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

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Education amidst COVID 19 was a big challenge faced by the government as It challenges the educational system in terms of financial, technological, and emotional constraints faced by the administrators, teachers, and students. This study was able to identify the challenges of teachers and students in teaching and learning, as well as how these challenges are addressed with solutions in the context of the 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. Theoretical sampling is used as prescribed for grounded theory. It identifies the participants which allow a theory to emerge and supports the conducting of interviews with an initial interview from the school principal until saturation is achieved. The results of the study showed that the school recognizes the challenges like teachers' complaints, insufficiency of the 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, the safety of parents and teachers, and coordination with the barangay officials. In addition, challenges for teachers are teaching delivery and strategies, assurance of students' learning, poor internet connectivity, the authenticity of assessment, and the

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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 the new normal way of education, and failure of producing outputs on target dates. The school responded with solutions like collaboration among staff, good and strong relationships with different stakeholders, and transformational leadership of the principal. The mechanism utilized in addressing the challenges faced is a learning continuity plan, an agreed choice of modality, and capacity building program.

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. There are many reasons to give up because of difficulties, but the rewards of labor in supporting kids in defining their futures are 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 students' 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.

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 devised 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 a Philippine setting transforms 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 to and articulate the solution to the identified problems in teaching and learning amidst the 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 a theory based on the research process [5].

In this study, a phenomenon from people's experience is aimed to develop a theory on the challenges of teaching and learning in this new normal based on the experiences of teachers and administrators. The study used an interview guide with three major concerns and a series of open-ended questions. The instrument was validated before being used for the actual interview. It was reviewed by the three identified experts using a 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 the 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 Parents Teachers Association (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 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 an initial interview from the school principal until saturation is achieved. Theoretical sampling is a method in grounded theory studies that seek additional data based on concepts developed from initial data analysis and follows where the data have led to expand and refine the evolving theory during the analytical process [6].
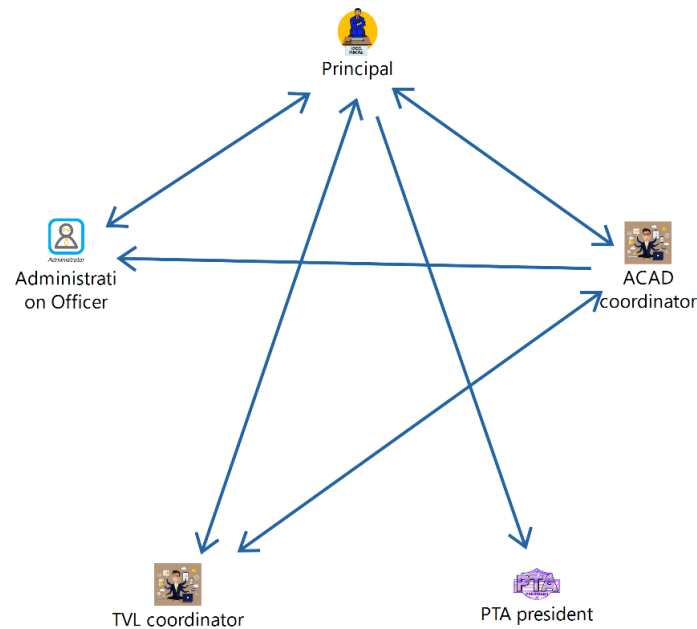
Fig. 1. Theoretical sampling design

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. A letter of informed consent was given to the participants before conducting the interview. In the data gathering, an interview was used utilizing the zoom us meeting application. After each interview session, the raw data were 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 analyze the questions based on the initial coding made. Lastly, selective coding 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 below in order to identify the challenges experienced by teachers and students, how these challenges are addressed with the solution to the problems identified.

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 the 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.

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 decisions must be made and need the involvement of teachers and the community.

You can't decide alone, it's a concerted effort by everyone especially those in the community. (Principal, Pos. 19).

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

Onsite Monitoring: The principal described onsite monitoring as a challenge due to

Enhanced Community Quarantine (ECQ) restrictions on transportation. The principal needs to go to school a bit distance coming from the principal's house.

So, how can I keep track of the school when it's an hour drive from home and there aren't any more trips available? (Principal, Pos. 18).

Challenge on Management: The principal cited the challenge in managing the school in terms of insufficiency of the 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 the need of being always in the school since the Local Government Unit needs to do inspections in rooms. There is an insufficiency of the number of employees in the school that the principal could not just trust to give the key to anyone else.

