for teaching.

Thus, the researcher wants to further explore the challenges and coping mechanism of public elementary teachers and the academic behavior and performance of learners during the transition phase of in-person learning modalities in science.

Specifically sought to answer the following questions:

1. What is the level of challenges of the teachers in terms of;
    1.1 Self-regulation;
    1.2 Technological literacy and competency;
    1.3 Learning resources;
    1.4 Instructional materials;
    1.5 Class engagement;
    1.6 Learning environment; and
    1.7 Safety protocols?
2. What is the level of coping mechanisms of teacher in terms of;
    2.1 Time management;
    2.2 Organization;
    2.3 Supportive relationship; and
    2.4 Life-work balance?
3. What is the level of student's academic behavior in terms of;
    3.1 Class participation;
    3.2 Collaboration;
    3.3 Communication;
    3.4 Attentive listening
    3.5 Self-learning and evaluation?
4. What is the level of academic performance of students in terms of;
    4.1 Grades in 2nd grading?
5. What is the significant relationship of challenges of teachers and academic behavior and academic performances of the students?
6. What is the significant relationship of teacher's coping mechanisms and academic behavior and academic performances of the students?

REVIEW OF RELATED LITERATURE

This section presents literature and studies both from foreign and local sources which are relevant to this investigation. They are reviewed to support the problems being studied.

One of the indicators used in the conduct of this research is learner's academic behavior.

According to Elliot, A. J., & Thrash, T. M. (2015). the educational experience of students is a multifaceted phenomenon that encompasses far more than academic achievement and degree attainment, which have been the

primary foci of sociological research. Other important aspects of the educational experience include daily participation in school showing up, paying attention in class, trying to learn, and completing homework-as well as students' feelings about their school-their sense of belonging and membership in the social order of the school.

One of the important variables considered in this study is class participation.

Study courses in universities require frequent discussions and collaborative activities. This is also the demand of lecture courses at times. If the whole class is not involved, and just a few students participate by volunteering answers, asking questions, or contributing to discussions, class sessions sometimes become a lost opportunity to enhance effective learning. Increasing participation does not mean making every student contribute in the class, instead it is to provide students opportunities to learn in a conducive environment and explore knowledge and concepts from their own perspectives. Students' participation varies due to differences in learning preferences and their personalities. It is therefore the role of the teacher to develop a supporting environment for such students to contribute, (Aziz, F. & Kazi, S. 2019).

Collaboration is also found to be a relevant variable in this study.

Cooperative learning strategy is one wherein student engaged themselves through the classroom discussion. They cooperate in small gatherings to share thoughts and react to significant inquiries, reports, pictures and critical writings. Cooperative Learning is useful for students' learning process because through this they manifest teamwork, collaboration and maximum participation. Through cooperation, the students are engaging with new learning experiences with their classmates. Students do not learn much just sitting in classes, listening to teachers, memorizing facts, doing assignments and giving out answers. They must talk or experience what they are learning, think or write reflection about it, relate it to past and present experiences, and apply it to their daily lives. They must make what they learn a part of themselves, (Spencer, J. 2016).

Likewise, communication is used as a necessary variable in this study.

According to Mante-Estacio, J. (2018), when people convey their ideas and thoughts to others, they activate their listening, speaking, reading, and writing skills. One macro skill that they sometimes neglect to identify is their listening skill. However, listening plays a significant role in daily language user's socializing activities. Listening is a receptive skill that is often associated solely with natural processes. When language users listen, they identity the sounds they hear, connect these sounds as they elicit information, and recall these pieces of information as they form meaning.

Self-learning and evaluation are also a variable used in this study.

Holme, R., & Chalauisaeng, B. (2016), states that on--demand education is becoming increasingly popular in secondary vocational education because it is expected to address the uniqueness of students' learning needs and to better prepare students for lifelong learning in their future profession. It offers students the opportunity to plan their own learning trajectory by providing them a certain amount of freedom to choose what they want to learn (i.e., selecting a topic) and how they want to learn this (i.e., selecting particular learning tasks). For instance, an on-demand educational program at a school offers students the opportunity to decide for themselves which skills, from a predefined set of skills, they prefer to develop first. After choosing which skill(s) they want to develop, students select from a predefined set of tasks the tasks they want to perform to develop these skill(s), creating their personal learning trajectory. Students can choose from tasks in which they practice in which they work in groups or individually, in which they practice only one skill (i.e., part-task practice) or more than one skill (i.e., whole-task practice), and so forth. Self-directed learning (SDL) plays an important role in on-demand education.

Another indicator found significant in the conduct of this research is academic performance and grades of the students is its variable.

Much effort in disseminating PBIS practices focuses on equipping school personnel with the skills and resources to implement these practices with competence. Unfortunately, even when schools are able to deliver schoolwide PBIS with fidelity, classroom-level implementation may remain low (Reinke, Herman, & Stormont, 2013).