So, all I'm saying is that the principal should be present every day because no one else is looking for and responsible for the students 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 in learning the application such as zoom and google meet.

Another implementation of Enhanced Community Quarantine (ECQ): The principal cited another challenge during the new implementation of ECQ by which no transactions are allowed in school. The principal stressed the significance of the distribution of modules to students to avoid workload to teachers and of course for students' learning's sake. The principal has a hard time deciding on the distribution of modules since consideration should be made to factors like students' learning, teachers' workload, and avoiding crowds in school due to safety purposes.

People should not pile up, and there should be a schedule; yet, the question of whether distribution and retrieval will take two days or only one day remains unanswered. As a result, deciding on guilt first and then a decision is extremely difficult. (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 being able to finish outputs on target dates.

Other problems during implementations: The principal identified other problems that arise during implementation such as the busy weekly schedule of teachers and the failure of some parents to submit modules on time.

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 and in-service training. 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 the catchment area. The retrieval was shortened and scheduling a catchment area at every Barangay was considered the best solution.

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

Resource management and utilization, help-seeking, technical aptitude enhancement, time management, and learning environment control were the most commonly used solutions by students according to the study of Barrot et al. [7]

Collaborative Efforts of Stakeholders: The principal stressed the significant collaboration among the administrative officers and coordinators, teachers, Parents Teachers Association (PTA), Barangay officials, and teachers as the best solution in responding to all the challenges faced in this new normal.

I must ask the administrative officer, our coordinators, and our academic coordinator, who are the ones I am primarily seeking assistance from. (Principal, Pos. 50).

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

The discussion below shows how the academic coordinator describes the experiences in the new normal setting of education during this time of the 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 fit the health protocol of the government.

We are only permitted to use distance learning methods such as this online, which is modular and can accommodate blended learners. (Academic coordinator, Pos. 6)

In teaching modality, some teachers perceived that online modality is much more difficult than modular because of issues with internet connectivity. The school faced some challenges in modular modality on safety issues during the submission of modules.

During the submission of grades, we didn't anticipate the volume of people as the line reached up to rice fields. (Academic coordinator, Pos. 11).

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

Because given the fact that not everyone is rich, not everyone can afford it when you conduct synchronous online classes (Academic 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.

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 (Academic coordinator, Pos. 9).

Relationship with Stakeholders is key to success: The academic coordinator sees the significance of having a good relationship with the stakeholders in this difficult time. The coordinator cited various assistance from stakeholders like a 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. The coordinator acknowledges the outreach program extended by the commercial and industrial firms.

We have excellent ties and collaborations with our stakeholders. Our municipal government, in particular, is quite concerned about us. And, of course, parents' crucial support. (Academic coordinator, Pos. 23).

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

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

For my part, I've learned that we should be able to take suggestions and that there is a characteristic that allows us to accept other people opinions, because I feel that two heads are better than one. (Academic coordinator, Pos. 40-41).

Learning Continuity Plan (LCP): The academic coordinator cited that the bases of LCP were taken from the survey conducted from the parents. The decisions on modality took into consideration the suggestions from the parents which cater the available resources that they can provide.

According to the survey, for example, the platforms utilized include messenger and text for those who do not have access to mobile data, or we call them one by one, and parents are the ones who decide sir, parents are the ones we let decide (Academic coordinator, Pos. 9).

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

We made it heterogeneous Sir. We don't have a totally modular component or an entirely online section, sir. As a result, the adviser will deal with both types of pupils in various ways. (Academic coordinator, Pos. 9).

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

Strategies are trial and error and there are some strategies that we found to be ineffective. (Academic 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 the pandemic.

Transformational Leadership: Transformational leadership through shared leadership and teacher empowerment, according to the TVL coordinator, is one response to the current issues in teaching and learning.

Transformational leadership through shared leadership and teacher empowerment. (Technical Vocational Livelihood Coordinator, Pos. 1)

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

Teachers and students are dealing with a variety of issues. One of them is the delivery of technical vocational training via distance learning, as well as the modules and retrieval and distribution schedules required (Technical Vocational Livelihood 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 improve technology literacy. The school head also facilitates the distribution of laptops for the teachers in a work-from-home setup and provides printers per strand leaders.