Aside from training and competence, one factor that can undermine PBIS implementation in the classroom is teacher stress and coping. For instance, it is described that emotional exhaustion was associated with low levels of positive behavior supports implemented in the classroom, (Reinke et al., 2013).

Likewise, challenges of teachers are used as an indicator in this study and self-regulation is one of its variables.

Self-regulation is defined as the "process of setting goals for oneself and engaging in behaviors and cognitive processes that lead to goal completion". viewed self-regulation as the degree to which learners are motivationally, metacognitively, and behaviorally active in their learning process and in achieving their goals, (Randi, J. 2014).

Another variable used in this research is technology literacy and competency.

Furthermore, the state of teaching is stronger because teachers everywhere are leading from their classrooms and taking on new roles to improve education. With the transition to more rigorous achievement standards and better student assessments, a focus on data to drive instruction, and the use of technology to personalize learning, teachers are carrying an incredible amount of responsibility, Department of Education (2019).

Learning resources is also a significant variable used in this study.

It is the positive combined effect of these resources factors that impact on students‟ or pupils‟ teaching and learning and/or achievement. It can therefore be argued that lack of one or several of these factors undermines the impact of resources on students‟ achievement. For instance, Steele (2017) observes that teachers may be inefficient in the use of certain resources and therefore weakening their impact on the teaching and learning process. Consequently, if the resource's impact is weak because it is inappropriately used by a teacher then it follows that its relationship to or impact on students‟ achievement may be negative or poor. It is also possible that the teachers using a particular resource are not well trained or competent enough and therefore the impact of that resource in the teaching and learning process may be poor or rather weak. In this case, the resource's negative contribution to the teaching and learning process is attributable to the teacher's incompetence or lack of the necessary skills. In reference to another factor.

Sports facility resource It is believed that availability of functional sports facility or resources would result in significant sports and/or physical activity participation among students. Pule (2017) has highlighted the benefits of sports participation and include: unique developmental programmes and opportunities for school learners; positive influence on self-esteem and social competency. Also, participation in sports has been reported to contribute positively to students becoming more disciplined, setting goals, organising time and developing self-confidence.

However, lack of adequate and/or sufficient facilities has been associated with decline in sports participation. In Rwanda, for instance, some schools‟ sports grounds have been reported to be muddy, uneven and often floods during rainy season (Grafweg, 2020). Such a state of sports facilities is likely to discourage pupils or young people from participating in sports. Textbooks resource

Likewise, a significant variable used in this study is instructional materials.

Another significant variable considered in this research is selection of appropriate instructional materials.

With the evolving technology and the new communication media, efforts are on the increase in the application of instructional aides to learning; a development that has proven to be beneficial to learners. Many teachers are not knowledgeable or find it difficult to use instructional materials when teaching because of lack of training on its application for effective use and dissemination of knowledge. It is virtually important that teachers keep in mind the purpose for which instructional materials are used. The characteristics and special need for pupils to be taught by them and the bases for selecting the materials most likely use to help learners achieve the objective of their study. For example, teachers must know when to use a film to clarify important concepts rather than explaining it in a text book. When to use discussion alone, when to embark on a field trip with the showing and discussion of a related film strip, when to assign outside viewing of television program of self-study of a programmed filmstrip or when to have the class produce diagrams or flannel boards illustrations as part of summarizing oral report on one aspect of class work. The modern method of teaching is known as formal process. Therefore, whether in a formal or informal situation, knowledge is easily assimilated. (Krukru 2015)

Another variable used in this research is learning environment.

According to Strauss, Valerie (2017), The working environment for teachers—broadly referred to as "school climate"—is tough. Students are coming to school unprepared to learn, parents are struggling to be involved and other conditions impede teaching. These conditions are largely byproducts of larger societal forces such as rising

poverty, segregation, and insufficient public investments. In addition to barriers to teaching, teachers face threats to their safety. More than one in five teachers report that they have been threatened and one in eight say they have been physically attacked by a student at their current school. Compounding the stress, teachers report a level of conflict with—and lack of support from—administrators and fellow teachers, and little say in their work. More than two-thirds of teachers report that they have less than a great deal of influence over what they teach in the classroom and what instructional materials they use which suggests low respect for their knowledge and judgment.

Likewise, a relevant variable used in this study is teacher's coping mechanisms.

Entering the field of education with unrealistic expectations of what teaching is about can yield negative experiences for new educators. For the purposes of this research analysis, a first-year teacher will refer to an individual who entered the field of education and is teaching for the very first time in their career. As such the inexperience of a first-year teacher leads to high level of stress. Based on the literature, first year teachers leave the field of education due to the lack of administrative support, inability to manage personal and professional expectations, limited teaching resources, lack of professional development, and difficult handling behavioral problems in the classroom. There is an increased rate of attrition by as much as 50% of teachers leave teaching within the first three to five years (Le Maistre & Pare, 2018).

One of the variables under this indicator is time management.