The school head also takes into account suggestions on how to better meet the needs of instructors, particularly in terms of technology, such as supplying laptops to teachers, printers to strand leaders, and other related school events and programs. (Technical Vocational Livelihood 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 in their field of specialization. The master teachers also need to provide technical assistance, conduct curriculum reviews, share best practices, conduct research and do other related tasks. In the new normal education, the master teachers also have no idea how to conduct the said duties and responsibilities.

A master teacher must go beyond and above to guarantee that the department's specified objectives for curriculum implementation are reached. He would also be required to function as specialist in his respective fields. In addition, activities such as technical support, curriculum revision, sharing best practices, research, and other relevant tasks are expected to be completed. (Technical Vocational Livelihood 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.

The school principal always leads a group discussion and shares her experiences so that we may get a sense of how things are done. These practices assist us, as master teachers, to be more confident in our abilities to do our duties. (Technical Vocational Livelihood Coordinator, Pos. 2)

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

The extent of facilitating transformational leadership is evident in performing my task as Technical Vocational Livelihood coordinator. (Technical Vocational Livelihood 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 asks for updates about the challenges that teachers and learners are experiencing. (Technical Vocational Livelihood Coordinator, Pos. 3)

Teachers Employees Association (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 for acquiring new school uniforms.

The extent of providing close assistance to the school head is evident through the attendance and active participation in every intellectual discussion set by the officers. These are evident in the process of crafting associations by-laws, school uniforms, and other related tasks. (Technical Vocational Livelihood 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 living in a place where internet connectivity is flawed and far from school.

Poor internet connectivity, because most of the residents of the teachers are 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.

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 is that not all students have the equipment to be used for their skills enhancement.

Barangay Assistance to Learners: The barangay officials help the students by allowing them to come to their office and check for defective appliances and outlets, allowing them to apply what they've learned in Electrical Installation and Maintenance class into practice. The administrative officer stressed that the Local Government Unit provided aid and support to the students.

The barangay officials claimed that they had spoken with the barangays and that there were broken electric fans and other items visible to the children. (Administration Officer, Pos. 17).

Poor Internet Connectivity: One of the challenges faced by the teacher, according to the administrative officer, is poor internet connectivity, and teaching fashion design in an online class is difficult.

She claims that managing an online fashion design class is really difficult. (Administration Officer, Pos. 13)

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

There is an allocated a budget for a load like PhP 2000-2500 a month per teacher (Administration Officer, Pos. 36)

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

According to the president of the Parent-Teacher Association (PTA), the impact of the pandemic began in 2020, when many projects were postponed and some scheduled activities were canceled despite having a budget.

I have a lot of projects that didn't go through, it's very difficult for us even with the available 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 implement the Learning Continuity Plan (LCP) of the school. 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.

The Barangay Officials at the school are helping to ensure standard protocol (PTA President, Pos. 11)

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.

Fig. 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. A mechanism such as Learning Continuity Plan (LCP), agreed choice of modality, and capacity building were 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 [8].

4.1 Implementation of ECQ

The school recognizes the challenges brought by the restrictions during the implementation of ECQ such as constraints of school activities, transportation issues, limitations of transactions in school, issues of onsite monitoring, and the choice of modality. In the COVID-19 pandemic, psychological anguish, increased communication inequalities, food shortages, economic obstacles, and alternative education delivery were identified as social effects of community-based quarantine according to the study of Chu et al. [9].

4.2 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 to 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 the safety of parents and teachers, appropriate modalities, and coordination with the barangay officials have to be given enough consideration. According to Sharma, the school management training provide Heads of Schools with the necessary school management skills to effectively manage their particular schools [10].