All teachers want to provide the best possible education for their pupils and it stands to reason those tired and overworked teachers are less effective than those with stronger time-management skills who are not as tired and overworked. Time management does pay dividends in terms of improving standards of achievement in the classroom. The more organized and effective you are, the more your pupils learn and the better the results the school achieves. Increasingly teachers are expected to take on extra responsibility. This is sometimes rewarded with a salary increase (though not always these days) but is rarely rewarded with non-contact time, particularly in the primary school where you will still have a full class teaching timetable alongside your extra responsibilities. (Nelson 2017)

Likewise, organization is also used as a significant variable in this study.

Since the school cannot provide all needs of teachers due to its limited resources, the gaps are filled through the continuous support through community engagement and partnership with stakeholders. As stipulated in the DepEd Memorandum No. 53 s. 2020 or the Joint Implementing Guidelines on the 2020 Brigada Eskwela and Oplan Balik Eswela Relative to the COVID-19 Situation, and Adopta-School program under the Republic Act No. 8525, the school strengthens partnership to support Basic Education Learning Continuity Plan (BE-LCP). Collaboration in the organization is a key tool to create a meaningful learning experience for all. Parents understand the needs of their children, thus making them more engaged in extending help and support, and in return, teachers become more responsible in providing quality instruction among its learners. In this case, everyone is involved in designing learning opportunities. When everyone knows their roles and responsibilities, the implementation of learning modality becomes organized and easy (Okai-Ugbaje, Ardzejewska, & Imran, 2020).

METHODOLOGY

Respondents of the Study

Random sampling technique was applied from a population of Public Elementary Teachers and Learners at the five high performing Schools under the Sub Office of Santa Cruz namely: Bagumbayan Elementary School, Gatid Elementary School, Santa Cruz Elementary School, Santo Angel Central Elementary School and Santisima Cruz Elementary School came up with 150 respondents of this study. An individual is selected as part of the sample due to good evidence that they are representative of the data population.

Sampling Technique

Random sampling is one of the simplest forms of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process**.**

According to Harter (n.d) random sampling refers to a variety of selection techniques in which sample members are selected by chance, but with a known probability of selection. Most social science, business, and agricultural surveys rely on random sampling techniques for the selection of survey participants or sample units,

where the sample units may be persons, establishments, land points, or other units for analysis. Random sampling is a critical element to the overall survey research design.

Research Instrument

The instrument used in the study was a survey questionnaire-checklist. The questionnaire is a research-made instrument devised to identify the relationship of challenges and coping mechanism of public elementary teachers and the academic behavior and performance of learners during the transition phase of in-person learning modalities in science.

In the questionnaire, a five-point rating scale indicated below was used to determine of the selected respondents.

5	4.20 – 5.0	To a very great extent
4	3.40 – 4.19	To a great extent
3	2.60 – 3.39	To a moderate extent
2	1.80 – 2.59	To a low extent
1	1 – 1.79	To a very low extent

In construction of questionnaire describe above, the researcher collected ideas and concept through reading various articles and literatures from books, publication and internet sites. The initial draft of the questionnaire was presented to professors and panel members for comments and suggestions.

The final form of the questionnaire was be reproduced and administered to respective respondents.

Research Procedure

The following procedures was undertaken by the researcher during the conduct of the study. After the researcher read various articles and literature that are connected with this study, the questionnaire was formulated. Then the researcher sought permission from the school head and principal of each school to gather the needed data through letter of request for this study. Upon approval the respondents were oriented on how to accomplish the entire set of questionnaires.

The distribution and retrieval of questionnaire was administered personally by the researcher. The researcher explained fully the direction as well as the purpose of the study before allowing the respondents to answer the questionnaire.

Later, the data were gathered, given appropriate statistical treatment, analysed and interpreted.

Statistical Treatment

The responses were tabulated as basis for statistical treatment of the data.

In order to analyse and interpret the data gathered, weighted mean, standard deviation, Pearson r correlation and regression analysis were utilized in the study.

RESULT AND DISCUSSION

Level of Challenges of Elementary Teachers During the Transition Phase of In-Person Learning Modalities in Science

Table 1 presents the level of challenges of teachers in terms of self-regulation.

Table 1. Level of Challenges of the Teachers in Terms of Self-Regulation

STATEMENTS	MEAN	SD	REMARKS
Confident on doing things that can help students learn.	4.41	0.60	To a Very Great Extent
Handle stress and frustrations even on times of hardship.	4.33	0.64	To a Very Great Extent
Positively manage emotions, angers etc. especially when facing students.	4.39	0.62	To a Very Great Extent
Control feelings and use it based on what the situation needed.	4.29	0.62	To a Very Great Extent
Refocusing attention after finishing one task and starting another.	4.30	0.60	To a Very Great Extent
Weighted Mean 4.34	**SD** 0.58	**Verbal Interpretation**	*Very High*

From the statements above, the level of challenges of the teachers in terms of Self-regulation attained a weighted mean score of 4.34 and a standard deviation of 0.58 and was Very High among the respondents. This may mean that teachers are able to cope up and adapt to various changes in the school environment. According to the result, teachers with high self-regulation are able to set goals, impose structure on the learned materials, and

self-assess their performance. This enable them to select, organize and control the performed task and they are also involved in self-instructing and self-reaction during task performance.

Table 2 illustrates the level of challenges of the teachers in terms of Technological literacy and competency

Table 2. Level of challenges of the teachers in terms of Technological literacy and competency

STATEMENTS	MEAN	SD	REMARKS
Use various kind of learning materials that integrates technological tools.	4.33	0.60	To a Very Great Extent
Explore different platforms that can be used for teaching.	4.29	0.57	To a Very Great Extent
Use effectively the needed information that can help student's learning processes.	4.27	0.62	To a Very Great Extent
Integrate website platforms to enhance students' activities.	4.33	0.66	To a Very Great Extent
Apply different technological tools for students' activities.	4.33	0.64	To a Very Great Extent

Weighted Mean   *4.31*   **SD**   *0.57*   ***Verbal Interpretation***   *Very High*

From the statements above the level of challenges of the teachers in terms of Technological literacy and competency attained a weighted mean score of 4.31 and a standard deviation of 0.57 and was Very High among the respondents. The results may mean that teachers are capable and possess high level of technological skills which enable them to apply various strategies in the classroom making the classroom and students more engage in the learning process.

Table 3 illustrates the level of challenges of the teachers in terms of Learning resources

Table 3. Level of challenges of the teachers in terms of Learning resources

STATEMENTS	MEAN	SD	REMARKS
Provide appropriate learning resource according to the needs of the learners.	4.26	0.62	To a Very Great Extent
Gives reliable and credible learning resources.	4.35	0.61	To a Very Great Extent
Find various learning resources from different platform that can help students to gain more knowledge.	4.32	0.63	To a Very Great Extent
Provide various kind of learning resources that can stimulate multiple intelligences of the learners.	4.31	0.64	To a Very Great Extent
Give opportunity to the students to choose learning resources according to their learning phase.	4.30	0.62	To a Very Great Extent

Weighted Mean   *4.31*   **SD**   *0.58*   ***Verbal Interpretation***   *Very High*

From the statements above, the level of challenges of the teachers in terms of Learning resources attained a weighted mean score of 4.31 and a standard deviation of 0.58 and was Very High among the respondents. The result may mean that teachers able to prepare and produce effective learning resources in the classroom. Teachers are able to give time and effort to be able to provide learning resources that will suit the students' needs to improve engagement in the learning process.

Table 4 illustrates the level of challenges of the teachers in terms of Instructional materials.

Table 4. Level of challenges of the teachers in terms of Instructional materials

STATEMENTS	MEAN	SD	REMARKS
Use differentiated materials that will allow students to learn at their own phase.	4.28	0.66	To a Very Great Extent
Develop instructional materials according to the learning targets.	4.29	0.64	To a Very Great Extent
Provide instructional tools that are suitable on the capabilities of the students.	4.33	0.63	To a Very Great Extent
Keep the learners involved and engage for every instructional material made.	4.33	0.64	To a Very Great Extent
Helps arouse curiosity and discovery of the learners.	4.31	0.65	To a Very Great Extent

Weighted Mean   *4.31*   **SD**   *0.60*   ***Verbal Interpretation***   *Very High*

The level of challenges of the teachers in terms of Instructional materials attained a weighted mean score of 4.31 and a standard deviation of 0.60 and was Very High among the respondents. This may mean that teachers prepare instructional materials in consideration of student's capacity. In addition, teachers are able to produce instructional materials that enables students to participate in the classroom.

Table 5 illustrates the level of challenges of the teachers in terms of Class engagement.

Table 5. Level of challenges of the teachers in terms of Class engagement

STATEMENTS	MEAN	SD	REMARKS
Provide different activities that can stimulate student's motivation.	4.17	0.75	To a Great Extent
Give positive feedbacks and compliments for positive student learning outcomes.	4.14	0.77	To a Great Extent
Incorporate student discussion time into activities.	4.09	0.75	To a Great Extent
Allow the students to take their time in doing learning activities and performance tasks.	3.97	0.78	To a Great Extent
Ask open-ended questions and allow students to discover learning with their own.	4.13	0.78	To a Great Extent
Weighted Mean 4.10 **SD** 0.72		**Verbal Interpretation**	High

The level of challenges of the teachers in terms of Class engagement attained a weighted mean score of 4.10 and a standard deviation of 0.72 and was High among the respondents. The results may mean that teachers may need to give students enough and ample time to understand the lesson. In addition, giving simple and clear instructions and questions may also improve the student's engagement in the classroom.