4.3 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, the authenticity of assessment, and safety of teachers and parents.
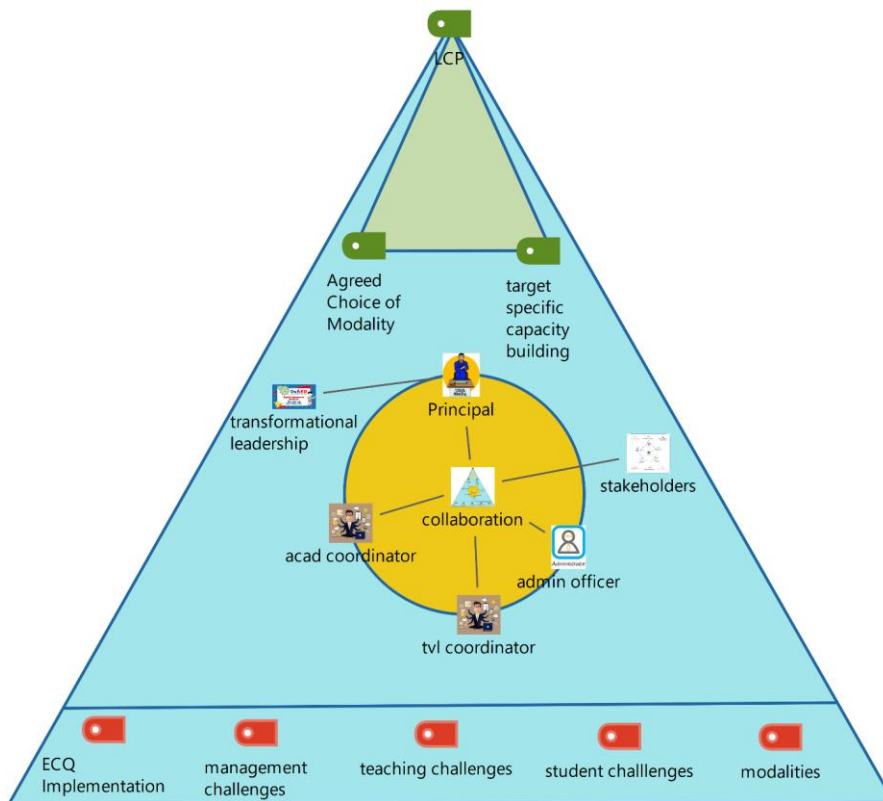
Fig. 2. New Normal Experiences in Teaching and Learning

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 as previously demonstrated by Pentang et al [11].

4.5 Challenges of Students

The school acknowledges the observed difficulties in the learning process of their students. It shows that teachers confront numerous problems in delivering courses, with isolated student issues playing a significant role 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 the new normal way of education, and failure of producing outputs on target dates.

This is in accordance with the studies of Muraleedharan and Joseph that students manage by keeping a daily pattern centered on digital engagement, seeking parental support in schooling, and interacting with peers online [12].

4.6 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 reflected in the LCP. A combination of online, modular, and blended modalities was used to cater to the needs of students depending on the available resources for both teachers and students. Online and modular modalities were commonly used in the delivery of classes with consideration of the ability of students to submit their works. Submission of their works was done 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 an uncontrolled number of parents going to school with threats on safety concerns. Teachers devised a method of delivering classes having two hours of online sessions and two hours of asynchronous and independent learning. The choice of modality was also a primary decision made under influence of parents.

According to the study by Verde and Valero on "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 [13].

4.7 Collaboration among Staffs

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

The collaborative effort of the principal, coordinators, teachers and staff is considered one of the best solutions identified by the school. It is evident in the involvement of the property custodian in the distribution of tablets, the safety officer on safety protocols, coordinators and principal in the promulgation of programs, the involvement of teachers and advisers in a variety of solutions made, and the administrative officer, coordinators and teachers working together for the LCP.

According to Patterson, it's more crucial than ever for teachers and parents to work together to help their children make rapid development [14].

4.8 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 to the problems faced by the school which include the monetary subsidy from the 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 is 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 a catchment area for the distribution and retrieval of modules. It is therefore concluding the significance of the linkages of schools to different stakeholders such as parents, local government units, 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 [15].

4.9 Transformational Leadership

These solutions identified by the school were made possible because of one characteristic of the principal 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 with utmost possibilities and inclusion in decision making which eventually leads the teachers to grow professionally. For 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, the 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 for the needs of teachers as well as learners. These are very evident in the scheduling of distribution and retrieval activities, distribution of laptops for teachers, providing 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 [16].

4.10 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 morality, and the health and safety of teachers and students. The choice of modalities was based using a survey of parents and based on the guidelines of the government in relation to health protocols. The effective planning of the LCP showed the collaboration of principal, coordinators, advisers, teachers, and staffs. In the study of Dayagbil et al. (2021), the trajectory for flexible learning delivery, the role of technology, and the teaching and learning environment were noted as emerging themes from the qualitative replies [17].

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.

In the study on "Course Modality Choice and Students' Self-selection of Courses", the findings support institutional actions such as assisting students with course modality selection that may lead to increased student retention, performance, and satisfaction according to the study of Decosta [18].

Capacity Building Program: This helps the teachers in coping 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 [19].

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 the 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 of 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 in 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 the opportunity to perform the job with utmost possibilities and inclusion in decision making which leads 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 the school's characteristics, best practices, and mechanisms to be used in a 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).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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