Table 6 illustrates the level of challenges of the teachers in terms of Learning environment

Table 6. Level challenges of the teachers in terms of Learning environment

STATEMENTS	MEAN	SD	REMARKS
Provide conducive and healthy learning environment.	4.04	0.82	To a Great Extent
Displays necessary things in classroom wall/boards.	4.04	0.81	To a Great Extent
Secure the safety and protection of the learners.	3.99	0.80	To a Great Extent
Provides flexible and adjustable tables so that students will be able to move comfortably.	4.05	0.78	To a Great Extent
Design classrooms following the new guidelines for limited face-to-face classes.	4.01	0.80	To a Great Extent
Weighted Mean 4.03 **SD** 0.77		**Verbal Interpretation**	High

The level of challenges of the teachers in terms of Learning environment attained a weighted mean score of 4.03 and a standard deviation of 0.77 and was High among the respondents. This may mean that teachers are still adapting in providing conducive learning environment for the learners. Providing safe environment to the learners may be challenging at the start of in-person modalities as students still feel unsafe outside their homes.

Table 7 illustrates the level of challenges of the teachers in terms of Safety protocols.

Table 7. Level of challenges of the teachers in terms of Safety protocols

STATEMENTS	MEAN	SD	REMARKS
Follow safety protocols and procedures inside and outside school premises.	4.08	0.76	To a Great Extent
Prioritize learner's health and conditions.	4.03	0.78	To a Great Extent
Displays different materials needed to prevent the spread of the virus.	4.04	0.78	To a Great Extent
Encourage learners and educators to follow safety protocols and procedures.	4.05	0.78	To a Great Extent
Strictly follow procedures on accommodating parents and students in school premises.	4.03	0.79	To a Great Extent
Weighted Mean 4.04 **SD** 0.75		**Verbal Interpretation**	High

The level of challenges of the teachers in terms of Safety protocols attained a weighted mean score of 4.04 and a standard deviation of 0.75 and was High among the respondents. The results may mean that schools and teachers are able to

prepare and provide necessary safety in the school. However, with the urgency and fast transition, more precautionary measures may be given priority to make the students feel that they are safe in the school premises.

Coping Mechanisms of Elementary Teachers During the Transition Phase of In-Person Learning Modalities in Science

Table 8 illustrates the level of coping mechanisms of teacher in terms of Time management

Table 8. Level of coping mechanisms of teacher in terms of Time Management

STATEMENTS	MEAN	SD	REMARKS
Determine priorities and focus on what is the most important thing to do.	4.18	0.77	To a Great Extent
Avoid distractions and limit on doing unnecessary things.	4.11	0.78	To a Great Extent
Make a plan and record task from the most important up to least.	4.17	0.77	To a Great Extent
Break down every task into small chunks so it can be easily done.	4.16	0.79	To a Great Extent
Set up own deadlines and avoid procrastination.	4.14	0.79	To a Great Extent
Weighted Mean 4.15	**SD** 0.74	**Verbal Interpretation**	High

The level of coping mechanisms of teacher in terms of Time management attained a weighted mean score of 4.15 and a standard deviation of 0.74 and was High among the respondents.

This may mean that teachers possess time management skills. They are able to distribute all the learning activities at the given time. In addition, teachers know how to prioritize learning plan to maximize results.

Table 9 illustrates the level of coping mechanisms of teacher in terms of Organization

Table 9. Level of coping mechanisms of teacher in terms of Organization

STATEMENTS	MEAN	SD	REMARKS
Evaluate work procedures to know how organized it is and where to improve.	4.05	0.78	To a Great Extent
Declutter and keep a tidy physical and digital workspace.	4.05	0.80	To a Great Extent
Document instructions and valuable information to help meet the deadlines.	4.04	0.78	To a Great Extent
Group documents and files for easy access.	4.02	0.78	To a Great Extent
Plan and organize things to do before starting it one by one.	4.07	0.80	To a Great Extent
Weighted Mean 4.05	**SD** 0.76	**Verbal Interpretation**	High

The level of coping mechanisms of teacher in terms of Organization attained a weighted mean score of 4.05 and a standard deviation of 0.76 and was Very High among the respondents.

The results may mean that teachers are well organized in all aspects of teaching and learning process. Making sure everything is well prepared and ready before going inside the classroom. Teacher also give clear instructions and monitors the students' status.

Table 10 illustrates the level of coping mechanisms of teacher in terms of Supportive relationship

Table 10. Level of coping mechanisms of teacher in terms of Supportive relationship

STATEMENTS	MEAN	SD	REMARKS
Talk with other people to seek emotional support and take advises.	4.12	0.70	To a Great Extent
Develop reframing and change the perspectives into positive.	4.09	0.72	To a Great Extent
Have a meaningful conversation with the people that can understand the situation.	4.04	0.70	To a Great Extent
Go with a date or a walk with friends and/or family whenever feel stress.	3.92	0.73	To a Great Extent
Develop resiliency and intrinsic motivation knowing that there are supportive people around.	4.08	0.73	To a Great Extent
Weighted Mean 4.05	**SD** 0.67	**Verbal Interpretation**	High

The level of coping mechanisms of teacher in terms of Supportive relationship attained a weighted mean score of 4.05 and a standard deviation of 0.67 and was Very High among the respondents.

The finding may mean that teachers have less or limited time to have supportive relationship outside the school since the workload may take much of their time. However, people inside the school environment can provide more of this since they spent most of their time together inside the school.

Table 11 illustrates the level of coping mechanisms of teacher in terms of Life-work balance

Table 11. Level of coping mechanisms of teacher in terms of Life-work balance

STATEMENTS	MEAN	SD	REMARKS
Set limitations between life and work.	4.23	0.61	To a Very Great Extent
Plan ahead to combine work activities with leisure, social, or fitness activities.	4.24	0.59	To a Very Great Extent
Consider different options in doing works and related activities.	4.28	0.58	To a Very Great Extent
Detach personal life from work.	4.28	0.59	To a Very Great Extent
Provide boundaries and avoid too much attachment on works.	4.26	0.60	To a Very Great Extent
Weighted Mean 4.26	*SD* 0.55	*Verbal Interpretation*	*Very High*

The level of coping mechanisms of teacher in terms of Life-work balance attained a weighted mean score of 4.26 and a standard deviation of 0.55 and was Very High among the respondents.

Level of Student's Academic Behavior

Table 12 illustrates the level of student's academic behavior in terms of Class participation

Table 12. **Level of student's academic behavior in terms of Class Participation**

STATEMENTS	MEAN	SD	REMARKS
Participate actively with the class discussion and activities.	4.45	0.59	To a Very Great Extent
Share knowledge with the class.	4.46	0.60	To a Very Great Extent
Do brainstorming with other classmates and/or peer.	4.50	0.67	To a Very Great Extent
Willing to show their work in front of their classmates.	4.45	0.62	To a Very Great Extent
Show interests and engage in different classroom activities.	4.54	0.59	To a Very Great Extent
Weighted Mean 4.48	*SD* 0.53	*Verbal Interpretation*	*Very High*

The level of student's academic behavior in terms of Class participation attained a weighted mean score of 4.48 and a standard deviation of 0.53 and was Very High among the respondents.

The results show that students participate in class works, discussions and activities. The students are engaged, work with and collaborate with other students.

Table 13 illustrates the level of student's academic behavior in terms of Collaboration.

Table 13. Level of student's academic behavior in terms of Collaboration

STATEMENTS	MEAN	SD	REMARKS
Go outside of comfort zone and try to explore other things.	4.50	0.57	To a Very Great Extent
Communicate clearly with other people.	4.49	0.59	To a Very Great Extent
Establish team goals and achieve it one by one.	4.46	0.61	To a Very Great Extent
Establish leadership and positively influence other classmates.	4.42	0.62	To a Very Great Extent
Consider position in the classroom and show respect with person of authority.	4.47	0.62	To a Very Great Extent
Weighted Mean 4.47	*SD* 0.54	*Verbal Interpretation*	*Very High*

The level of student's academic behavior in terms of Collaboration attained a weighted mean score of 4.47 and a standard deviation of 0.54 and was Very High among the respondents.

The findings may mean that students are willing and able to work with other students. They are well motivated to work with groups and collaborate to have positive results.

Table 14 illustrates the level of student's academic behavior in terms of Communication

Table 14. Level of student's academic behavior in terms of Communication

STATEMENTS	MEAN	SD	REMARKS
Communicate with the teacher while showing respect.	4.53	0.58	To a Very Great Extent
Start a conversation with classmates and peers.	4.51	0.56	To a Very Great Extent
Try to initiate positive talk with other people around.	4.38	0.68	To a Very Great Extent
Uses body languages and symbols to effectively communicate with others.	4.47	0.62	To a Very Great Extent
Listen and take turns whenever there is a group conversation among peers.	4.57	0.55	To a Very Great Extent

Weighted Mean 4.49 **SD** 0.53 *Verbal Interpretation* *Very High*

The level of student's academic behavior in terms of Communication attained a weighted mean score of 4.49 and a standard deviation of 0.53 and was Very High among the respondents.

The results may mean that students are able to transfer clear information. At the same time, they have the initiative to start communication and positive relationship with teachers and other students.

Table 15 illustrates the level of student's academic behavior in terms of Attentive listening

Table 15. Level of student's academic behavior in terms of Attentive listening

STATEMENTS	MEAN	SD	REMARKS
Listen and shows interest on what teachers are saying.	4.53	0.58	To a Very Great Extent
Understand what other people are saying.	4.46	0.61	To a Very Great Extent
Respond and reflect on what other people said.	4.39	0.60	To a Very Great Extent
Pay attention on non-verbal signs and body language used by the teachers.	4.57	0.55	To a Very Great Extent
Able to share own knowledge based on what is being said by the teacher and/or classmate.	4.50	0.62	To a Very Great Extent

Weighted Mean 4.49 **SD** 0.53 *Verbal Interpretation* *Very High*

The level of student's academic behavior in terms of Attentive listening attained a weighted mean score of 4.49 and a standard deviation of 0.53 and was Very High among the respondents.

The finding may mean that students actively listening to others. They show respect and understand how to respond to questions and conversations presented to them.

Table 16 illustrates the level of student's academic behavior in terms of Self-learning and evaluation.

Table 16. Level of student's academic behavior in terms of Self-learning and evaluation

STATEMENTS	MEAN	SD	REMARKS
Practice own learning habit and develop own motivation to learn.	4.35	0.54	To a Very Great Extent
Monitor and evaluate own learning progress.	4.36	0.55	To a Very Great Extent
Develop weaknesses into strength and use it to show abilities.	4.40	0.62	To a Very Great Extent
Set own learning habits and do it regularly.	4.35	0.57	To a Very Great Extent
Shows enthusiasm in learning and discovering new things.	4.44	0.54	To a Very Great Extent

Weighted Mean 4.38 **SD** 0.48 *Verbal Interpretation* *Very High*

Table 16 illustrates the level of student's academic behavior in terms of Self-learning and evaluation

The level of student's academic behavior in terms of Self-learning and evaluation attained a weighted mean score of 4.38 and a standard deviation of 0.48 and was Very High among the respondents.

The finding may mean that students are able to self-reflect and self-assess to develop learning plan.

Table 17 presents the level of academic performance of students in terms of Grades in 2nd grading.

Table 17. Level of academic performance of students in terms of Grades in 2nd grading

Grading Scale	frequency	Percentage	Descriptive Equivalent
90 - 100	65	43.33	Outstanding
85 - 89	76	50.67	Very Satisfactory
80 - 84	9	6.00	Satisfactory
75 - 79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did not meet Expectation
Total	*150*	*100*	
Mean	*88.90*		*Very Satisfactory*
SD	*2.77*		

Out of total number of one hundred fifty respondents, the grade *"85 to 89"* received the highest frequency of seventy-six (76) or 50.67% of the total population with descriptive equivalent of *Very Satisfactory*. The grade *"90 to 100"* received the frequency of sixty-five (65) or 43.33% of the total population with descriptive equivalent of *Outstanding*. While the grade *"80 to 84"* received the lowest frequency of nine (9) or 6.00% of the total population with descriptive equivalent of *Satisfactory*.

With a *(Weighted Mean = 88.90, SD = 2.77)* it shows that the level of academic performance of students in terms of Grades in 2nd grading has a descriptive equivalent of *Very Satisfactory* and verbally interpreted as *Closely Approximating Mastery*.

Significant Relationship Between Challenges of Teachers and Academic Behavior and Academic Performances of The Students

Table 18 presents the significant relationship between challenges of teachers and academic behavior and academic performances of the students

The *Challenges of Teachers* was observed to have a significant relationship to the Academic Behavior of the students. This is based on the computed r values obtained from the tests with moderate to strong correlation. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

While the *Challenges of Teachers* was not observed to have any significant relationship to the Academic Performance of the students. This is based on the computed r values obtained from the tests with very weak correlation. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is absence of significance.

Table 18. Significant relationship between challenges of teachers and academic behavior and academic performances of the students

Challenges	Academic Behavior	r value	Degree of Correlation	Analysis
Self-regulation	Class participation	0.47	Moderate Correlation	Significant
	Collaboration	0.4626	Moderate Correlation	Significant
	Communication	0.4357	Moderate Correlation	Significant
	Attentive listening	0.416	Moderate Correlation	Significant
	Self-learning and evaluation	0.47	Moderate Correlation	Significant
Technological literacy and competency	Class participation	0.4734	Moderate Correlation	Significant
	Collaboration	0.478	Moderate Correlation	Significant
	Communication	0.4659	Moderate Correlation	Significant
	Attentive listening	0.4233	Moderate Correlation	Significant
	Self-learning and evaluation	0.4734	Moderate Correlation	Significant
Learning resources	Class participation	0.7466	Strong Correlation	Significant
	Collaboration	0.7686	Strong Correlation	Significant
	Communication	0.7706	Strong Correlation	Significant
	Attentive listening	0.7666	Strong Correlation	Significant
	Self-learning and evaluation	0.7466	Strong Correlation	Significant
Instructional materials	Class participation	0.713	Strong Correlation	Significant
	Collaboration	0.7752	Strong Correlation	Significant
	Communication	0.7693	Strong Correlation	Significant
	Attentive listening	0.7439	Strong Correlation	Significant
	Self-learning and evaluation	0.713	Strong Correlation	Significant
Class	Class participation	0.7124	Strong Correlation	Significant

engagement	Collaboration	0.7491	Strong Correlation	Significant
	Communication	0.7643	Strong Correlation	Significant
	Attentive listening	0.7628	Strong Correlation	Significant
	Self-learning and evaluation	0.7124	Strong Correlation	Significant
Learning environment	Class participation	0.7065	Strong Correlation	Significant
	Collaboration	0.7653	Strong Correlation	Significant
	Communication	0.7251	Strong Correlation	Significant
	Attentive listening	0.7178	Strong Correlation	Significant
	Self-learning and evaluation	0.7065	Strong Correlation	Significant
Safety protocols	Class participation	0.6682	Strong Correlation	Significant
	Collaboration	0.6649	Strong Correlation	Significant
	Communication	0.663	Strong Correlation	Significant
	Attentive listening	0.651	Strong Correlation	Significant
	Self-learning and evaluation	0.6682	Strong Correlation	Significant
Challenges of Teachers	**Academic Performance**	0.064	Very Weak Correlation	*Not Significant*
		0.0241	Very Weak Correlation	*Not Significant*
		0.042	Very Weak Correlation	*Not Significant*
		0.013	Very Weak Correlation	*Not Significant*
		0.0451	Very Weak Correlation	*Not Significant*
		0.005	Very Weak Correlation	*Not Significant*
		0.065	Very Weak Correlation	*Not Significant*

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between challenges of teachers and academic behavior and academic performances of the students*" is partially rejected. Thus, the alternative should be partially accepted which incites that there is a significant relationship between them **Significant relationship between Coping Mechanism of teachers and academic behavior and academic performances of the students**

Table 19 presents the significant relationship between coping mechanism of teachers and academic behavior and academic performances of the students

Table 19. **Significant relationship between Coping Mechanism of teachers and academic behavior and academic performances of the students**

Coping Mechanism	Academic	r value	Degree of Correlation	Analysis
	Behavior			
Time management	Class participation	0.6672	Strong Correlation	Significant
	Collaboration	0.6669	Strong Correlation	Significant
	Communication	0.6695	Strong Correlation	Significant
	Attentive listening	0.6684	Strong Correlation	Significant
	Self-learning and evaluation	0.6672	Strong Correlation	Significant
	Performance	0.054	Very Weak Correlation	*Not Significant*
	Behavior			
Organization	Class participation	0.6716	Strong Correlation	Significant
	Collaboration	0.6493	Strong Correlation	Significant
	Communication	0.6457	Strong Correlation	Significant
	Attentive listening	0.6563	Strong Correlation	Significant
	Self-learning and evaluation	0.6716	Strong Correlation	Significant
	Performance	0.045	Very Weak Correlation	*Not Significant*
	Behavior			
Supportive relationship	Class participation	0.6645	Strong Correlation	Significant
	Collaboration	0.6466	Strong Correlation	Significant
	Communication	0.655	Strong Correlation	Significant
	Attentive listening	0.6497	Strong Correlation	Significant
	Self-learning and evaluation	0.6645	Strong Correlation	Significant
	Performance	0.36	Very Weak Correlation	*Not Significant*
	Behavior			
	Class participation	0.6605	Strong Correlation	Significant
	Collaboration	0.6392	Strong Correlation	Significant

Life-work balance	Communication	0.6543	Strong Correlation	Significant
	Attentive listening	0.636	Strong Correlation	Significant
	Self-learning and evaluation	0.6605	Strong Correlation	Significant
	Performance	*0.007*	*Very Weak Correlation*	*Not Significant*

The *coping mechanism of Teachers* was observed to have a significant relationship to the Academic Behavior of the students. This is based on the computed r values obtained from the tests with moderate to strong correlation. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

While the *Coping Mechanism of Teachers* was not observed to have any significant relationship to the Academic Performance of the students. This is based on the computed r values obtained from the tests with very weak correlation. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is absence of significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between Coping Mechanism of teachers and academic behavior and academic performances of the students*" is partially rejected. Thus, the alternative should be partially accepted which incites that there is a significant relationship between them.

CONCLUSION

On the basis of the foregoing findings, the following conclusion was drawn.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between challenges of teachers and academic behavior and academic performances of the students*" is partially rejected. Thus, the alternative should be partially accepted which incites that there is a significant relationship between them.

Also, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between Coping Mechanism of teachers and academic behavior and academic performances of the students*" is partially rejected. Thus, the alternative should be partially accepted which incites that there is a significant relationship between them.

RECOMMENDATIONS

Based on the draw conclusions resulted to the following recommendations:

1. It is highly suggested that classrooms may have technology-based classrooms for modifications and improvement for the instruction use so that students will be able to develop engagement and clearly understand the concepts.
2. It is recommended that schools may provide a more inviting and safe learning environment for the students to promote feeling of security, thus improve motivation and learning in the process.
3. Also, teachers may also emphasize the value and importance of time and classroom management during the transition phase as students are coping with change in the new set-up and learning modality.
4. Furthermore, Student respondents may not be aware of the safety protocols, so it may be recommended that this be included in classroom discussions that they may understand the full implementation of safety protocols.
5. Lastly, teachers may provide a supportive relationship with the students so they will feel important and involved in the learning process.

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